



LISTENING COMPREHENSION AND RETELLING SKILLS AMONG STUDENTS WITH LEARNING DISABILITIES

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Abstract

Listening comprehension and retelling are essential skills for academic success. However, students with learning disabilities experience difficulties in both areas, which can negatively affect their academic achievement. It is noteworthy that the relevant literature includes only a limited number of studies examining the correlation between these two skills in students with learning disabilities. This study aimed to examine the correlation between listening comprehension and retelling skills in students with learning disabilities. The study was conducted using a relational research design, with a sample of 181 fourth-grade primary school students diagnosed with learning disabilities. Data were collected through the Informal Reading Inventory and analyzed using multiple linear regression analysis. The findings indicated that both the listening comprehension and retelling skills of students with learning disabilities are at a moderate level. Furthermore, their listening comprehension scores were found to be lower than their retelling scores. Among the components of retelling, only the ability to convey details significantly predicted listening comprehension skills. These results highlight the importance of fostering listening and retelling skills in both future research and classroom practices, and suggest that educational activities should be designed specifically to strengthen these interrelated skills.

Keywords: learning disabilities, listening comprehension, retelling skills, relational research design

Introduction

Learning disabilities (LD) are defined as a neurobiological disorder that significantly impairs an individual's ability to learn and apply essential academic skills due to its impact on the functioning of the brain systems responsible for coordinating the learning process (Orim, 2023). Students with LD experience difficulties in various areas such as listening, speaking, reading, writing, arithmetic, reading comprehension, and expression, often falling behind their peers in academic performance. These students represent a heterogeneous group (Çakıroğlu, 2019), exhibiting diverse characteristics in their listening comprehension skills (LCS). A review of existing research indicates that their LCS tend to be weaker than those of their typically developing peers (Ceylan, 2024); however, the exact level of listening comprehension among students with LD remains unclear. Consequently, further research is required to accurately determine the listening comprehension levels of students with LD.

Another area in which students with LD may demonstrate varying characteristics is reading. Competence in reading is essential not only for academic success but also for performing everyday tasks and attaining professional qualifications in the future. However, reading is considered one of the most challenging skills for students with LD. Türkiye national statistics indicate that approximately 90% of students with LD experience reading difficulties (Çakıroğlu, 2018). On a global scale, it is estimated that 25% of school-aged children are at risk of developing reading difficulties (Catts et al., 2006), and about 80% of students with LD struggle with reading comprehension (Quin et al., 2020). In order to effectively address these

comprehension difficulties, it is crucial to conduct an in-depth analysis of how students with LD assimilate and construct meaning from text. Retelling is considered one of the effective strategies that can be employed for this purpose (Kodan, 2024). However, it appears that the use of retelling as a tool to support comprehension skills in students with LD has received limited attention. Most studies on reading comprehension in this population tend to focus on students' responses to text-based questions (e.g., Gündoğdu et al., 2020; Kırıcı & Melekoğlu, 2022). This study is expected to contribute to both theoretical understanding and practical applications by providing an objective evaluation of the listening comprehension and retelling skill levels of fourth-grade students with LD.

The difficulties experienced by students with LD in LCS and retelling skills (RS) may negatively affect their overall academic achievement. Consequently, listening and reading skills emerge as critical areas requiring focused attention and further research. From an academic standpoint, the development of fluent reading is typically targeted in the first through third grades, while the enhancement of comprehension skills becomes a primary objective in the fourth grade (Baydık, 2011). Retelling a text is widely regarded as an indicator of listening comprehension, as it is generally accepted that a text must first be understood in order to be effectively retold (Skarakis-Doyle et al., 2008; Westerveld & Gillon, 2010). Therefore, this study—focusing on the LCS and RS of fourth-grade students with LD—is significant in that it offers guidance for instructional practices aimed at fostering the development of both skills. Moreover, it holds the potential to yield effective outcomes that can enhance the quality of educational interventions for this student population.

