Aural and Written Vocabulary Knowledge in Relation to the Listening Comprehension of Senior High School Students

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ABSTRACT

Listening comprehension remains a significant challenge among students despite the widespread use of English as the medium of instruction, communication, and classroom interaction. Although students are regularly exposed to the English language, the systematic development of listening comprehension skills has received limited instructional emphasis. This study examined the relationship between receptive aural and receptive written vocabulary knowledge and the listening comprehension skills of Senior High School students. A descriptive-correlational research design was employed involving 143 Senior High School students selected through simple random sampling. Data were collected using standardized instruments, namely the Receptive Aural Vocabulary Knowledge Test, the Receptive Written Vocabulary Levels Test, and a Listening Comprehension Test. Descriptive statistic (mean, standard deviation, frequency, and percentage), Pearson product-moment correlation, and multiple regression analysis were utilized to analyze the data. The findings revealed that the respondents demonstrated an advanced level of receptive aural vocabulary knowledge but only a basic level of receptive written vocabulary knowledge. Moreover, their listening comprehension performance was below the minimum passing standard, indicating poor listening proficiency. Both receptive aural and receptive written vocabulary knowledge were found to have significant positive relationships with students' listening comprehension. However, receptive written vocabulary knowledge emerged as the significant predictor of listening comprehension. The findings suggest that students' limited written vocabulary knowledge, coupled with insufficient exposure to authentic listening and vocabulary-building activities, may have contributed to their poor listening comprehension performance. The study highlights the need for English teachers to integrate systematic vocabulary instruction and authentic listening experiences into classroom practice to enhance students' listening comprehension and overall English language proficiency.

Keywords: Receptive Aural Vocabulary, Receptive Written Vocabulary, Listening Comprehension, Vocabulary Knowledge, Senior High School Students, English Language Learning

INTRODUCTION

Listening is widely recognized as one of the most fundamental language skills because it serves as the primary channel through which learners receive and process linguistic input. Despite its importance, listening has often received less instructional attention than reading, writing, and speaking in many English language classrooms. Effective listening requires learners not only to hear spoken language but also to interpret meaning by integrating cognitive, affective, and behavioral processes. These include paying attention, comprehending spoken messages, responding appropriately, and sustaining motivation to engage in communication (Teng, 2016; Yurko & Styfanyshyn, 2020). Tong (2019) further emphasized that listening competence is indispensable in English language acquisition because it strengthens communication between teachers and students while facilitating the development of other language skills. Likewise, Hogan et al. (2014) explained that listening comprehension is a dynamic process influenced by linguistic knowledge, vocabulary, inference, and prior knowledge, making vocabulary an essential factor in successful comprehension.

Vocabulary knowledge has long been regarded as a cornerstone of second language learning because it enables learners to understand and use language effectively across various communicative contexts. Researchers

distinguish between receptive vocabulary, which consists of words learners can recognize and understand, and productive vocabulary, which includes words they can actively use in speaking and writing (Faraj, 2015; Liden, 2022). Schmitt (2019) described vocabulary knowledge as a multidimensional construct encompassing individual words, formulaic sequences, and their morphological forms, while Atas (2018) highlighted that vocabulary underpins all four macro language skills. More specifically, studies have shown that aural vocabulary knowledge plays a critical role in listening comprehension because learners must rapidly recognize spoken word forms and map them to meaning during real-time communication (Matthews, 2021). Masrai (2020) found that aural vocabulary knowledge was a stronger predictor of listening comprehension than written vocabulary knowledge among second language learners, emphasizing the need to examine both dimensions separately.

The relationship between vocabulary knowledge and listening comprehension has been supported by numerous international studies. Cheng and Matthews (2018) explained that spoken language presents greater processing demands than written language because auditory input is transient and cannot be revisited, requiring learners to recognize and interpret words immediately. Ke and Wang (2022) demonstrated a strong correlation between aural decoding and listening comprehension among English language learners, showing that aural decoding significantly predicts listening performance. Similarly, Lange and Matthews (2020) affirmed that the ability to recognize spoken vocabulary is a defining characteristic of successful second language listeners. Other studies have likewise reported that learners with broader vocabulary knowledge tend to achieve higher listening comprehension scores (Noreillie et al., 2018; Robles-Garcia, 2022). These findings collectively suggest that vocabulary knowledge, particularly in its auditory form, is an indispensable component of effective listening comprehension and language proficiency.

Despite the growing body of international literature, significant gaps remain in the Philippine context. Most local studies have focused primarily on reading comprehension, academic reading, and writing skills, with relatively limited attention given to listening comprehension and the distinct contributions of aural and written vocabulary knowledge (Urbano et al., 2021; Imam et al., 2014). Although a few Philippine studies, such as Orbe and Lansang (2019), have examined English listening skills among second language learners, they did not specifically investigate how receptive aural and written vocabulary knowledge influence listening comprehension. Moreover, existing international findings may not fully represent Filipino learners due to differences in educational settings, language exposure, and instructional practices. Hence, there remains a need for empirical research that examines the relationship between aural vocabulary knowledge, written vocabulary knowledge, and listening comprehension among Senior High School students in the Philippines. Addressing this gap will provide context-specific evidence that can guide English teachers in designing vocabulary-based instructional strategies and listening activities that strengthen learners' comprehension and overall language proficiency.

