ION CREANGĂ" STATE PEDAGOGICAL UNIVERSITY

DOCTORAL SCHOOL OF EDUCATIONAL SCIENCES

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THE DEVELOPMENT OF ORAL MESSAGE RECEPTION COMPETENCE IN YOUNG STUDENTS THROUGH LISTENING AND COMPREHENSION STRATEGIES

532.02 - School Didactics (Romanian Language and Literature)

Summary of the PhD Thesis in Educational Sciences

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Abbreviations used in the Summary

CCFA - The curriculum cycle of fundamental acquisitions, Preschool, Grade I, and Grade II

CROM – Competence of Receiving Oral Message

CONCEPTUAL LANDMARKS OF THE RESEARCH

Relevance and Importance of the Topic. Communication is unanimously regarded by researchers as one of the key skills of the 21st century, directly influencing each individual's relationships with the world. On a personal level, communication skills are associated with maintaining physical and mental health, establishing strong social and personal relationships, shaping one's self-identity, expressing faith and spirituality, and fulfilling instrumental needs.

Communication in mother tongue serves as the fundamental pillar for developing and nurturing a wide range of competencies, playing a crucial role in acquiring knowledge and skills across all school subjects. This justifies the focus of educational systems and schools on enhancing this competency and continuously improving educational practices. At the heart of this effort lies the graduate's profile—an ideal that schools strive to achieve by equipping each student with the tools necessary for an active, responsible, and creative socio-professional integration.

Description of the Research Context and Identification of Research Problems. Although essential for improving interpersonal communication and acquiring basic instrumental skills, the issue of oral message reception has not been sufficiently studied in the Romanian academic space. As a result, it has been overshadowed by other competencies in regulatory curricular documents (school curriculum, textbooks, and curricular materials).

The communication competence in Romanian, within the framework of the new competency-based educational paradigm, has been addressed by researchers such as Vl. Pâslaru [25], C. Șchiopu [34; 35], A. Pamfil [23], V. Goia [11], F. Sâmihăian [30], A. Hobjilă [12; 13; 14], C. Crăciun [9], I. Neacșu and A. Damian [21], through reference works in the didactics of Romanian language and literature at various educational levels.

Some concerns regarding the didactics of oral communication and the formation of oral message reception competence in early school years have been reflected in works published in recent decades. F. Sâmihăian argues that, due to its status as a new field within language didactics, the didactics of oral communication is not yet well-structured and presents "the greatest difficulties in classroom activities" [30, p. 129]. Regarding the methodology of organizing oral message reception activities, C. Crăciun

states that it is "not sufficiently consolidated in countries with tradition, little known in our context, and rarely applied" [9, p. 156].

Aspects related to oral reception competence, as part of communication in the Romanian language, are found in the scientific works of several researchers:

- Pamfil [24] – specific principles for developing oral communication skills in primary school;
- Hobjilă [12; 13] – guidelines for forming the reception-decoding-interpretation stance in communication;
- Crăciun [9], F. Sâmihăian [30], M. Norel [22] – didactics of oral communication and specific activities;
- E. Platon, L. I. Vasiu, E. Păcurar [27] – evaluation of oral communication skills.

Purpose of Oral and Written Reception. The goal of both oral and written reception is the same—understanding the message. Therefore, comprehension is the most analyzed construct when discussing the development of text reception skills. The field of reading is rich in studies on comprehension as the initial stage of engaging with a text's universe, where "a coherent and substantial understanding of its literary meaning" occurs [35, p. 115]. C. Șchiopu notes that this is an important process, involving the formation of an understanding of events, characters, differences and similarities, the vocabulary used by the author, and all the structural elements of the literary work [idem, p. 79]. In-depth analysis of nuances and overlapping meanings in terms of comprehension, understanding, and interpretation can be found in the works of researchers such as C. Parfene [23], Vl. Pâslaru [25], C. Șchiopu [34; 35], E.M. Szekely [33], V. Mih, C. Mih [19], M.C. Petrovici [26], etc., who are concerned with establishing the principles, levels, and methodologies of literary text reception. Without comprehension, the text cannot be interpreted, and its full meaning remains hidden from the receiver. Instruction that stimulates understanding processes is paramount for young students, as message reception and interpretation of meaning are hindered without understanding. Works published in Romania address in detail aspects of reception and understanding: K. Cain [4] analyzes the differences between fundamental reception skills, highlighting the connections between them; P. Vianin [36] explains the cognitive and metacognitive processes involved in understanding; I. Albulescu [1] discusses the issue of teaching for

understanding in the context of functional illiteracy. Didactic strategies focused on reception and comprehension have been the subject of works by: C. Șchiopu [35], T. Cartaleanu, T., V. Goraș-Postică, L. Handrabura [5], I. Neacșu, A. Damian [21], M. Stanciu [31], A. Mancaș, D. Stoicescu, L. Sarivan [16] etc.

Through listening and comprehension activities, students can be guided to understand a text they might not be able to process on their own, building new knowledge or applying what they already know in new contexts, stimulating their curiosity, and increasing motivation for further reading. All these goals and directions have led us to identify the research problem, which consists of identifying the theoretical and practical-application benchmarks for the development of oral message reception competence in Romanian language and literature in primary school, at the curricular level of basic acquisitions, by utilizing the narrative literary text.

The aim of the research is to determine the theoretical and praxiological benchmarks that underpin the development of competence to receive oral message (CROM) in Romanian language and literature, at the curricular level of basic acquisitions, by exploiting the potential of narrative literary text and strategies based on listening and comprehension.

The object of the research is the process of developing CROM through the use of narrative literary text and strategies based on listening and comprehension.

The hypothesis upon which the research is based: the use of narrative literary text, didactic strategies based on listening and comprehension, and digital resources will have positive effects on understanding the listened message.

Research objectives:

O1. To synthesize the evolution and conceptualizations of the notion of oral message reception competence in the context of teaching Romanian language and literature.

O2. To analyze the concept of comprehension of the listened text by highlighting the cognitive processes involved in understanding.

O3. To identify the pedagogical and methodological principles for developing CROM by utilizing narrative literary text and strategies for listening and comprehension.

O4. To analyze curricular documents, as well as teachers' opinions and practices regarding the development of CROM.

O5. To diagnose the level of understanding of the listened narrative text among second-grade students.

O6. To design and experimentally validate the Pedagogical Model for Communication-Reception "MC-RBAC" as an effective didactic resource.