A review of the relevant literature reveals a notable gap in studies examining the correlation between LCS and RS in students with LD. To date, only one study conducted in Türkiye has examined the correlation between these two variables (Ceylan, 2024). In order to explain a text, event, or situation that has been read or heard, comprehension must first occur (Göçer, 2016). It can thus be stated that comprehension skills are a prerequisite for retelling, and that these two skills are inherently complementary (Tamtürk, 2019). However, given that comprehension is among the most significant challenges faced by students with LD, it is reasonable to assume that there is a meaningful correlation between LCS and RS. Therefore, there is a clear need for comprehensive research that explores and elucidates this correlation in depth.

Listening Comprehension

Listening is one of the most frequently used skills in daily life and is considered essential for development, as it forms the foundation of learning and holds importance for students across all levels of education. However, because listening is an unobservable skill, it is also one of the least understood among the language skills (Vandergrift, 2004). Broadly defined, listening is the skill to comprehend meaningful words, word groups, phrases, sentences, and connected discourse (Golchi, 2012). The primary aim of listening is to derive meaning from auditory input (Windamayanti et al., 2022) and to facilitate the acquisition of new knowledge and skills (Lonigan et al., 2008). As a receptive skill that depends on incoming information (Ramadhianti & Somba, 2021), effective comprehension occurs through the integration of input with existing knowledge (Gilakjani & Ahmadi, 2011). This underscores that listening is not merely the act of hearing, but rather a complex cognitive process involving perception, comprehension, sustained attention, memory, and response (Steinberg, 2007).

Listening comprehension is an active process that involves constructing meaning from auditory texts and linking the information heard to prior knowledge (Namaziandost et al., 2018). This process is inherently multifaceted and complex, as it requires the interpretation of auditory input (Al-Harbi & Mirza, 2024). According to Ahmadi (2016), the listening comprehension

process begins with auditory memory and contributes to understanding at the discourse level. For students with LD, difficulties in processing auditory information significantly impact their skill to comprehend what they hear. These students often struggle to follow verbal instructions (Doğuyurt & Doğuyurt, 2016), have trouble retaining auditory details, and frequently require repetition to grasp spoken content. Such challenges in listening comprehension can lead to academic underachievement, particularly in areas closely related to listening, such as reading and writing.

As listening is a foundational skill for the development of other language skills, the advancement of those skills is not possible without first developing listening proficiency (Vandergrift & Goh, 2012). Listening and reading are recognized as two essential components of overall comprehension (Bulut & Karasakaloğlu, 2018). In this context, students with LD who experience difficulties in listening comprehension are also likely to encounter challenges in reading comprehension and retelling tasks. Identifying the listening comprehension levels of students with LD and examining their correlation with RS may provide valuable insights for the design of effective intervention programs. Listening comprehension refers to the extent to which students with LD can extract meaning from spoken texts. It is regarded as an important predictor of reading comprehension, as both rely on similar cognitive processes (Kendeou et al., 2009). In particular, auditory input places demand on verbal short-term memory, verbal working memory (Florit et al., 2009), and attentional control in recalling essential information (Nguyen, 2020). Moreover, listening skills play a supportive role in activities aimed at enhancing reading skills (Bulut & Karasakaloğlu, 2018). It is anticipated that the findings of this study will assist educators in designing instructional programs specifically targeted at improving the RS of students with LD.

Listening comprehension is a critical skill that enables students to understand lessons, engage in classroom discussions, and make sense of instructional materials within learning environments (Richards & Schmidt, 2013). A variety of factors can hinder students' listening comprehension, including the quality of instructional materials, cultural differences, accent variations, limited vocabulary, extended listening durations, rapid speech rates (Azmi Bingöl et al., 2014), grammatical weaknesses, misinterpretation of listening tasks, the difficulty level of materials, lack of effective listening strategies (Graham, 2006), and the type of listening content used (Seferoğlu & Uzakgören, 2004). These challenges are believed to have an even greater impact on students with LD. Specifically, limited familiarity with vocabulary, weaknesses in working memory (Bender, 2016), and difficulties in retaining and processing information (Aguilar-Vafaie et al., 2012) can significantly hinder their skill to derive meaning from auditory texts. Therefore, in order to enhance listening comprehension and mitigate the influence of these factors, it is essential to assess and understand the listening comprehension levels of students with LD.