LITERATURE

Receptive Aural Vocabulary Knowledge

Receptive aural vocabulary knowledge refers to a learner's ability to recognize, process, and understand the phonological form of words when they are heard in spoken language. It is considered a fundamental component of second language acquisition because learners must rapidly identify spoken words and connect them with their meanings in real-time communication. According to Matthews (2021), aural vocabulary knowledge functions as the mental repository that enables listeners to perceive the phonological structure of spoken words and efficiently map these sound patterns onto their mental lexicon, thereby facilitating comprehension. Similarly, Ke and Wang (2022) reported that aural decoding has a strong positive relationship with second language (L2) listening comprehension, explaining nearly half of the variance in learners' listening performance. Their findings further revealed that learners who achieved approximately 80% accuracy in aural decoding demonstrated substantially better listening comprehension. These studies underscore that receptive aural vocabulary knowledge is a critical linguistic resource that enhances learners' ability to comprehend spoken English and supports the development of overall listening proficiency.

Receptive Written Vocabulary Knowledge

Receptive written vocabulary knowledge refers to a learner's ability to recognize and understand the meanings of words presented in their orthographic or written form. It is an essential component of language proficiency because it enables learners to comprehend written texts, connect printed words with their meanings, and activate previously acquired lexical knowledge. According to Cheng and Matthews (2018), written word forms are relatively permanent and can be revisited several times, allowing learners more opportunities to examine, recognize, and interpret unfamiliar vocabulary. Similarly, Masrai (2020) explained that receptive written vocabulary knowledge is commonly assessed through written vocabulary tests and remains an important dimension of lexical competence because knowledge of orthographic word forms contributes to learners' comprehension processes. These perspectives indicate that sufficient receptive written vocabulary knowledge helps students process written language more effectively and provides a linguistic foundation that may also support broader language skills, including reading and listening comprehension.

Students' Listening Comprehension Skills

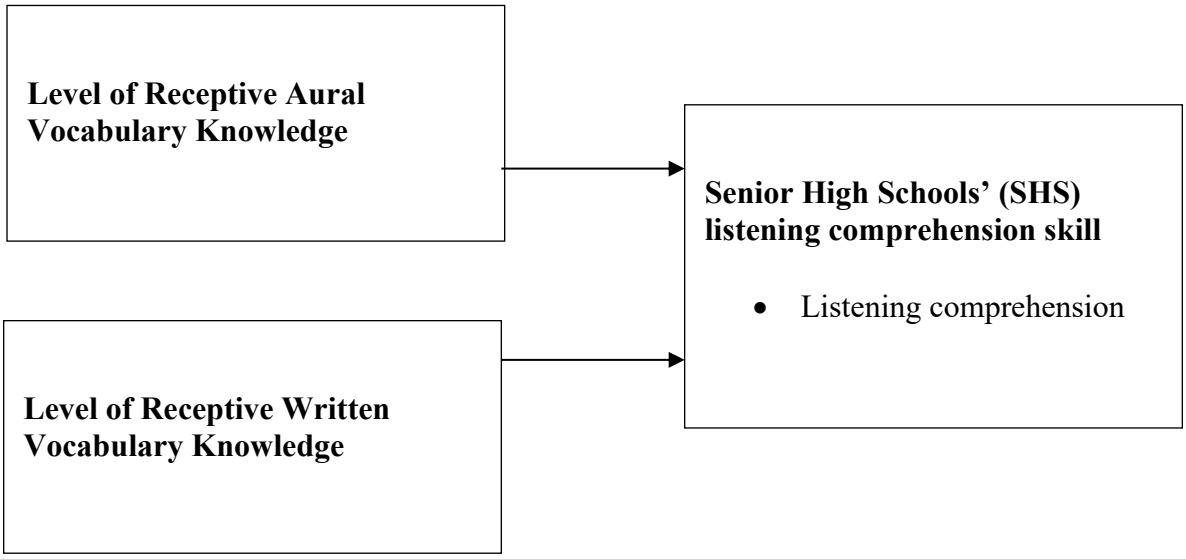
Students' listening comprehension skills refer to their ability to accurately receive, interpret, and construct meaning from spoken language by integrating linguistic knowledge, cognitive processing, and prior experiences. Listening comprehension is a dynamic process that requires learners to recognize speech sounds, understand vocabulary and grammatical structures, make inferences, and connect new information with existing knowledge. Hogan et al. (2014) emphasized that listening comprehension is influenced by essential linguistic factors, particularly vocabulary knowledge, inference, and background knowledge, all of which contribute to successful understanding of spoken messages. Likewise, Tong (2019) stressed that listening is a vital language skill that supports English language acquisition and effective communication, enabling learners to understand classroom instruction and participate actively in learning activities. These findings suggest that well-developed listening comprehension skills enhance students' academic performance by improving their ability to process oral information, respond appropriately, and communicate effectively in various educational contexts.