Research Methodology. The operationalization of concepts is carried out through a combination of theoretical methods (scientific documentation, analysis and synthesis, comparison, theoretical modeling, and generalization), quantitative methods (survey using questionnaires, evaluation test), qualitative methods (experiment, content analysis of curricular products), analytical methods (interpretation of experimental results), and statistical methods for data collection and processing using the SPSS program. This multi-approach allows for the identification of representative aspects of oral reception and offers an in-depth analysis of oral reception competence.

Scientific Novelty and Originality. The scientific novelty and originality lie in the configuration of the theoretical framework—concepts, theories, models, and ideas related to the development of oral message reception competence in Romanian language and literature in primary schools; the approach of the extended narrative literary text beyond the 120-word level at which the school curriculum positions the independent reader, at the curricular level of basic acquisitions, as a relevant didactic resource for developing CROM; the use of a methodology for developing CROM in accordance with the new conceptualization of communication competence and the paradigm shift in the didactics of Romanian language and literature (RLL), and the role of digital resources as defining elements for the development of listening and understanding oral discourse skills; the development and experimental validation of the Pedagogical Model for Communication-Reception "MC-RBAC" for the development of CROM.

Scientific Problem Solved through Research. The scientific problem addressed by the research consists in clarifying the theoretical and methodological aspects that contribute to the development of CROM, the main goal of listening being the construction of meaning of the received message, and the utilization of the narrative literary text's potential in an experimentally validated pedagogical model for communication-reception.

Theoretical Significance of the Research is determined by: the complexity of CROM and the necessity of its operationalization in a formal setting, with clarification of the numerous integrated concepts; the theoretical foundation of the methodology for developing CROM,

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considering external factors related to the physical environment and the speaker, as well as the didactic strategies that can optimize listening and message comprehension; highlighting an approach to CROM based on a communication-reception model that integrates the components of oral reception and the frameworks for developing competence**.**

The applied value of the research is highlighted by the innovative structural dimensions included in the experimental study: a set of extended narrative literary texts exceeding 120 words; stimulating contexts for developing CROM, selected based on psycho-pedagogical, linguistic, pragmatic, and methodological criteria; determining the level of CROM development in second-grade students based on their understanding of the listened-to narrative literary text; intervention based on the "MC-RBAC" pedagogical communication-reception model, which aims to develop CROM, using described listening and comprehension strategies; the outcome of the pedagogical intervention, the ADDA blog (atelieradda.blogspot.com)), serving as an optimizing educational resource used throughout the research in experimental classes to develop OMRC in second-grade students.

The implementation of the scientific results was ensured through theoretical and practical approaches at the primary education level as a teacher; in methodological activities conducted as a methodologist at the Galați County School Inspectorate; and through teaching activities in subjects like *Pre-school Psychopedagogy* and *Student-Centered Educational Models and Strategies*, during the *Primary and Preschool Education Pedagogy* specialization courses at *Dunărea de Jos University* in Galați, Romania.

Dissertation related publications: 3 scientific articles in peer-reviewed journals, 8 conference papers presented at international conferences, 5 articles in educational publications, and a blog featuring the resources created and used during the experimental phase.

Dissertation Volume and Structure: The dissertation includes annotations in Romanian and English, abbreviations list, an introduction, three chapters, general conclusions and recommendations, 147 pages of main text, a bibliography containing 250 references, and 15 appendices. The dissertation text contains 32 tables and 24 figures.

Key Words: oral message reception competence, listening strategies, comprehension strategies, cognitive processes, metacognitive processes.

DISSERTATION CONTENTS

The Introduction presents the relevance and importance of the research topic, the current situation in the field, and the questions that led to the formulation of the research problem. It also outlines the research objective, establishes the working hypothesis, and presents the goals guiding the undertaken approach. Additionally, it describes the epistemological framework and research methodology. In relation to these aspects, the introduction highlights the novel and original scientific elements, the theoretical significance, and the applied value of the research, as well as how the implementation of the scientific results was ensured.

Chapter 1: Theoretical Foundations of Oral Message Reception Competence explores the evolution of the concept of oral message reception competence and its peculiarities in teaching Romanian through a communicative-functional approach. The essence of this competence is revealed by examining theoretical models that capture its key components and the factors influencing message reception and comprehension. The chapter analyzes the concepts of listening and comprehension, as well as cognitive theories on meaning construction in oral and written reception, emphasizing the relationship between oral and written discourse comprehension.

Theoretical models of understanding argue that reading and listening share common cognitive processes. Thus, listening extends beyond oral communication skills and can be included in the reading curriculum as an ability that develops early, playing a crucial role in reading comprehension and preventing functional illiteracy. This research highlights the strategic importance of enhancing listening and verbal information comprehension skills, which serve as a foundation not only for interpersonal communication but also for facilitating long-term learning. CROM development is incomplete if only conversational listening is addressed, as this deprives students of instruction that requires the activation of linguistic and general knowledge, cognitive processes, and metacognitive strategies involved in verbal comprehension—elements that are effectively engaged when leveraging the potential of literary texts.

The theoretical documentation and analysis of CROM development confirmed the existence of this issue both in Romania and internationally. Several studies on listening have identified and explained the need for theoretical models on listening and comprehension. The didactics of oral

communication remains an insufficiently consolidated field, and the theoretical study confirmed the necessity of implementing teaching strategies focused on optimizing listening and comprehension. This endeavor required the development of an operational definition of CROM and the systematization of its components and attributes, establishing a strong interdependence between the speaker's characteristics, the listener, and the physical environment. Models of understanding based on bottom-up and top-down processing, as well as the integrated cognitive theory of reading and listening comprehension, have enabled the use of narrative literary texts as a resource for developing CROM in young schoolchildren at the foundational learning level.

Chapter 2: The Competence of Reception Oral Messages – Action Vectors at the Curricular Level of Fundamental Acquisitions in Romanian Language and Literature. This chapter presents the methodological approach to solving the research problem through multiple determinants: the role of narration in the development of young schoolchildren, the curriculum and specific methodology of the study field, and teaching practice. It discusses the progress in the cognitive development of young schoolchildren, establishing connections between language, vocabulary development, listening, and comprehension**.** The role of literature, particularly narrative texts—considered a "toolbox" [37, p. 15] for shaping a child's personality—is emphasized, along with the importance of instruction in developing oral language skills, especially comprehension of listened texts. Self-regulation in reception and personal expression is both a factor and a prerequisite for developing oral competence. By the age of six, a child is capable of engaging in listening activities involving recorded or read-aloud stories and actively participating in discussions, expressing personal opinions. Children request explanations for unfamiliar words and can formulate both responses and questions [15, p. 54-55].