Retelling

Another fundamental skill essential for learning and the acquisition of academic knowledge is reading. Among the various components that contribute to successful reading performance, verbal expression plays a particularly critical role. It can be argued that verbal expression is one of the most significant skills enabling students to effectively engage in reading tasks. However, a review of common classroom reading practices reveals that students' verbal engagement with texts is often limited to answering teacher-directed questions, which are typically focused on retrieving information explicitly stated in the text (Gambrell, 1983). Verbal rehearsal of a text, however, plays a crucial role in overcoming limitations related to memory and recall, and it is particularly beneficial for enhancing reading comprehension (Wilson et al., 1985). In this context, retelling activities—where students are encouraged to narrate the text

in a complete and coherent manner—gain significant importance as a strategy for supporting comprehension and overall reading development.

Retelling allows for greater elaboration and cognitive structuring of the text that has been read (Gambrell et al., 1991). As one of the widely used approaches for assessing reading comprehension (Blachowicz & Ogle, 2008), retelling reflects a student's skill to use language, recall specific details, and summarize information into a coherent whole (Strong, 1998). In retelling tasks, students are expected to express the main ideas or as many remembered details from the text as possible, using their own words (Collins et al., 2020). This process makes it possible to observe how students perceive, interpret, and organize the central ideas of a text (Kida et al., 2016), as well as how they adapt and integrate the language, vocabulary, and concepts presented in the story (Gillam & Carlile, 1997). Working memory plays a crucial role in this process. At the cognitive level, reading comprehension relies on the skill to integrate explicitly stated or implied ideas from different parts of the text, to process linguistic structures, and to store the outcomes of these mental operations (Özenici, 2009). When working memory—responsible for carrying out these tasks—is impaired, as is often the case in students with LD, significant difficulties in reading comprehension and retelling may occur (Ergül et al., 2018).

Another critical factor influencing retelling activities is vocabulary knowledge. A strong vocabulary is essential for effective comprehension (Cruz de Quiros et al., 2012). In retelling tasks, students are generally expected to narrate the content of a text using their own words (Rifiyanti & Hidayat, 2024). This process allows for the evaluation of various structural components of language production, such as lexical diversity, syntactic complexity, and sentence length (Kuijper et al., 2017). A richer vocabulary base enables the construction of more complex and elaborated sentences (da Silva & Alves, 2021). Conversely, students with LD tend to produce shorter responses and construct sentences with fewer words, which may reflect limitations in both vocabulary and syntactic development.

It is well established that students with LD face challenges in both listening and reading skills, which in turn affect their skill to acquire and process knowledge. This situation suggests a potential correlation between LCS and RS. Research conducted with kindergarten students has shown that incorporating retelling activities following listening tasks significantly enhances story comprehension, understanding of narrative structure, and oral language skills (e.g., Morrow, 1986; Pellegrini & Galda, 1982). Such activities support students in reinforcing vocabulary, grammar, and sentence structures encountered in texts (Irwan, 2016), distinguishing between main and supporting ideas, and learning key narrative elements such as characters, settings, and events (Praneetponkrang & Phaiboonnugulkij, 2014). Retelling also plays a facilitative role in the transition to literacy (Stadler & Ward, 2005) and has been shown to predict academic success not only in students with typical development but also in those with special needs (Spencer & Slocum, 2010). Despite this, there is a lack of research specifically examining the RS of students with LD. Although existing studies have limitations and primarily focus on students without LD, only one study at the primary school level—conducted by Kodan (2024)—has aimed to assess students' retelling levels.

Research Aim and Research Questions

Research has shown that students with LD exhibit weaker reading comprehension skills compared to their typically developing peers (Delimehmet Dada & Ergül, 2020; Gündoğdu et al., 2020). Given that the methods employed in the assessment of reading comprehension can significantly influence student performance, it is important to examine the RS levels of students with LD and their correlation with listening comprehension. Understanding this correlation may shed light on the underlying causes of comprehension difficulties (Cain & Bignell, 2014) and inform the development of more effective intervention programs. Furthermore, if a correlation

exists between LCS and RS, it is important to examine the extent to which one of these variables can explain the other, as well as the strength of that predictive effect. The current study aimed to examine the correlation between LCS and RS in students with LD. In line with this aim, the following research questions were addressed:

- 1- What is the level of RS in students with LD?
- 2- What is the level of LCS of students with LD?
- 3- What is the correlation between RS and LCS of students with LD?
- 4- What is the predictive power of RS of students with LD on LCS?