Numerous studies have established that receptive aural vocabulary knowledge is significantly associated with students' listening comprehension skills because recognizing spoken word forms is a prerequisite for understanding oral language. Matthews (2021) explained that aural vocabulary knowledge enables learners to identify the phonological forms of words and rapidly connect them to meanings stored in their mental lexicon, thereby facilitating efficient comprehension of spoken discourse. Likewise, Ke and Wang (2022) found a strong positive relationship between aural decoding and second language listening comprehension, reporting that aural decoding accounted for approximately 46.9% of the variance in learners' listening comprehension performance. Consistent with these findings, the Alensub study revealed a statistically significant relationship between students' receptive aural vocabulary knowledge and listening comprehension skills ($r = 0.07$, $p = 0.044$), indicating that learners with greater ability to recognize spoken vocabulary tend to demonstrate better listening comprehension, although the strength of the relationship was very weak. These findings suggest that strengthening students' receptive aural vocabulary through systematic listening activities and vocabulary instruction can contribute to improved listening comprehension and overall English language proficiency.

Receptive written vocabulary knowledge is significantly related to students' listening comprehension because the ability to recognize and understand written words strengthens the lexical representations that learners use when processing spoken language. Noreillie et al. (2018) found a significant positive relationship between receptive vocabulary knowledge and listening comprehension, indicating that learners who understood a broader range of written vocabulary generally obtained higher listening comprehension scores. Similarly, Hung (2021) reported relatively strong correlations between written vocabulary knowledge and listening comprehension, demonstrating that orthographic vocabulary contributes to learners' ability to identify, interpret, and connect words encountered in spoken discourse. Consistent with these findings, the Alensub study revealed a statistically significant but very weak relationship between students' receptive written vocabulary knowledge and listening comprehension skills ($r = 0.06$, $p = 0.045$). This implies that improvements in students' written vocabulary knowledge may contribute to better listening comprehension; however, other factors, such as aural word recognition, background knowledge, grammatical competence, familiarity with the topic, and exposure to listening activities, may also influence their ability to comprehend spoken English.

CONCEPTUAL FRAMEWORK

This study will look into the receptive aural and written vocabulary knowledge of Senior High School students in relation to their listening comprehension skills.



Statement of the Problem

This study determined the level of receptive aural vocabulary knowledge and level of receptive written vocabulary knowledge in relation to listening comprehension skills among Senior High School (SHS) students. Specifically, this study sought answers the following questions:

1. What is the level of receptive aural vocabulary knowledge of SHS students?
2. What is the level of receptive written vocabulary knowledge of SHS students?
3. What is the level of the students' listening comprehension skills?
4. Is there a significant relationship between the level of the students' receptive aural vocabulary knowledge and level of the students' listening comprehension?
5. Is there a significant relationship between the level of students' receptive written vocabulary knowledge and level of the students' listening comprehension?
6. What is the predictor of the students' listening comprehension skills?

RESEARCH METHODOLOGY

Method Used

This study utilized a descriptive-correlational research design as a general methodology. This approach, according to Seeram (2019), simplifies the prediction and explanation of the link between variables and analyzes the degree to which the variables are associated. This study is more focused with "how" something has happened as opposed to "what" or "why" something has occurred. It is possible to collect the data informally; nevertheless, it is often evaluated statistically, making use of frequencies, percentages, averages, and other statistical analyses to identify the nature of the connection between the variables (Nassaji, 2015). Utilizing this design suits the study since it is anchored within the existing relationship between students' aural and written vocabulary in relation to listening comprehension.

Respondents of the Study

The grade 11 senior high school students were the target respondents of the study since they were experiencing oral and listening comprehension tasks and activities in their Oral Communication this school year 2022-2023. Grade 12 students were not chosen and could not be included in the study because they had already completed all the English language subjects in the SHS curriculum. The total population of Grade 11 students have been 250, using the Raosoft online application in determining the sample size, 153 samples were derived to serve as respondents to the study. Stratified random sampling were used to know the number of respondents representing each section.

Research Instrument

The research instrument used in this study consisted of three standardized tests. The first instrument was the **Receptive Aural Vocabulary Knowledge Test**, adopted from Matthews (2018), which measured students' ability to recognize and understand spoken English vocabulary through a graded dictation test covering high-, mid-, and low-frequency words. The second instrument was the **Receptive Written Vocabulary Knowledge Test**, adapted from the **Updated Vocabulary Levels Test (UVLT)** developed by Webb et al. (2017), which assessed students' orthographic vocabulary knowledge across different word-frequency levels. The third instrument was the **Listening Comprehension Test**, adapted from the **Test of English as a Foreign Language (TOEFL)** practice test (Hastuti, 2019), which evaluated students' listening fluency and comprehension through audio recordings followed by multiple-choice, sentence completion, and information-transfer questions. These standardized and validated instruments were selected because they effectively measured the study's variables and provided reliable data for determining the relationship between students' receptive aural vocabulary knowledge, receptive written vocabulary knowledge, and listening comprehension skills.

Data Analysis

The following were the statistical tools used in analyzing the data gathered.

Mean Scores Standard Deviation. These tools were used to determine the average and how dispersed the scores are of students' level of receptive aural vocabulary knowledge, level of receptive written vocabulary knowledge and level of listening comprehension skills.

Frequency distribution and percentage. These tools were used to show the frequency and the proportion of the scores per hundred of the level of Receptive Aural Vocabulary Knowledge**,** level of Receptive Written Receptive Vocabulary Knowledge, and level of Listening Comprehension.