In early primary school, performance in understanding spoken messages "will exceed performance in measuring written language comprehension" [32, p. 122] until written message reception skills fully develop. The ability to comprehend listened texts later transfers to reading comprehension, especially when dealing with the same type of text. With over 30 years of experience in teaching Romanian language and literature at primary school level, we conducted a critical-constructive analysis of the National Curriculum in Romania and the Republic of Moldova in the area

of oral communication and listening, specifically at the curricular level of fundamental acquisitions. Certain weaknesses were observed. The curriculum for Romanian language and literature does not establish a clear connection between listening and reading as receptive skills that can be addressed in an integrated manner. Additionally, the fact that students demonstrate superior comprehension of listened texts compared to texts read is not reflected in a differentiated curriculum for texts intended for listening versus reading.

Listening comprehension is not included in the oral communication content for second graders. The texts provided in textbooks are accessible to students at early stages of developing written message reception skills. They have a simple narrative structure, featuring a single event and minimal details, limiting opportunities for making multiple predictions and engaging in comprehension through diverse task types. These texts are predominantly used by teachers to develop both oral message reception and reading comprehension, as observed in an analysis of teaching practices. The critical-constructive analysis of the curriculum, teaching practices, and teachers' perspectives on CROM development—conducted as preliminary investigations—served as the foundation for designing a communication-reception model. The instructional strategies proposed for developing CROM create playful, interactive, participatory, and technology-enhanced learning contexts. These strategies integrate listening-centered methods and comprehension approaches described in specialized literature.

Table 1. Didactic Strategies

Strategies for Enhancing Listening and Comprehension through Narrative Literary Texts		
Didactic Strategies	**Methods and Procedures**	**Functions**
Playful Learning	**Listening-Centered Methods**	Developing thinking and anticipation skills
	Guided listening and thinking activity	Progressive development of attention and concentration
Active-Participatory Learning	Dramatization	Developing active listening skills
	Role-playing game	Boosting motivation and interest in listening
	Didactic game	
	Game-based exercises	Building positive attitudes towards listening
	Practical activities	
Technology-Based Learning	Interview	Improving the ability to understand the listened text
	Guided reflection	
	Self-assessment	Developing question-asking skills

	Comprehension-centered methods	Logical organization of information from the text
Collaborative Learning	Predictions	Understanding the relationships between text elements
	Brainstorming	
	Questioning taxonomy	Visualization of text elements to improve retention
	Problematization (problem situation)	Knowledge and skills application in practical situations
	Heuristic map	
	Text map	Becoming aware of one's own learning process and progress
	Comic strip	
	Retelling	

We thus conclude that the narrative literary text and the implementation of strategies to boost listening and comprehension are central to this experimental research endeavor, aiming at the formation of CROM.

Implicitly, we observe that the narrative literary text meets certain psycho-pedagogical, linguistic, pragmatic, and methodological particularities.

Psycho-pedagogical criteria:

-        It must correspond to age-specific characteristics;

-        It must match students' interests;

-        It must develop motivation for learning;

-        It must contribute to cognitive and emotional development.

Linguistic criteria:

-        It must promote the development/activation of vocabulary;

-        It must allow the introduction or reinforcement of grammatical norms or rules.
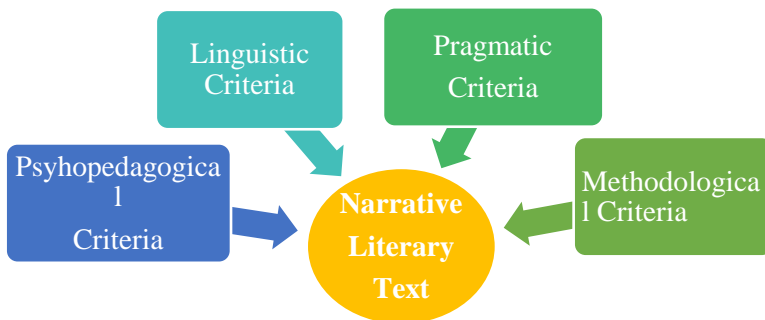

Fig. 1. Criteria for selecting narrative literary texts.

Pragmatic criteria:
- It must have content that allows meaningful discussions and connections to real-life experiences, fostering children's personal development;
- It must contribute to the development of general culture.

Methodological criteria:
- It must allow, through its size and structure, the activation of comprehension processes through local and global inferences;
- It must support the advancement of multiple predictions during listening, through incorporated elements of surprise;
- It must have a listening duration suitable for native language instruction, approximately 5-8 minutes;
- It must facilitate an integrated approach to listening, speaking, reading, and writing skills;
- It must allow for transdisciplinary connections.

In this context, the Pedagogical Model of Communication-Reception Based on Listening and Comprehension – "MC-RBAC" is a complex model that includes several interrelated frameworks, situated in the conceptual and methodological context, and which grounds this competency from the perspective of focusing on the narrative literary text and on listening and comprehension strategies:

1. The conceptual framework for developing the competency of oral message reception, including theories, principles, paradigms, and scientific concepts that constitute the epistemic foundation of the curriculum; provisions of the National Curriculum; the contents for developing this competency, implicitly the extended narrative literary text, whose value for the development of this competency has been optimized through the application of psycho-pedagogical, pragmatic, methodological, and linguistic principles of selection.

2. **The action framework**, the methodological perspective of the model, is the most complex component, consisting of a system of strategies, methods, procedures, and forms of organization, as well as how they are interrelated to generate an active and constructive process of competency development. The methodological framework integrates active-participatory, collaborative, playful, and technology-based learning for optimizing listening and comprehension. The methods and procedures used aim to stimulate attention and memory, activate the cognitive and metacognitive processes involved in understanding. At the same time, the playful and

technology-based approaches increase children's interest and motivation in the activity.

3. The resource framework for developing CROM includes both the internal resources mobilized by the receiver and the external resources used. The complexity of a competency is determined by the large number of resources that the student uses to complete a task. Internal resources include the receiver's linguistic, contextual, and general knowledge, the cognitive and metacognitive processes involved in comprehension, as well as one's attention and motivation for listening.