Research Methodology

General Background

LCS and RS are fundamental components of students' academic performance. However, students with LD often face difficulties in both areas, which can negatively influence their overall learning outcomes. Despite the importance of these skills for academic achievement, studies examining the correlation between LCS and RS in the context of LD are limited. To address this gap, a relational research design, a type of quantitative research, was employed. This design aims to determine the presence and degree of correlation between two or more variables (Kıncal, 2015). Within this model, causal inferences are not made; rather, one variable may be predicted from the known status of another (Creswell, 2017), allowing the degree of co-variation between variables to be assessed (Karasar, 2015). The relational research design was considered appropriate for examining the correlation between LCS and RS in students with LD, as well as for determining the extent to which RS can serve as a predictor of LCS. The study sample consisted of 181 fourth-grade students diagnosed with LD, and data were collected between April and June 2025.

Sample

To determine the participants of the study, the criterion sampling method, a type of purposive sampling, was employed. Criterion sampling involves the in-depth examination of individuals or cases that meet predefined criteria relevant to the research objectives (Yıldırım & Şimşek, 2018). The population of this study consisted of students diagnosed with LD in hospitals affiliated with the Ministry of Health and receiving education in Special Education and Rehabilitation Centers under the Ministry of National Education. The criterion used for participant selection was that students must be enrolled in the fourth grade. This grade level was selected because fourth-grade students are at a more advanced stage of primary education in terms of cognitive, linguistic, and academic development.

According to the Turkish Language Teaching Curriculum, the primary school years are designated for acquiring initial reading and writing skills, as well as for the development of foundational listening and reading skills (Ministry of National Education, 2024). By fourth grade, students are expected to have moved beyond the basic level and to begin gaining proficiency in both listening and reading. Instructional texts at this level become more complex compared to those in earlier grades. Furthermore, the fourth-grade curriculum includes 13 objectives for listening and 37 for reading (Demir, 2021). The fourth grade is therefore considered a critical period in which LCS and RS are addressed more systematically and in a structured manner. Additionally, this stage marks the transition toward acquiring higher-order thinking skills—such as understanding, analyzing, and interpreting texts—that are essential for success in secondary education. Given that students with LD are known to struggle with higher-level language and cognitive skills necessary for inferential comprehension (Seçkin Yılmaz & Yaşaroğlu, 2020), focusing on this grade level was deemed particularly relevant for the aims of the present study.

Given the challenges experienced by students with LD in the areas of listening and reading, the fourth grade level was deemed the most appropriate for inclusion in this study. LD is typically identified during the early years of primary education, as students begin to exhibit persistent difficulties in foundational academic skills such as reading and writing (Günay Aksoy, 2019). By the fourth grade, these difficulties often become more pronounced and have a greater impact on overall academic performance. As such, fourth grade represents a critical stage for assessing students' levels in listening comprehension and retelling, and for implementing strategies to support their development. Based on these considerations, the following inclusion criteria were established for selecting participants with LD: a) having a formal diagnosis of LD, b) being enrolled in the fourth grade, c) not presenting with any additional disabilities beyond LD, and d) having the skill to read independently. In total, 181 students who met these criteria participated in the study, comprising 87 girls and 94 boys.

Instrument and Procedures

To collect the research data, the Informal Reading Inventory developed by Karasu et al. (2013) was utilized. This inventory comprises reading passages and word lists designed at various levels and genres to assess the reading strengths and weaknesses of primary school students (Karasu et al., 2011). It includes a total of 34 reading texts—18 narrative and 16 expository—intended to evaluate the reading performance of both typically developing students and those with special educational needs. Research indicates that students tend to comprehend narrative texts more easily than expository texts (Best et al., 2008) and retain more information from them (Kim et al., 2021). Therefore, in this study, narrative texts appropriate for the fourth-grade level were selected. These texts are suitable for use in activities involving oral reading, silent reading, and listening comprehension (Uzuner, 2008).