Pearson Product- Moment (Pearson r) Correlation. This tool was used to determine the relationship between receptive aural vocabulary knowledge and receptive written vocabulary knowledge and listening comprehension.

Regression Analysis. This tool was used in determining the predictors of the students' listening comprehension.

Data presentation and analysis

The data are presented in accordance with the statement of the problems of the current study. The study aimed to answer the following questions:

What is the level of receptive aural vocabulary knowledge of SHS students?

Table 1 Receptive Aural Vocabulary Knowledge SHS Students

Receptive Aural Vocabulary Knowledge	***f***	***%***	***Mean***	***SD***
Advanced	122	79.74	98.52	1.68

Proficient	13	8.50	91.94	1.51
Basic	18	11.76	81.98	6.64
Overall Knowledge			95.48-	*Advanced*

Note: Aural Vocabulary Knowledge Scale: 95-100 (Advanced); 90-94 (Proficient); 85-89 (Basic)

Table 1 shows that the students were advanced in their overall receptive aural vocabulary knowledge (M= 95.48). While the overall score of the students was in the advanced level according to its percentage, among the 153 students, 122 were in the advanced level (79.74 %; M=98.52; SD= 1.68) with a percentage score of 95-100 , 13 were in the proficient level (8%.50; M= 91.94; SD+ 1.51) with a percentage score of 90-94 and 18 were in basic level (11.76%; M=81.98; SD= 6.64) with a percentage score of 85-89 . This finding implies that students have substantial depth in their receptive aural vocabulary knowledge. Most of the students aurally recognized the target words in the Word Frequency Level Vocabulary word list of levels 1-3. The findings also show that students can easily recognize English words given that the students are exposed to the language as it is the medium of instruction in the classroom. Students were also exposed to foreign movies and series, streaming platforms (YouTube, Netflix, Disney+), and social media platforms (Facebook, Twitter) that helped with their proficient level of receptive aural vocabulary knowledge.

According to Matthews (2018), teachers have to administer an aural vocabulary exam to their students as a diagnostic test. They can determine how much or little the students are aware of vocabulary's phonological components. It will help the teachers assess the range of a student's vocabulary knowledge. To determine if a student truly understands the meaning of words, teachers should also administer a test that would also determine if students fully understood the meaning of the form. Employing tests comparable to those utilized in the present study is likely to provide English teachers with information on the degree of aural vocabulary knowledge possessed by their students.

The result of this study is similar to a study by Masrai (2019), the findings reveal that learners' aural vocabulary knowledge is within the 2000–3000-word range, which corresponds to the minimum vocabulary knowledge needed for listening comprehension at the 95% coverage number suggested by Van Zeeland and Schmitt (2013). 95% coverage is used in this study as the cut-off for proficiency, compared to the Written Vocabulary test which students can review and recall their prior knowledge of the target words, in this test students can only listen to the target words once thus 95% is acceptable. It is reiterated in this study that phonological components of vocabulary instruction must be emphasized in addition to other features of words, such as their meanings, spelling, and use.

Although students can easily recognize words aurally it is also important to test the depth of their understanding, not just the form but the meaning. To determine if students truly understand the meaning of words, teachers may administer an additional test that is centered on the word's definition. After giving students an aural vocabulary test, teachers should have them write down the definitions of the target terms in their native language for those whose English competence is insufficient (Basic). This would help determine whether the students were actually understanding the meanings of the target words or are only picking up the sounds of them. There were still students who were considered to have had insufficient vocabulary depth thus teacher may also focus on these students by adding activities that may help in their aural vocabulary acquisition.

What is the level of receptive written vocabulary knowledge of SHS students?

Table 2 Receptive Written Vocabulary Knowledge SHS Students

Receptive Written Vocabulary Knowledge	***f***	***%***	***Mean***	***SD***
Advanced	27	17.65	98.96	0. 77
Proficient	43	28.10	96.20	0.86
Basic	83	54.25	81.0	13.41

Overall Knowledge			88.44-	*basic*

Note: Aural Vocabulary Knowledge Scale: 98-100 (Advanced); 95-97 (Proficient); 94 and below (Basic)

Table 2 shows that the students were at the basic level in their overall receptive written vocabulary knowledge (M=88.44). While the overall score of the students was in the basic level according to its percentage, among the n=153, 27 were in the advanced level (17.65 %; M= 98.96; SD= 0.77), 43 were in the proficient level (28.10 %; M=96.20; SD= 0.86) and 83 were in the basic level (53.24%; M= 81.0; SD= 13.41). This finding shows that the majority of students have insufficient vocabulary size in their receptive written vocabulary knowledge. Although they were advanced in recognizing words aurally, in terms of recognizing them in written form, students seemed to have difficulty associating the written words with their meaning. This finding demonstrates students' lack of exposure to written word forms.

This test is used to measure students' written receptive vocabulary, which is mainly word knowledge. It assesses the learner's knowledge of the five frequency levels of English word families (1,000; 2,000; 3,000; 4,000; 5,000). This demonstrates that students were deficient and required more vocabulary acquisition. Although there were 17.10 % of students that were in the advanced level and 28. 10% were at the proficient level, which also shows that an adequate number of students have sufficient word knowledge in the written form, and 53.24 % of students were at the basic level, which is fairly high.