External resources are those characteristics of the sender or the source that support optimal reception (tone, rhythm, volume, diction, accent, gestures, and facial expressions), as well as the educational tools, including digital ones, that facilitate instruction. The physical environment can support listening and comprehension but may also present a barrier to these processes. Receiving detailed information is the most difficult level of the reception activity and requires that students be familiar with the type of text being listened to. Understanding details is possible through the concrete representation of characters, actions, and their attributes. This complex task is accessible if the receiver is familiar with the vocabulary, has the general knowledge necessary for understanding, and has a global representation of the text, meaning they are familiar with the model of the situation.

The narrative literary text and the implementation of strategies for optimizing listening and comprehension are central to this experimental research initiative, aiming at the development of CROM, a multidimensional construct with an important cognitive component consisting of those internal processes upon which the understanding of the message is based. Understanding is influenced by affective components, such as interest, motivation, personal beliefs, and internal states. To support the hypothesis of our research, we propose the Pedagogical Model of Communication-Reception, "MC-RBAC", which has a phased, functional, and coherent applicative character, designed as a useful tool for elucidating the research objectives (Fig. 2).

It is important to note that this pedagogical model of communication-reception, based on listening and comprehension, is a complex model that includes several interrelated frameworks, situated in the conceptual and methodological context, which grounds this competency from the

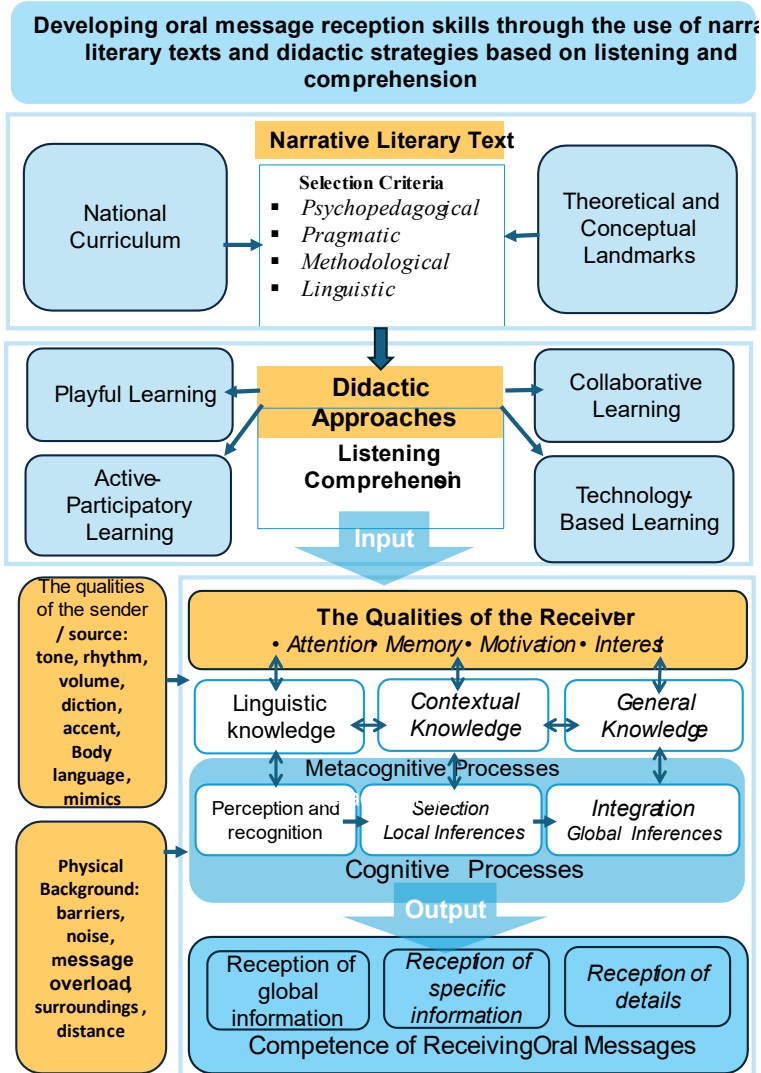perspective of focusing on the narrative literary text and strategies for listening and comprehension.

Developing oral message reception skills through the use of narrative literary texts and didactic strategies based on listening and comprehension

Narrative Literary Text

National Curriculum

Selection Criteria
- *Psychopedagogical*
- *Pragmatic*
- *Methodological*
- *Linguistic*

Theoretical and Conceptual Landmarks

Playful Learning

Didactic Approaches

Listening Comprehension

Collaborative Learning

Active-Participatory Learning

Technology-Based Learning

Input

The qualities of the sender / source: tone, rhythm, volume, diction, accent, Body language, mimics

The Qualities of the Receiver
• *Attention* • *Memory* • *Motivation* • *Interest*

Linguistic knowledge

Contextual Knowledge

General Knowledge

Metacognitive Processes

Perception and recognition

Selection Local Inferences

Integration Global Inferences

Cognitive Processes

Physical Background: barriers, noise, message overload, surroundings, distance

Output

Reception of global information

Reception of specific information

Reception of details

Competence of Receiving Oral Messages

Fig. 2. The Pedagogical Model of Communication-Reception, based on listening and comprehension, „MC-RBAC"

Thus, the components of the Pedagogical Model of Communication-Reception, "MC-RBAC", through complex interactions, ensure the comprehensive reception of the narrative literary text heard on three levels: global understanding, selective understanding, and understanding important details, leading to the formation of CROM Therefore, the complexity of the developed pedagogical model is given by the large number of interactions between its components.

Chapter 3, The Experimental Approach to Developing the Competence of Reception of Oral Message in Young Learners through Listening and Comprehension Strategies, addresses the research problem from an experimental perspective and is dedicated to presenting the pedagogical experiment and the experimental development program for CROM, carried out by implementing the Pedagogical Model of Communication-Reception, "MC-RBAC". It presents the methodological design of the research, the group involved in the research, and the stages of the experiment carried out through the application of the proposed model, including statistical analysis and the synthesis of the experimental data obtained to confirm and validate the effectiveness of a pedagogical model based on listening and comprehension in the development of CROM for 2nd-grade students in Romanian language and literature, at the level of the curriculum cycle of fundamental acquisitions (CCFA).

The experimental design of the research included three stages: pre-experimental, experimental, and post-experimental.