The narrative text *Arda is on Holiday*, which was used to assess the LCS of students with LD, was audio-recorded by a special education specialist. Data were collected by having students listen to this recording. Validity and reliability analyses of both narrative texts used for LCS and RS are included in the Informal Reading Inventory. The listening comprehension text consists of a total of 10 questions, which are distributed as follows: 4 open-ended questions, 4 closed-ended questions, and 2 inference questions. In the retelling text, the evaluation is conducted under three categories: characters, main events, and details. In the categories of characters and main events, each element is assigned a different point value, whereas in the details category, all elements are scored equally.

This research was approved by the Ethics Committee of Tokat Gaziosmanpaşa University, Social Sciences and Humanities Research Division, and was conducted in accordance with established ethical principles and guidelines (Approval Number: 05.17). A parental consent form was prepared to inform the parents of the students participating in the study about its purpose and scope. The form clearly stated that participation was voluntary, that students could withdraw from the study at any point without any obligation to continue, and that the confidentiality of the collected data would be strictly maintained. Additionally, contact information for the researcher was provided, allowing parents to reach out via email with any questions or concerns regarding the research process.

Prior to the main data collection process, a pilot study was conducted with two students diagnosed with LD who met the inclusion criteria but were not part of the actual research sample. The purpose of the pilot study was to evaluate the suitability of the selected narrative texts for assessing the LCS and RS of students with LD. Based on the pilot application, the appropriateness of the texts in terms of content, language level, and clarity for the target group was confirmed, and the materials were deemed suitable for use in the main study.

During the data collection process, individual sessions were conducted with each student. To assess LCS, the narrative text *Arda is on Holiday* was played twice for each student. Following the listening activity, students were asked a series of questions related to the text. Their responses were recorded using the teacher form provided in the Informal Reading Inventory, where correct and incorrect answers were marked accordingly. Subsequently, to evaluate RS, students were asked to read the narrative text *İpek in the Forest* twice. Upon completing the reading task, they were instructed to retell the story in their own words to assess their comprehension level. Each session lasted approximately 45 minutes on average. While the recommended duration for listening activities for fourth-grade students is 15–20 minutes (Demirel, 2003), the listening comprehension portion of the data collection process in this study was completed within approximately 20 minutes.

Data Analysis

In this study, descriptive statistics and multiple linear regression analyses were conducted to evaluate the LCS and RS of students with LD, to examine the correlation between these two skills, and to examine the predictive effect of RS on listening comprehension performance. First, descriptive statistics were conducted to determine the levels of LCS and RS among students with LD. Following this, Pearson correlation coefficients were calculated to examine the correlation between these two skill areas. Finally, a multiple linear regression analysis was performed to assess the predictive power of RS on LCS.

First, descriptive statistics were conducted to determine the levels of LCS and RS among students with learning LD. Subsequently, Pearson correlation coefficients were calculated to examine the correlation between these two skill domains. Finally, a multiple linear regression analysis was carried out to assess the predictive effect of RS on LCS. To evaluate potential multicollinearity among the independent variables in the regression model, Variance Inflation Factor (VIF) values were examined. The highest VIF value was found to be 1.47, indicating that multicollinearity was not a concern (Yurt, 2023). Additionally, Cook's Distance values were below 1, suggesting that the influence of outliers on the model was minimal (Field, 2013). The Durbin-Watson coefficient was calculated as 1.98, indicating no autocorrelation among the residuals. Graphical analyses also confirmed that the correlations between variables were linear. Taken together, these results demonstrate that the fundamental assumptions of multiple regression analysis were satisfied. All statistical analyses were performed using SPSS version 25.0.

Research Results

Table 1 presents the descriptive statistics for the RS and LCS scores of students with LD. The table includes the minimum and maximum values, as well as the mean ($\bar{x}$) and standard deviation (df) for each variable.