Although vocabulary test scores can be interpreted in several ways, including applying a cut-off score for the word levels (McLean & Krammer, 2015) or calculating them as a total, or using a formula for the overall score (Hung, 2021), Webb and Sasao (2013) suggested on the direction in Vocabulary testing that it is highly helpful for teachers to evaluate their students' knowledge on one or two levels at a time. The completion of all five levels of the VLT may be rather a time-consuming process for many students, and the evaluation of students' understanding of the lower frequency levels is only useful for students who have reached an advanced level. Therefore, teachers may frequently choose to assess their students' word knowledge based on the levels that are most suitable for their students, such as 2000, 3000, 5,000, or academic word levels.

Similar to the study of Atas (2018) that evaluated the different levels from the 1,000-word level to the academic word level, findings show that students did better in the 2000 level (M=27.21) since the most common terms are in the 2,000 level but participants appeared to have performed better in the academic level (M=24.03) than on the 3,000 level (M=22.76) although it is anticipated that students would be more familiar with terms on the 3,000 level. With its finding, teachers may be able to know which level needed more improvement in vocabulary acquisition and may do activities targeted at a specific vocabulary level.

In an article by Nation (2006) who is known to be the first to study Vocabulary Knowledge and developed the earlier Vocabulary tests that have been used as the basis for the majority of the different Vocabulary tests, he emphasized that if unassisted comprehension requires 98 percent coverage of a text. For learners to understand the input and succeed in inferring meaning from context, at least 95% of the input's running words must be covered. Better results would come from coverage levels of roughly 98% (one unknown word every 50 words, or 2 to 3 unknown words per minute) (Hu and Nation, in press). Vocabulary has been acknowledged as a crucial aspect of language acquisition since inadequate vocabulary knowledge causes language learners to experience problems. By having the capacity to utilize vocabulary acquisition tools, students can significantly enhance their language proficiency (Cubalit, 2016).

Krashen's (1989) Input Hypothesis theory contends that reading is the most effective way to acquire vocabulary since it provides intelligible input, students may have neglected the importance of free reading which helps significantly in increasing their vocabulary. Teachers should expose the students more to reading activities that would help increase vocabulary acquisition. Activities such as repetition, explanation, and phonological translation all assist individuals in learning new words better. The use of a dictionary and glosses in the margins help a student understand what a word means. More visual and verbal information about the target words makes

it easier to learn and remember them. A student can learn and use words in different ways depending on things like how well they understand the text, how motivated they are, and how well they know the English language. Teachers should also motivate students to actively participate in vocabulary acquisition activities.

What is the level of the students' listening comprehension skills?

Table 3 Students' Listening Comprehension Skills

Students' Listening Comprehension Skills	***f***	***%***	***Mean***	***SD***
Passing	2	1.31	76.47	12.09
Failed	151	98.69	44.29	0.01
Overall Comprehension Skills			44.71-	*Failed*

Note: Comprehension Skills Scale: 98-100 (Excellent); 93-97 (Very Good); 87-92 (Good);81-86 (Fair); 75-80 (Passing); 74 and below (Failed)

Table 3 shows that the SHS students' overall score on the listening comprehension test failed (M= 44.71). Among the n= 153, 2 were able to pass (1.31%; M= 76.47; SD= 12.09) and 151 failed the listening comprehension skills test (98.69 %; M=44.29; SD= 0.01). The majority of students failed to achieve the passing percentage of 75%, which is the standard percentage required in Basic Education as passing score. Thus, the overall comprehension skills of the students are not proficient. This finding shows how poor the comprehension skills of students are in listening. It also shows how students have not fully developed their listening fluency and listening comprehension skills. Although students use English as a medium of instruction in the classroom, it is assumed that the development of listening comprehension skills has not received adequate attention in the instruction.

The significance of listening comprehension is frequently disregarded and neglected. Lessons tend to emphasize reading, speaking, and writing difficulties without considering that listening comprehension is most likely the root of the problem. In a classroom context, the teacher is the source of knowledge and the facilitator. All of the students' focus is on the teacher, and whatever the teacher says, the students will accept. However, learners may have difficulties with hearing and poor listening comprehension. Students will not be able to learn what is meant to be learned, so impeding the ultimate goal of education (Bermillo & Aradilla, 2022). Students' poor performance may also be due to their poor listening skills.

A similar study conducted by Palma et al. (2020) on speaking and listening proficiency using the TOEFL listening test of Filipino AB English students shows a result that demonstrated an Advanced Level of Proficiency in listening when their results were averaged with a score of 77.9 % interpreted using the American Council on the Teaching of Foreign Languages Proficiency Guidelines (2012). When compared to the score of the Senior High School students' average of 44.71 % it is much lower, which demonstrates that the level of Proficiency in listening of the Senior High School students is Intermediate (41-50 %). It is understandable given that the students were not English Language major students and were still in their Senior High School.