The main goal of this study was to implement a series of teaching approaches within the subject Romanian language and literature, based on selected narrative literary texts and listening and comprehension-centered strategies, with the aim of fostering oral reception.

The objectives of the experimental study were:
- Exploring the attributes of the literary texts suitable for developing CROM at CCFA;
- Using narrative literary text as a teaching resource for practicing listening and comprehension;
- A comprehensive approach to the competency of oral message reception, including linguistic knowledge, skills, and attitudes;
- Developing the competent receptor through specific teaching strategies;
- Improving 2nd-grade students' performance in understanding the listened text;

- Improving each set of skills involved in understanding;
- Familiarizing students with different types of listening determined by the purpose of listening;
- Improving students' attitudes in interpersonal communication at the classroom level;
- Utilizing digital applications as stimulating teaching resources that promote active learning, metacognition, and formative assessment.

The independent variables include: selected narrative literary texts in correlation with certain methodological-scientific criteria, listening and comprehension-based teaching strategies, and digital resources.

The dependent variable is the level of understanding of the listened narrative text.

Table 2. Attributes of the Experimental Sample

Experimental Sample	Number of Students	Pre-Experimental Stage	Experimental Stage	Post-Experimental Stage
Experimental Group, Middle School "M. Costin", Galați, Romania	75 second-grade students (3 classes)	September 2023	October 2023 –May 2024	June 2024
Control Group, Middle School "M. Costin", Galați, Romania	76 second-grade students (3 classes)	September 2023	October 2023 –May 2024	June 2024

In primary education in Romania, the performance levels or qualitative levels of a competency are: low, average, and high [17, p. 193]. In the Republic of Moldova, there are three performance levels: "independent" (i), "guided by the teacher" (g), and "with more support" (s) [18, p. 8]. The performance descriptors used in the research were described by B. Rațiu and C. Leu [28].

Table 3. Performance Descriptors

Level Descriptor	Abbreviation	Performance Indicators	Description
Integrated (High)	I	90% - 100%	Level that allows the transfer of skills to new situations.
Functional (optimal)	F	70% - 80 %	Level that allows optimal functioning. Requires enhancement.
Emergent	E	50% - 60%	Level that requires development.
Remedial	R	Sub 50 %	Alert level that requires intervention strategies for recovery and remediation.

Pre-Experimental Stage. The assessment test applied to the second-grade students in both the experimental and control groups established the level of understanding of the listened text through a test designed after the model of PIRLS standardized reading comprehension tests (a vocabulary comprehension section was added, and the text size was increased). During the pre-experimental stage, a narrative from Romanian children's literature, approximately 5 minutes long, was used. The narrative was read aloud to the children in both groups by the same person, paying attention to voice volume, speed, and prosody. No images were projected during the listening, as they could encourage the emergence of "a double meaning: one developed through visual discourse, the other through verbal discourse"[29, p.180]. For a more accurate representation of each sample, I analyzed the quantitative and qualitative values obtained by each group.
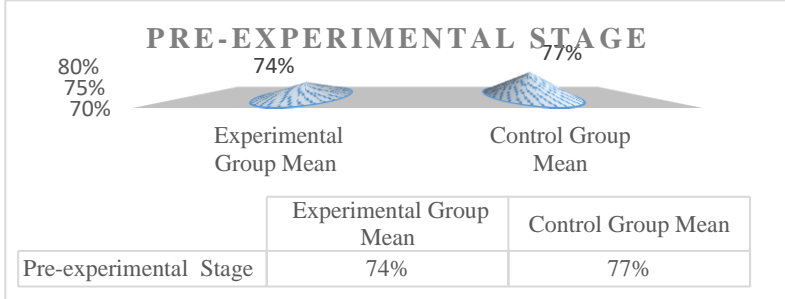

PRE-EXPERIMENTAL STAGE

	Experimental Group Mean	Control Group Mean
Pre-experimental Stage	74%	77%

Fig. 3. Average Quantitative Values (Pre-Experimental Stage)

The average quantitative values are similar in both groups, with students in the experimental group having an arithmetic mean of 74 points, while those in the control group scored an average of 77 points in understanding the listened text.

Table 4. Qualitative Values (Pre-Experimental Stage)

Level	Grade II A 25 students		Grade II-a D 25 students		Grade II-a E 25 students	
	Nr. students	%	Nr. students	%	Nr. students	%
Integrated	5	20%	11	44%	3	12%
Functional	14	56%	10	40%	17	68%
Emergent	6	24%	4	16%	4	16%
Remedial	0	0%	0	0%	1	4%

Experimental Group is the header spanning all data columns above Grade columns.

The results reveal that most of the students (approximately 80% in each class) have at least a functional level in understanding the listened literary narrative text.

Level	Grade II B 24 students		Grade II C 26 students		Grade II F 26 students	
	Nr. students	%	Nr. students	%	Nr. students	%
Integrated	9	37%	11	42%	11	42%
Functional	10	42%	10	38%	9	35%
Emergent	3	13%	3	12%	6	23%
Remedial	2	8%	2	8%	0	0%

Control Group is the header spanning all data columns above the Grade columns.

Table 5. Qualitative Values (Pre-Experimental Stage)

The students in the control group showed similar results. The fact that approximately 80% of students have at least a functional level, optimal for understanding, allows the use of more complex and larger texts in the formation of CROM, compared to those used for the development of the competency in receiving written messages. **The Mann-Whitney U** test was used to compare whether the scores in the initial test between the control and experimental groups show significant differences. The obtained U value is 2439.000, and the p value (Asymp. Sig. 2-tailed) is 0.117.

Since the **p** value > 0.05, there is insufficient statistical evidence to reject the null hypothesis. Thus, it can be deduced that the differences between the median scores of the experimental group and the control group in the initial test are not statistically significant. The absence of a significant difference between the two groups in the initial test suggests that, before the intervention, students in the experimental group and those in the control group had similar competency levels.

Experimental Stage. The implementation of the Pedagogical Communication-Reception Model, "MC-RBAC" in the experimental group followed the steps below:

1. Selecting linguistic input sources (narrative texts and children's programs) using objective criteria.

2. Designing didactic strategies based on listening and comprehension, creating digital content, and publishing it on the ADDA blog (atelieradda.blogspot.com).