Table 1
Descriptive Values of LD Students' RS and LCS

Variables	Min.	Max.	$\bar{x}$	df	Skewness		Kurtosis	
					z	SE	z	SE
Characters (RS)	8	25	20.32	5.12	-0.56	0.18	-1.18	0.36
Main events (RS)	4	50	35.17	13.56	-0.47	0.18	-0.91	0.36
Details (RS)	0	25	10.24	7.47	0.74	0.18	-0.42	0.36
RS Total	16	100	65.73	20.35	-0.17	0.18	-0.61	0.36
LCS	20	100	54.36	22.52	0.70	0.18	-0.57	0.36

When Table 1 is examined, the character transfer scores (a subcomponent of RS) of students with LD range from 8 to 25, with a mean score of 20.32 ($df = 5.12$). Given the possible score range, this indicates a high level of character transfer skills. Scores for the main event transfer skill range from 4 to 50, with a mean of 35.17 ($df = 13.56$), suggesting a moderate level of performance in this area. In terms of detail transfer, students scored between 0 and 25, with a mean of 10.24 ($df = 7.47$), reflecting a low level of skill in conveying detailed information. The total RS ranged from 16 to 100, with an average of 65.73 ($df = 20.35$), indicating that students with LD demonstrate a moderate level of overall RS.

LCS ranged from 20 to 100, with a mean of 54.36 ($df = 22.52$). This result indicates that students with LD demonstrate a moderate level of listening comprehension.

In general, students' abilities to convey the main events and summarize what they have read are *average*, their ability to convey characters is *high*, and their ability to convey details is *low*. Listening comprehension scores are slightly lower than retelling scores and are considered *average*.

Table 2 presents the Pearson correlation coefficients that illustrate the correlation between the RS and LCS of students with LD.

Table 2
Pearson Correlation Coefficients between RS and LCS of Students with LD

Variables	1.	2.	3.	4.	5.	6.
1. Gender ^a	1					
2. Characters (RS)	.01	1				
3. Main events (RS)	.09	.52**	1			
4. Details (RS)	.05	.20**	.30**	1		
5. RS Total	.08	.67**	.91**	.62**	1	
6. LCS	-.06	.11	.13	.58**	.32**	1

When Table 2 is examined, it is observed that the correlations between the gender variable and other variables are low and not statistically significant. There are moderate to strong positive correlations between character transfer skill and both main event transfer skill ($r = 0.52$, $p < .01$) and the RS total ($r = 0.67$, $p < .01$). Similarly, a strong positive correlation is found between main event transfer skill and the RS total ($r = 0.91$, $p < .01$). Additionally, detail transfer skill shows moderate positive correlations with both main event transfer skill ($r = 0.30$, $p < .01$) and the total RS ($r = 0.62$, $p < .01$).

A significant positive correlation was found between LCS and both the ability to convey details ($r = .58, p < .01$) and the RS total ($r = .32, p < .01$). However, no significant correlations were observed between listening comprehension and the ability to convey characters or main events. These findings suggest that while the components of RS are strongly interrelated in students with LD, LCS is more closely associated with the ability to convey details rather than other RS components.

Table 3 presents the results of the multiple regression analysis conducted to examine the predictive effects of the components of RS on LCS among students with LD. The overall model was found to be statistically significant, $F(4,180) = 22.83, p < .001$, indicating that the independent variables significantly predict listening comprehension. The model explains 34.2% of the variance in listening comprehension scores ($R^2 = .342$).

Table 3

Results of Regression Analysis Predicting LCS from RS Components in Students with LD

Variables	B	SE	β	<i>t</i>	<i>p</i>
(Constant)	43.17	7.01		6.16	.001**
Gender ^a	-4.04	2.76	-0.09	-1.46	.15
Characters	0.11	0.32	0.02	0.34	.74
Main events	-0.09	0.12	-0.05	-0.71	.48
Details	1.78	0.19	0.59	9.20	.00**
<i>R</i> =0.584	<i>R</i> ² =0.342		<i>F</i> (4,180)=22.83		<i>p</i> <.001

When the results presented in Table 3 are examined, it is evident that the ability to convey details emerges as a strong and statistically significant predictor of LCS ($\beta = 0.59, p < .01$). In contrast, neither the ability to convey characters ($\beta = 0.02, p = .74$) nor the ability to convey main events ($\beta = -0.05, p = .48$) significantly predict listening comprehension performance. Similarly, gender ($\beta = -0.09, p = .15$) does not have a significant effect on LCS.

These findings suggest that, among the components of RS, the ability to convey details is the strongest and only significant predictor of listening comprehension in students with LD. In contrast, other components, such as conveying characters and main events, do not have a meaningful or statistically significant impact on listening comprehension.