An explanation of the level of students' proficiency is explained in the study of Bermillo and Aradilla (2022) a study on Developing Listening Comprehension and Metacognitive Awareness through Metacognitive Process-Based Listening Instruction, the learners at the intermediate level appear to comprehend the essential points of common topics, such as the stories covered in class. Those designated as elementary level are learners who can comprehend English in a restricted range of circumstances; hence, the instructor must continue to lead their English language acquisition. Thus, it explains the students' current poor proficiency level in their listening comprehension skills. Listening is a talent in its own right, and some authors have argued that it should be taught in the classroom as such rather than being seen as something that teachers presume will develop on its own. The education of listening strategies is one method that may be utilized while teaching listening (Graham, 2017).

One of the goals of the Department of Education's new curriculum is to generate internationally capable individuals, for whom English is essential. English proficiency is necessary for intellectual pursuits, international communication, and economic progress, particularly in today's globalizing society. This demonstrates the importance of improving language skills, particularly listening abilities. This has also been emphasized by Tendero (2019) that in the context of classroom language instruction, receptive skills have not been accorded the same weight as other abilities, which has resulted in a typically low proficiency level among students. Consequently, students have not had sufficient opportunities to practice the skills.

English teachers may include in their respective English core subjects the teaching of listening strategies and multiple opportunities for students to practice the skills to improve their listening comprehension skills, as these are the key to comprehending all other written English information. As emphasized by Graham (2017) students must be exposed to a variety of listening activities such as form-filling, sentence completion, summary completion, description, and assessment of spoken texts to enhance their listening skills.

Is there a significant relationship between the level of the students' receptive aural vocabulary knowledge and level of the students' listening comprehension?

Table 4 Relationship between the Students' Receptive Aural Vocabulary Knowledge the Students' Listening Comprehension Skills

Variables	*r* value	Relationship Strength	*p* value	Remarks
receptive aural vocabulary knowledge and level of the students' listening comprehension	0.07	Very Weak	0.044	Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant

Table 4 shows the relationship between students' receptive aural vocabulary knowledge and the level of students' listening comprehension was significant (p value= 0.044) so, the null hypothesis was rejected. The strength of the relationship between receptive aural vocabulary knowledge and students' listening comprehension appeared to be very weak (r value= 0.07). This is evident since the majority of the students were able to aurally recognize the target words and were at the advanced level, as seen in Table 1. Although the strength of the relationship between aural vocabulary knowledge and students' listening comprehension skills appeared to be very weak, the relationship is significant. As shown in other studies (Matthews, 2018; Tagushi, 2019; Masrai, 2019); L2 listening comprehension is correlated with L2 aural vocabulary knowledge. If, as previous research has demonstrated, Aural Vocabulary Knowledge is essential for the listening comprehension of L2 learners, then all three levels of AVK should be correlated with listening scores (Taguchi, 2019).

Learners, even those in their sixth year of learning a language, have difficulties keeping track of what they understand and using their background knowledge to help them understand. They also have trouble separating speech and recognizing familiar words in the speech stream (Graham, 2017). According to Nation (2001), activities that include the teaching and learning of expressive vocabulary can help improve one's ability to comprehend what is being heard. Because vocabulary size accounts for the biggest share of the diversity in listening comprehension, the researcher suggests that vocabulary acquisition activities should first and foremost concentrate on expanding participants' existing vocabularies and form-meaning recognition.

Compared to Taguchi's (2019) study, the respondents' do not use the English language as their medium for instruction compared to the SHS students who were exposed to the language. SHS students were used to the English language as they often use and hear it inside the classroom. Thus, Tagushi (2019) study findings showed a strong correlation. In contrast, this study also showed a slightly similar result to Du et al. (2022) study, finding

showed the correlation between scores of the Aural Vocabulary Test and L2 listening comprehension test scores was moderate ($r = 0.38$, $p < 0.01$).

On the other hand, another study shows a result that is in contrast to this study. A study by Hung (2021) as listening comprehension and aural and written vocabulary knowledge showed to have quite high correlations (approx. .65). The research findings indicate that listening and reading comprehension are equally correlated with the two dimensions of vocabulary knowledge, aural and written. This is also because the study's respondents were also not exposed to the foreign language and are using their native language as their medium of instruction in the classroom, thus respondents' familiarity with the receptive aural target words was limited and could strongly correlate to the respondents' listening comprehension skills' difficulties.

The results of the students' scores in the Receptive Aural Vocabulary Knowledge test demonstrated that they may have concentrated more on copying the sound of the word, similar to the results in the listening comprehension test which they may have summarized the information from the audio material and that they have not made any effort to create sound judgments to make sense of the information. This might be due to a lack of experience with listening activities that stimulate assessment on the part of the listener which is similar to the study of Palma et al. (2020).

Additionally, the result may be also because the participants were only given an aural vocabulary test to complete to evaluate the students overall receptive vocabulary range, it was unclear if the students only recorded what they had heard or if they were able to fill in the gap using the target word's definition. It would be helpful for teachers to have a variety of assessment tools, similar to reading tests to assess the linguistic comprehension skills of learners and listening strategy assessments to evaluate the metacognitive listening activities of students, since they will provide helpful hints as to the sorts of challenges second language learners have with listening comprehension.

SHS students may be exposed to the language and associate words aurally but this does not imply that they fully understand the meaning of the form. Learners may use the word in a sentence and know where to use the word but may not know its meaning. Students were already advanced in their aural vocabulary level (M=95.48), teachers may use this information to expand the students' existing vocabulary knowledge and help them in their vocabulary acquisition and form-meaning recognition to improve their listening comprehension skills.