3. Teacher training on using the created resources in class.

4. Using narrative texts, didactic strategies, and digital resources in teaching activities for CROM development.

5. Post-experimental testing.

6. Analyzing results and their effects on the targeted competency level.

It is worth mentioning that the model is based on didactic strategies in which methods and procedures for optimizing listening and comprehension are central. The created digital resources were integrated into a blog, which serves as an open educational resource available to students in the experimental group.   Thus, the reception of the text takes place in four stages, structured linearly, from bottom to top, with constant reevaluations and re-analyses, from top to bottom, in relation to reality, expectations, and fresh understanding of the text, in an interactive, automated process. Recognition (sounds, writing, words), assessing the global coherence of the text, comprehending the text as a linguistic unit, and interpreting the text in the created context are the four stages mentioned in the CEFR [3, p. 78]. The narrative literary text listened to was used in the research for CROM development through a four-phase model:

I. *Preparation for listening to the text* stimulates the students' interest and attention for better retention and understanding of the text. Predictions are a preliminary step in the reception process. They are based on subjective impressions and emotional states, contributing to creating a favorable readiness for listening and understanding. This phase aims to build a general vision of the topic, an appreciation of the main idea, or key elements of the text. Anticipation and planning are metacognitive strategies used.

II. *Listening to the text* is the moment when general knowledge is restructured through the assimilation of new cognitive or emotional

experiences, new data about the thematic context being addressed. The information is processed either bottom up or top down.

III. Developing comprehension of the listened text is the phase focused on understanding the listened text. Comprehension can activate three levels of understanding: global understanding, selective understanding, or understanding important details [3, p. 132].

IV. Integrated practice of skills (post-listening) is the stage in which communication abilities are addressed integrally. Speaking, writing, and reading activities related to the listened text can take place. Reflection and self-assessment are the metacognitive strategies used in this stage.

Thus, in the work, I presented several methods, procedures, task examples, and digital applications for developing listening and comprehension skills, which were used in the experimental stage. The created materials were published on the blog.

Table 6. Didactic approaches

Main strategy	Methods and procedures based on listening and comprehension	Narrative literary text	Digital resources
Collaborative learning	Brainstorming: *Small, seemingly insignificant things, but very important* Predictions based on the title Practical activity*: With salt or without salt?* Guided listening activity Self-assessment Cooperative learning (differentiated tasks: illustrators, writers, analysts, interrogators)	Sarea in bucate (Salt in the Food) by Petre Ispirescu	*https://atelieradda.blogspot.com/2023/09/sarea-in-bucate.html*
Active-participatory learning	Game- Exercise: Word of the week (machine) Prediction table Guided listening activity Questioning taxonomy Comic strip	*Maşinăria de vise (The Dream Machine),* from the vol. *The Book of*	*https://atelieradda.blogspot.com/2023/12/masinaria-de-vise-adina-*

		Courage by Adina Rosetti	*rosetti.html*
Playful learning	Exercise-game: Crossword Exercise-game: Birds from our country Teacher-guided listening activity ocabulary exercises: Synonyms / Antonyms Exercise-game: Incomplete sentences Self-assessment	*Cioc! Cioc! Cioc!* (Knock, Knock, Knock) by Emil Gârleanu	*https://atelieradda.blogspot.com/2022/04/blog-post.html*

Post-experimental stage. Retesting was conducted at the end of the second grade. For the evaluation test, a narrative literary text of 780 words was used, with the listening duration being approximately 6.30 minutes. The text was superior to the one used in the pre-experimental stage in terms of duration, size, and complexity. After the intervention based on the propose d model, 95% of the students in the experimental group demonstrated at least an optimal level of understanding.

Table 7. **Qualitative Values (post-experimental)**

Experimental Group					
Level	Grade II A		Grade II D		Grade II E	
	25 students		25 students		25 students	
	Nr. stud.	%	Nr. stud.	%	Nr.stud.	%
Integrated	15	60%	18	72%	15	60%
Functional	9	36%	7	28%	7	28%
Emergent	1	4%	0	0%	3	12%
Remedial	0	0%	0	0%	0	0%

In the control group, 66% of the students have at least a functional level of oral reception, which allows them to listen to and understand a text of 780 words and approximately 6.30 minutes.

Table 8. Qualitative Values (post-experimental)

Level	Grade II B 24 students		Grade II C 26 students		Grade II F 26 students	
	Nr. stud.	%	Nr. stud.	%	Nr. stud.	%
Integrated	3	12%	3	11%	9	35%
Functional	12	50%	13	50%	10	38%
Emergent	7	30%	8	31%	7	27%
Remedial	2	8%	2	8%	0	0%

Control Group

Before analyzing the effects of the pedagogical intervention, it was necessary to verify whether the scores from the pre- and post-experimental tests showed significant differences. The **Mann-Whitney U test** was applied, a non-parametric test that compares overall performance in retesting between two independent groups: the experimental group and the control group. This test is used to identify differences in the value of a parameter between small samples [18, p. 73].

The rank table shows the following: the experimental group (N = 75) has an average rank of 95.98, and the sum of ranks is 7198.50. The control group (N = 76) has an average rank of 56.28, and the sum of ranks is 4277.50. These values suggest that students in the experimental group scored, on average, higher in retesting in terms of overall performance compared to students in the control group. The statistical test results are: *Mann-Whitney U = 1351.500, Z = -5.994, Asymp. Sig. (2-tailed) = 0.000.*

The results of the Mann-Whitney U test indicate a statistically significant difference between the experimental and control groups in terms of overall performance in oral message reception during retesting. The p-value of 0.000 (Asymp. Sig. 2-tailed) is below the significance threshold of 0.05, indicating that the null hypothesis (which asserts that there are no differences between the two groups) can be rejected. The significant difference observed between the two groups demonstrates that the program was effective, and the results suggest that students in the experimental group performed better on the evaluation test compared to those in the control group, who did not benefit from this intervention.

Final Conclusion: As a result of the implementation of the Communication-Reception Pedagogical Model, 'MC-RBAC,' which utilizes narrative literary texts extended beyond the level at which second-grade students can read independently, students in the experimental group

demonstrated much higher levels of understanding of the listened text, with significantly improved abilities in the following areas:

- Recognition of vocabulary and essential information;
- Identification of meaning based on explicit and implicit information;
- Interpretation and integration of ideas and information from the listened text.

The evaluation tests applied during the pre-experimental stage of the pedagogical experiment showed that approximately 80% of the 151 students involved had at least a functional, optimal level for understanding a listened narrative text, provided that the listening duration was approximately 5 minutes and the text length was about 500words.