Discussion

According to the results of the study, the RS of students with LD are at an intermediate level. A more detailed examination of these skills revealed that while students with LD demonstrate strong abilities in conveying the characters in the text, their abilities in conveying details are comparatively low. Coşkun (2005) explains that stories consist of specific structures, which define and clarify the fundamental elements of the story and the correlation between these elements within the framework of the mental schema formed in the individual's mind. Stories generally consist of main and supporting characters, setting, time, events, and conclusions (Garner & Bochna, 2004). Given that stories can often be too lengthy to memorize verbatim, students are required to use their own words and language structures when retelling them (Gazella & Stockman, 2003; Rifiyanti & Hidayat, 2024). This highlights that the ability to understand and retell story structures is closely linked to vocabulary knowledge (Yekeler Gökmen, 2020). Moreover, narrative texts contain elements that are explicitly stated as well as those that are implicitly embedded within the text (Kultas & Kızıldaş, 2023). Characters can be defined as story elements that students can clearly identify in the text, often expressed using

a single word. Within the context of this study, it can be inferred that students with LD more easily recall characters in the text because this task requires less lexical diversity. Furthermore, since a varied vocabulary facilitates the construction of complex sentences containing multiple elements (da Silva & Alves, 2021), the limited sentence formation abilities of students with LD may hinder their capacity to effectively convey the details of the text.

A second reason for the higher character transfer skills observed in students with LD may be related to their comprehension skills. In order to effectively retell a text, students must first comprehend it (Göçer, 2016). However, the findings of this study suggest that the limited vocabulary of students with LD negatively impacts their comprehension, which in turn hinders their skill to retell the details of the text. Ceylan (2024) found that students with LD performed similarly to their typically developing peers when answering open-ended questions in an assessment of listening and reading comprehension skills by question type. It is crucial to ensure that the topics encountered in texts are familiar and relevant to students' daily lives (Gündoğdu et al., 2020). Supporting this view, the literature highlights that retelling serves as an indicator not only of the assimilation and mental reconstruction of information but also as evidence that genuine understanding has occurred (Kodan, 2024).

In addition to vocabulary, providing information about characters during the retelling process is also closely linked to memory. Describing characters requires recalling and retrieving information that is explicitly stated in the text. Since this task does not demand higher-level cognitive skills such as interpretation or analysis, it mainly involves identifying information presented directly and does not require complex word production. The fact that students with LD provide fewer details when retelling can be attributed to the limited presence of such information in the text. Cowan (2005) explains that information not focused on does not transfer into long-term memory unless it is sufficiently processed in working memory and is therefore quickly forgotten. It can be suggested that the brief and straightforward processing of character names allows students with LD to better remember this information.

Another finding of the study is that students with LD demonstrate moderate LCS. There is limited research specifically addressing the listening comprehension levels of students with LD. However, Ceylan (2024) compared the LCS of students with LD to those of typically developing peers and found that students with LD performed at a lower level. Similarly, Kılınç (2021) reported that fifth-grade students with typical development exhibited LCS at an intermediate level.

The research results showed that students with LD scored higher in retelling what they read compared to their listening comprehension scores. This finding contrasts with previous studies; for instance, Ceylan (2024) found that students with LD had higher listening comprehension scores than retelling scores. One possible explanation for this difference is that auditory processing difficulties in students with LD may have negatively impacted their listening comprehension, leading to comparatively lower scores in that area. Auditory processing involves cognitive skills related to perceiving, understanding, and interpreting what is heard (Küçüköğlu et al., 2020). Difficulties in auditory processing can lead to an inability to accurately analyze auditory information and result in the omission of important details (Alanazi, 2023). It is well-documented that students with LD experience challenges in auditory processing (Ceylan, 2017). Consequently, these students often provide incorrect or irrelevant answers to questions because they struggle to fully comprehend orally presented texts (Kodan, 2024).

The second reason for the difference in research findings may be related to memory. Numerous studies in the literature highlight the close correlation between listening skills and memory development (e.g., Guterman, 2003; Stoltz, 2008). One of the fundamental challenges faced by students with LD involves difficulties in retaining information in working memory, transferring it to long-term memory, and recalling it later (Konuk Er & Okur, 2020). Difficulty

in remembering information presented orally reflects broader memory challenges (Rief & Stern, 2010). During listening, individuals must hear, mentally rehearse, and temporarily store the information, even if only briefly (Cihangir, 2004). The limited capacity of working memory can be overwhelmed by excessive information (Özenici, 2009). Students with LD, in particular, experience significant limitations in working memory capacity (Bender, 2016; Bruning et al., 2011).