Is there a significant relationship between the level of students' receptive written vocabulary knowledge and level of the students' listening comprehension?

Table 5 Relationship between the Students' Receptive Written Vocabulary Knowledge the Students' Listening Comprehension Skills

Variables	*r* value	Relationship Strength	*p* value	Remarks
receptive written vocabulary knowledge and level of the students' listening comprehension	0.06	Very Weak	0.045	Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship) Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Table 5 shows the relationship between students' receptive written vocabulary knowledge and the level of students' listening comprehension was significant (p value= 0.045) so, the null hypothesis was rejected. The relationship strength between receptive written vocabulary knowledge and students' listening comprehension appeared to be very weak (r value= 0.06). A slightly higher r-value (r value= 0.06) compared to the relationship strength of receptive aural vocabulary knowledge and listening comprehension as shown in table 4. This is because students' overall score in their receptive written vocabulary knowledge was Basic (M= 88.44). It is assumed that written vocabulary knowledge is important for listening comprehension among learners. Although the strength is also very weak, the relationship is significant (p value= 0.045). The result of the study is similar to the studies presented by (Milton et al. 2010; Dabbagh, 2016; Noreillie; 2018 Masrai, 2019; Hung, 2021) that

receptive written vocabulary was correlated to listening comprehension. In a study by Noreillie et al. (2018), findings showed a significant, positive correlation of (r value=.63).

Most research studies concluded after reviewing earlier corpus studies, analyzing frequency lists from the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA), and consulting with several well-known lexicographers. It has long been proven that high-frequency vocabulary can be a valuable source of information for L2 learners (Nation, 2001). Stæhr (2009) also affirmed that the relationship between vocabulary knowledge and listening comprehension stated in his research revealed that to get 98% coverage and acceptable advanced listening comprehension, one must be familiar with the 5,000-word families that are used the most. As shown in Table 2, (54.25 %) of the SHS students were considered to have had insufficient Receptive Vocabulary Knowledge and have not fully acquired the frequently used words from levels 1,000-5,000-word list, since 2000-3000 of the most common word families necessary to have reasonably high listening comprehension it is assumed that the insufficient receptive written vocabulary was the reason for the poor listening comprehension of the SHS students as seen in table 3.

Although the result in this study is in contrast with the other studies, findings in other studies show a strong correlation, there were positive correlations between vocabulary test scores and listening and reading comprehension. There were also significant correlations between phonological (aural) and orthographic (written) vocabulary knowledge of approximately (0.90. at p>.01 level), the relationships were statistically significant. comparatively strong associations (approx. .65) (Hung, 2021). This shows that the correlation between vocabulary knowledge and comprehension tended to be smaller when the participants who took part in the study had low levels of English proficiency, according to a careful examination of several studies using different vocabulary tests, which suggested that the correlations may vary greatly depending on the levels of English proficiency of the participants. It may also mean aside from the receptive vocabulary knowledge, there might be other factors that correlate to the poor listening compression of the SHS students. Similar to a study by Cubalit (2016) where the majority of responders (90%) cited new vocabulary and complex grammar structure as the greatest obstacle, followed by unexpected settings (87%), lengthy spoken text (83%), and slang and idiomatic expression (77%).

Form and meaning are said to be simpler to teach (Schmitt, 2010). The development of vocabulary can benefit from specific teaching and learning (Nation, 2001). Before vocabulary size reaches a high level (for example, 8,000–9,000-word families, according to Nation (2006), the emphasis on the teachings of the lesson may change to support various forms of vocabulary knowledge acquisition that students may need and include in the respective English core subjects the teaching of listening strategies and multiple opportunities for students to practice the skills to also improve their comprehension skills.

Although, word frequency might be valuable for both L2 students and teachers in determining the frequency with which native English speakers use specific terms. For students to be proficient in the English language, students with the help of the teacher, must learn the frequently used words of native English speakers. Nation (1990) and West (1953) compiled a list of high-frequency terms at the 2,000-word level to assist learners in acquiring lexical knowledge and enhancing their communication skills in everyday situations. According to him, high-frequency word families or commonly used words consist of 2,000-5,000 words, and low-frequency word families or less commonly used words exceed 8,000-9,000 words. In addition, he suggested that 2,000 high-frequency word families be examined during the initial period of language acquisition. It is necessary to assess the students at to what level they are sufficient, so to be able to assist them with their vocabulary acquisition. Students may be able to acquire the word families that are necessary and suitable for their level. Students will be able to reach the level of Academic terms, which are advantageous for learners who seek to study English in general, and technical words, which are advantageous for learners who prefer to study a particular subject and for a certain reason.

What is the predictor of the students' listening comprehension skills?