The results highlighted that oral reception is a relatively developed competence by the age of 8, which allows for the use of narrative literary texts extended beyond the level at which students read independently for developing linguistic knowledge and skills, as well as cognitive processes that ensure comprehension—acquisitions that are consolidated and form the foundation for acquiring writing skills. At the same time, it is important to develop comprehension using larger and more complex texts, an aspect that will increase content understanding at the next curricular level. A text below the level of comprehension produces in the child 'a sure candidate for the multifaceted experience of boredom' [10, p. 71] and will lead to the underdevelopment of intellectual skills in relation to personal endowment. Sub-stimulation occurs as a result of a limited experiential register in content, the lack of training at higher levels of understanding and feeling.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The experimental study aimed to determine the methods for enhancing the development of oral message reception competence in young students in the Romanian language and literature, by leveraging the potential of narrative literary texts extended beyond the level at which second-grade students read independently, and didactic strategies based on listening and comprehension. Thus, based on the results obtained within the pedagogical experiment and the quantitative and qualitative data processing, I have formulated the following conclusions, referring to the initial objectives:

1. Through the study of the scientific problem, it was determined that the concept of competence of reception of oral messages represents a central element of communication competence in Romanian, insufficiently addressed in the pedagogical literature of Romania and the Republic of Moldova, which generates difficulties in practical implementation. The concept of CROM was reconceptualized through the development of an operational definition and the identification of the components of oral reception.

2. The correlation between the comprehension of oral and written discourse was investigated in order to identify the differences and common processes involved in understanding.

3. The scientific role of oral reception at the early school age and the relevance of the narrative literary text in the curriculum for the development of CROM at the CCFA level have been justified. Following a critical-constructive analysis of school curricula and teachers' classroom practices, the practice of using simplified texts for both listening and reading was criticized, based on psychological and pedagogical considerations. From a pedagogical perspective, using the same text for both activities does not take into account the different developmental paces of the two receptive competences. From a psychological standpoint, this practice does not address the different needs of students: some may struggle with verbal comprehension, while others may face issues with fluent reading. Adapting the tools used to meet the specific needs of each student is essential to ensuring inclusion and equity in education. An important advantage of this research is that it highlighted the functional-optimal level of oral message reception competence in second-grade students. The results suggest that, at this stage, students have the capacity to listen to and

understand more complex texts in terms of both duration and size. This opens the opportunity to use listening as an effective way to acquire knowledge, skills, and attitudes that are inaccessible to students through independent reading due to limitations related to their written message reception competence.

4. Theories and experiences from the didactics of Language and Communication regarding the formation of CROM were identified, and teaching strategies based on listening and comprehension were selected, making the transition from active-participatory and collaborative learning to playful teaching and teaching that integrates technology to stimulate the imagination, interest, and understanding of Z. Generation students. In accordance with the conclusions made, the Communication-Reception Pedagogical Model, "MC-RBAC," was developed, which ensures the implementation of the Romanian language and literature curriculum in the domain of Oral Communication (listening, speaking, interaction). The digital applications created and used in the research are available on the ADDA blog (Atelier Dirijat de Ascultare)https://atelieradda.blogspot.com/)

5. which we propose as a product of the research.

6. The research project plan was developed by identifying the stages, experimental groups, research methods, and tools used, variables involved, and indicators and descriptors were developed to determine the level of CROM development in second-grade students.

7. The results obtained from the evaluation tests and their comparative analysis from the pre-experimental and post-experimental stages indicated a significant increase in overall performance in understanding the listened narrative text in the experimental group compared to the control group, demonstrating the effectiveness of the Communication-Reception Pedagogical Model, "MC-RBAC," based on listening and comprehension of the text.

8. The results recorded experimentally confirm the research hypothesis and contribute to solving the investigated problem: analyzing a wide spectrum of conceptualizations of competence in general, and communication competence in the Romanian language, clarifying the theoretical-praxiological aspects of CROM development, operationalizing this competence through the definition and highlighting the components involved in oral reception, and identifying the factors and resources that contribute to its development.

Based on theoretical analyses and experimental results, considering the benefits of listening and comprehension activities with narrative literary texts as a resource that ensures the multidimensional development of young students, we consider the following recommendations to be appropriate:

1. To teachers of Romanian language and literature: it is advisable for the process of developing a competence to begin with global tasks (listening to the narrative literary text, in this research), as these tasks allow for the understanding of the learning goal and will give meaning to subsequent exercises, focused on reinforcing or developing deficient aspects identified through assessment.

2. To curriculum developers: the domain of Oral Communication (listening, speaking, interaction) could be expanded at the level of fundamental acquisitions by adding listening and comprehension of narrative literary texts (longer than 120 words), as the students involved in the research demonstrated at the pre-experimental stage that 80% of them already have at least a functional level that allows them to listen to and optimally understand a text of approximately 5 minutes.

3. To higher education institutions: the quality of reading aloud is a factor that influences the comprehension of spoken discourse. Tone, rhythm, diction, emphasis, volume, and pitch support or obstruct correct and understandable reception. Paraverbal and non-verbal means contribute to capturing attention, which in turn is linked to reception and understanding. Therefore, training teachers for primary and preschool education in the field of performing arts (acting) would open up a vast field of practical skill development, stimulating imagination and communication competence, a direction we recommend for initial training programs.

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ADNOTARE

Scîntei Liliana**. Formarea la școlarul mic a competenței de receptare a mesajului oral prin strategii de ascultare și comprehensiune. Teză de doctor în științe ale educației, UPSC, Chișinău, 2025**

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, 147 pagini de text de bază, bibliografie din 250 de titluri, 15 anexe, 32 de tabele și 24 de figuri.

Publicații la tema tezei: rezultatele obținute sunt publicate în 11 lucrări științifice.

Cuvinte cheie: competență de receptare a mesajului oral, strategii de ascultare, strategii de comprehensiune, procese cognitive, procese metacognitive.

Domeniul de studiu: Științe ale educației

Scopul cercetării este de a determina reperele teoretico-praxiologice care fundamentează formarea competenței de receptare a mesajului oral la limba și literatura română, nivelul curricular al achizițiilor fundamentale, prin valorificarea potențialului textului literar narativ și a strategiilor bazate pe ascultare și comprehensiune.