Another contributing factor is that students do not have options such as pausing the audio or replaying parts they find difficult during listening activities (Gilakjani & Ahmadi, 2011). When information is not processed immediately upon hearing, it becomes harder to recall later. Therefore, the lower listening comprehension scores of students with LD can be linked to their difficulties in retaining auditory information. Additionally, working memory plays a crucial role not only in listening but also in reading comprehension skills (Ergül et al., 2018; Özenici, 2009). During the reading process, reading at one's own pace, being able to pause during reading, and rereading may occur. When working memory is insufficient and limited in students with LD, problems are seen in both listening and reading activities (Ergül et al., 2018). When listening and reading skills are compared with each other, it can be said that the faster flow of information in listening skills and the need for fast processing cause students with LD to have higher scores in their skill to describe what they read.

The results of the study reveal a strong correlation among the components of reading comprehension skills in students with LD, specifically character transfer, main event transfer, and detail transfer. When examining the RS and LCS, it is particularly noteworthy that LCS in students with LD is closely related to their ability to convey details. This indicates that the strongest predictor of listening comprehension in these students is their detail transfer skill. This finding can be interpreted as reflecting the importance of understanding the connections between events and characters within the text through the accurate recall and narration of details.

Another finding of the study is that the RS of students with LD explain 34.2% of the variance in their LCS, indicating a moderate explanatory power of RS for LCS. Comprehension and retelling are closely interrelated and mutually supportive (Emiroğlu & Pınar, 2013). Problems in any of the language skills negatively affect the effective use of language (Doğan, 2013). The skill of students with LD to retell what they read can be seen as an important factor contributing to the development of their LCS. In the relevant literature, Avcı (2024) examined the comprehension and RS of middle school students and found that difficulties in both areas were largely due to insufficient vocabulary. However, since 65.8% of the variance in LCS cannot be explained by reading skills RS, it suggests that other factors influencing listening comprehension should also be explored.

Conclusions and Implications

Although the number of participants in this study was limited, the findings provide valuable insights into the correlation between LCS and RS among students with LD. Results indicate that students with LD demonstrated intermediate levels in both skill areas, highlighting the need for targeted development of these skills through classroom interventions. Notably, the relatively lower listening comprehension scores suggest that listening skills have been underemphasized in educational practices. While a correlation exists between LCS and RS, its significance is confined to the sub-dimension of conveying details. This underscores the importance of incorporating instructional strategies that enhance detail awareness, which in turn may support improvements in LCS.

The findings of this study provide valuable insights into the correlation between LCS and RS among students with LD. Further research and classroom practices should prioritize activities that simultaneously enhance both LCS and RS. Educators and practitioners are

encouraged to design learning environments that support the development of LCS and RS in students with LD. Given the correlation between LCS and RS, it is crucial to address both components when developing effective intervention programs for this population. In classroom settings, listening and reading activities can be implemented using both narrative and expository texts. Such practices are likely to foster the improvement of LCS and RS across different text genres in students with LD.

Limitations

This study has several limitations. First, it was designed using a relational research model, which does not establish a definitive cause-and-effect correlation between variables; rather, it allows for the prediction of one variable based on the status of another (Dölek, 2021). Therefore, within the scope of this research, it is not possible to determine a causal correlation between the LCS and RS of students with LD. Additionally, the study focused exclusively on narrative texts, which may limit the generalizability of the findings to other types of texts, such as expository texts. Further research could benefit from including a broader range of text types to provide a more comprehensive understanding of these skills in students with LD. It is recommended that the LCS and RS of students with LD be evaluated using expository texts, and that intertextual comparisons be conducted. Although the study focused on students diagnosed with LD, no specific diagnostic criteria regarding difficulties in reading, writing, and mathematics were applied within the scope of the research.

Declaration on Use of Generative AI and AI Tools

During the preparation of this article, the author used DeepL and ChatGPT for English translation.

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