Table 6 Multiple Regression Coefficients Predicting the Listening Comprehension Skills

Predictors	Coef (β)	SE Coef		t- value	p-value
(Constant)	59.5	12.7		4.68	0.00
Receptive Written Vocabulary Knowledge	.07	0.08		0.82*	0.04
Adjusted r^2	9.10%				
F value	0. 69				
p-value	0.05				
Listening Comprehension Skills = 59.5 + 0.07 Written Vocabulary Knowledge					

Note : ** means p<0.01 (Highly Significant)at 0.01 level

Table 6 shows that Receptive written vocabulary knowledge (t- value= 0.82; p- value= 0.04) predicted the SHS students' listening comprehension skills. Multiple regression analyses showed that receptive written vocabulary accounted for 9.10% of the variance in listening comprehension skills. It showed that receptive written vocabulary is essential for the listening comprehension of SHS students. The findings as well imply that vocabulary is crucial in language acquisition since inadequate vocabulary knowledge in the written form causes learners to experience problems similar to students' experiencing listening comprehension difficulties. Although the result was in contrast to the result of Marsai (2019) where the findings indicate that knowledge of aural vocabulary is the most accurate predictor of listening comprehension, whereas knowledge of written vocabulary adds just minimally to the prediction.

In this study, the students' receptive written vocabulary knowledge was at the basic level (94 and below) and was considered insufficient as shown in table 2. During the listening comprehension test, students may have not thoroughly comprehended the listening test due to the unfamiliar and new vocabulary words used in the audio test. Students may have also experienced other factors that may also be the reason for the students' listening difficulties due to the complex grammar structure, unfamiliar context, lengthy spoken text, and slang idiomatic expression which students were not often used to daily, most especially students were not often exposed to these types of listening activities, exercises, and tests.

In terms of vocabulary acquisition activities that include the teaching and learning of receptive vocabulary can help improve one's ability to comprehend what is being heard. Because vocabulary size accounts for the biggest share of the diversity in listening comprehension, Nation (2001) suggested that vocabulary acquisition activities should first and foremost concentrate on expanding participants' existing vocabularies.According to Wang and Treffers-Daller (2017), very little is known about the variations in the effects of aural and written vocabulary knowledge on listening comprehension. This research indicates that written vocabulary knowledge explains the predictor of listening comprehension better than aural vocabulary knowledge. This study implies that the influence of auditory vocabulary knowledge on SHS students listening comprehension is weak compared to that of written vocabulary knowledge.

The results of the current study support the findings of (Wang and Treffers-Daller (2017); Stæhr (2009); Nation, 2006; Noreillie et al.,2018) on the importance of Vocabulary Knowledge for Listening Comprehension among L2 students. Though the result shows a weak strength between written (p-value=0.45) and aural vocabulary knowledge (p-value 0.44) to listening comprehension, the findings show a significant relationship of receptive written and aural vocabulary knowledge to listening comprehension with receptive written vocabulary knowledge as a predictor (9.10 %) of SHS students' listening comprehension.

According to Schema Theory by Piaget (1952). Piaget (1952) emphasized the importance of background knowledge by saying that understanding comes from the interaction between a learner's background knowledge and a word in which new information is linked to previously stored information in long-term memory. Schema theory states that words don't have meaning on their own. Instead, it gives hints that help readers and listeners build meaning from what they already know; the words trigger and build on existing schemata. Thus, students need widen their vocabulary knowledge to better comprehend what they listen to or hear. Since listening is a skill, teachers can = exposed their students more to a variety of listening activities and acquire listening

strategies. Good listening strategies may be developed through lessons that may have a positive outcome on the students listening ability.

Through the classroom discussion about what method to use, it is possible to build metacognitive strategies and awareness in relation to listening, which can be very beneficial. To aid students in developing their listening skills, teachers should consider the creation of bottom-up and top-down strategies among different listening activities. Prediction/pre-listening techniques must be supplemented with verification and monitoring procedures by the teachers.

DISCUSSION

The findings indicate that the respondents possessed an advanced level of receptive aural vocabulary knowledge but only a basic level of receptive written vocabulary knowledge, while their overall listening comprehension skills remained below the expected proficiency level. Although both receptive aural and receptive written vocabulary knowledge were significantly related to listening comprehension, the relationships were very weak, suggesting that vocabulary knowledge alone does not fully explain students' listening performance. Among the two variables, receptive written vocabulary knowledge emerged as the significant predictor of listening comprehension, highlighting the importance of students' ability to recognize and understand written word forms in processing spoken language. These results imply that effective listening comprehension is influenced not only by vocabulary knowledge but also by other linguistic and cognitive factors, including grammatical competence, background knowledge, listening strategies, familiarity with spoken discourse, and regular exposure to meaningful listening activities. Therefore, English instruction should integrate systematic vocabulary development with authentic listening exercises and strategy-based learning experiences to strengthen students' listening comprehension and overall language proficiency.

CONCLUSION

The study concludes that Senior High School students demonstrated advanced receptive aural vocabulary knowledge but only basic receptive written vocabulary knowledge, indicating that while they could recognize spoken English words, they had difficulty recognizing and understanding many words in their written form. The students also exhibited low listening comprehension skills, suggesting that vocabulary knowledge alone is not sufficient to ensure effective understanding of spoken English. Although both receptive aural and receptive written vocabulary knowledge were significantly related to listening comprehension, the relationships were very weak. However, receptive written vocabulary knowledge emerged as the significant predictor of listening comprehension, emphasizing the importance of strengthening students' written lexical knowledge to support their ability to process spoken language. Overall, the findings suggest that enhancing vocabulary development alongside consistent exposure to listening activities and comprehension strategies is essential for improving students' listening comprehension and overall English language proficiency.

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