Obiectivele cercetării: sintetizarea evoluției și conceptualizărilor conceptului de competență de receptare a mesajului oral; analiza conceptului de comprehensiune a textului ascultat prin evidențierea proceselor cognitive implicate în înțelegere; identificarea principiilor pedagogice și metodologice de formare a CRMO valorificând textul literar narativ și strategii pentru ascultare și comprehensiune; analiza documentelor curriculare, a opiniilor și practicilor profesorilor privind formarea CRMO; diagnosticarea nivelului de înțelegere a textului narativ ascultat la elevii de clasa a II-a; elaborarea și validarea *Modelului pedagogic de comunicare-receptare „MC-RBAC"* ca resursă didactică eficientă.

Noutatea și originalitatea științifică constau în: configurarea bazei teoretice – concepte, teorii, modele, idei cu privire la formarea CRMO la LLR; abordarea textului literar narativ ca resursă didactică pertinentă pentru formarea CRMO; valorificarea metodologiei de formare a CRMO, în concordanță cu noua conceptualizare a competenței de comunicare și schimbarea de paradigmă în didactică, și a resurselor digitale; elaborarea și validarea experimentală a eficienței *Modelului pedagogic de comunicare-receptare „MC-RBAC".*

Rezultatele obținute care au contribuit la soluționarea problemei științifice importante rezidă în clarificarea aspectelor teoretice și metodologice care contribuie la formarea holistică a CRMO și valorificarea potențialul textului literar narativ într-un model pedagogic de comunicare-receptare validat experimental.

Semnificația teoretică a cercetării este dată de complexitatea CRMO și necesitatea operaționalizării ei în cadrul formal, cu clarificarea numeroaselor concepte integrate; fundamentarea teoretică a metodologiei de formare având în vedere factorii și strategiile didactice care pot optimiza ascultarea și înțelegerea mesajului; evidențierea unei abordări holistice a CRMO pe baza unui model de comunicare-receptare.

Valoarea aplicativă a cercetării este relevată de dimensiunile structurale inovatoare cuprinse în cercetarea experimentală: setul de texte literare narative, contexte stimulative de formare a CRMO, selectate aplicând cerințe psihopedagogice, lingvistice, pragmatice și metodice; stabilirea nivelului de formare a CRMO la clasa a II-a pe baza înțelegerii textului literar narativ ascultat; intervenția pedagogică în baza *Modelului pedagogic de comunicare-receptare „MC-RBAC"* ce urmărește formarea CRMO folosind strategii pentru ascultare și comprehensiune; produsul intervenției pedagogice, blogul ADDA (atelieradda.blogspot.com), ca resursă educațională deschisă, optimizatoare.

Implementarea rezultatelor științifice s-a realizat prin activitatea didactică a autoarei în cadrul *Departamentului pentru Pregătirea Personalului Didactic* (D.P.P.D.), din Universitatea „*Dunărea de Jos*" din Galați, comunicări la evenimente științifice naționale și internaționale, publicații științifice și didactice.

ANNOTATION

Scîntei Liliana. **The training of young schoolchildren in the competence of receiving the oral message through listening and comprehension strategies. Doctoral thesis in educational sciences,** UPSC, Chisinau, 2025

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, 147 pages of basic text, bibliography of 250 titles, 15 appendices, 32 tables and 24 pictures.

Publications on the topic of the thesis: the obtained results have been published in 11 scientific works.

Keywords: ability to receive the oral message, listening strategies, comprehension strategies, cognitive and metacognitive processes.

Field of Study: Educational Sciences

The purpose of the research is to determine the theoretical-praxiological milestones that underpin the formation of the competence to receive the oral message in the Romanian language and literature, in the curricular cycle of fundamental acquisitions, capitalizing on the potential of the narrative literary text based on the listening and comprehension strategies.

Research objectives: the synthesis of the evolution and conceptualizations of the concept of oral message reception competence; the analysis of the concept of comprehension of the listened text by highlighting the cognitive processes involved in understanding; the identification of the pedagogical and methodological principles for CROM training by capitalizing on the narrative literary text and the strategies for listening and comprehension; the analysis of curricular documents, the teachers' opinions and practices regarding CROM training; the diagnosis of the level of comprehension of the narrative text listened to by second-grade students; the development and validation of the "MC-RBAC" Pedagogical Communication-Reception Model as an efficient teaching resource.

The scientific novelty and originality consist in: configuring the theoretical basis - concepts, theories, models, ideas regarding CROM training at RLL; approaching the narrative literary text as a pertinent didactic resource for CROM training; capitalizing on the CROM training methodology, in line with the new conceptualization of communication competence and the paradigm shift in didactics; developing and experimentally validating the effectiveness of the "MC-RBAC" Pedagogical Communication-Reception Model.

The results obtained that contributed to solving the important scientific problem lie in clarifying the theoretical and methodological aspects that contribute to the holistic formation of CROM and capitalizing on the potential of the narrative literary text in an experimentally validated pedagogical communication-reception model.

The theoretical significance of the research is given by the complexity of CROM and the need to operationalize it within a formal framework, with the clarification of numerous integrated concepts; the theoretical substantiation of the training methodology, considering the factors and didactic strategies that can optimize the listening and understanding of the message; highlighting a holistic approach to CROM based on a communication-reception model.

The applied value of the research is revealed by the innovative structural dimensions included in the experimental research: the set of narrative literary texts, stimulating contexts for the formation of CROM, selected by applying psycho-pedagogical, linguistic, pragmatic and methodological requirements; establishing the level of CROM formation in the second grade based on the understanding of the narrative literary text listened to; the pedagogical intervention based on the "MC-RBAC" Pedagogical Communication-Reception Model that aims to form CROM using listening and comprehension strategies; the product of the pedagogical intervention, the ADDA blog (atelieradda.blogspot.com), as an open resource.

The implementation of the scientific results has been achieved through the author's teaching activity within the *Teacher Training Department* (D.P.P.D), from the "*Dunărea de Jos*" University in Galați, communications at scientific events, scientific and didactic publications.

SCÎNTEI LILIANA

THE DEVELOPMENT OF ORAL MESSAGE RECEPTION COMPETENCE IN YOUNG STUDENTS THROUGH LISTENING AND COMPREHENSION STRATEGIES

532.02 - School Didactics (Romanian Language and Literature)

Summary of the PhD Thesis in Educational Sciences