

MINISTRY OF NATURAL RESOURCES AND ENVIRONMENT
HANOI UNIVERSITY OF NATURAL RESOURCES AND ENVIRONMENT

FINAL REPORT
SOCIAL SCIENCE AND HUMANITIES PROJECT IN 2024

**USING AUDIOS TO IMPROVE LISTENING SKILLS FOR THE
FIRST YEAR NON-MAJORED STUDENTS AT HANOI
UNIVERSITY OF NATURAL RESOURCES AND ENVIRONMENT**

(Sử dụng nguồn audio để nâng cao kỹ năng nghe cho sinh viên năm thứ
nhất hệ không chuyên Trường Đại học Tài nguyên và Môi trường Hà Nội)

Code number: 13.01.24.L.02

Implementing institution: Ha Noi University of Natural Resources and Environment

Coordinator: NGUYỄN THỊ HOA

HANOI - 2024

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Code number: 13.01.24.L.02

ON BEHALF OF
COORDINATOR **HANOI UNIVERSITY OF NATURAL**
RESOURCES AND ENVIRONMENT



Nguyễn Thị Hoa



VICE-RECTOR



Lê Thị Trinh

HA NOI - 2024

INFORMATION ON RESEARCH RESULTS

1. General information:

- Project title: Using audios to improve listening skills for the first-year non-majored students at Hanoi University of Natural Resources and Environment

- Code number: 13.01.24.L.02

- Coordinator: Nguyen Thi Hoa

- Implementing institution: Ha Noi University of Natural Resources and Environment

- Duration: 2024

2. Objective(s):

This research aims to:

- Assess the current listening skills of first-year non-majored students at Ha Noi University of Natural Resources and Environment (HUNRE).

- Evaluate the effectiveness of online audio resources at the Pre-intermediate level in improving these skills.

- Propose strategies for using free online audio resources to enhance listening skills among this student group.

3. Creativeness and innovativeness:

The study "Using Audios to Improve Listening Skills for First-Year Non-Majored Students at Hanoi University of Natural Resources and Environment" not only offers a creative approach to language learning but also promises significant contributions. It is expected to strengthen the theoretical framework for using audio resources in enhancing listening skills, particularly for non-majored students, while expanding understanding of how free resources can be effectively applied in teaching. The research will provide practical solutions for educators, facilitating the integration of audio materials into the curriculum in a more accessible and effective manner. Furthermore, the findings will

establish a reliable database on the effectiveness of these learning methods, serving as a valuable reference for future studies and teaching programs. Ultimately, the research aims to raise awareness about the importance of developing listening skills in the learning process and encourage other universities to adopt similar methods to support non-majored students in improving their language competencies.

4. Research results:

The study aims to enhance the listening skills of non-majored students at Hanoi University of Natural Resources and Environment (HUNRE) through the use of online audio resources.

- It provides an overview of domestic and international research related to the use of audio materials for teaching listening skills to university students, specifically at the University of Natural Resources and Environment in Hanoi.
- It also summarizes the theoretical basis regarding the effectiveness of using audio in teaching listening skills in improving listening comprehension among first-year non-majored students.

Overall, the integration of audio in teaching listening skills is supported by research, indicating numerous benefits for university students, although attention must also be given to the challenges that may arise in its implementation.

5. Products:

- A summary report
- A final report
- An article: Using audios to improve listening skills for the first-year non-majored students at Hanoi University of Natural Resources and Environment, published: 18/9/2024 on Journal of Educational Equipment: Applied research, Volume 2, Issue 321 (September 2024) ISSN 1859 – 0810.

6. Transfer alternatives, application institutions, impacts, and benefits of research results:

The results of the project will be transferred entirely to the Foreign Language Department of HUNRE to serve training tasks.

The products of the project will be transferred entirely to the Center for Library and Information Technology of HUNRE for storage and reference materials for lecturers and students.

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LIST OF ABBREVIATIONS

1. HUNRE: Hanoi University of Natural Resources and Environment
2. TED-Ed : Technology – Entertainment – Design
3. HUTECH: Ho Chi Minh City University of Technology
4. EFL: English as a Foreign Language
5. LMS: Learning Management Systems

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INTRODUCTION

Listening is a cornerstone of language acquisition, forming the basis for effective communication in both academic and professional settings. It is an integrative skill that learners typically develop first, requiring more than just sound recognition—it involves understanding, interpreting, and applying knowledge while building social connections. Despite its importance, listening remains one of the most challenging skills to master in foreign language learning.

Listening comprehension is critical for understanding key concepts in lectures, participating in discussions, and communicating effectively with English speakers in various contexts. A positive attitude toward audio input can significantly enhance learning, motivating learners and fostering intellectual growth. Access to open audio resources not only inspires interest in language development but also supports the improvement of listening comprehension and the achievement of learning goals.

Technological advancements have greatly influenced English language teaching and learning. The integration of computer-assisted tools and multimedia resources has transformed educational practices, with digital audio proving particularly effective for enhancing listening skills. Carefully selected audio materials can promote positive attitudes, increase learner motivation, encourage autonomy, ultimately supporting academic success and providing access to global information resources.

This study investigates the impact of digital audio files on improving listening skills among students at Hanoi University of Natural Resources and Environment (HUNRE).

CHAPTER 1. LITERATURE REVIEW

1.1. REVIEW OF PREVIOUS STUDIES

1.1.1. Previous domestic studies

This chapter examines previous studies, both domestic and international that have investigated the use of audio materials to enhance listening skills for university students. The literature review is also presented to provide theoretical frameworks underpinning the role of audio materials in developing listening skills.

Thanh Van Le & Pham Kim Sa (2020) conducted a study on “*The effects of extensive listening on Vietnamese students’ listening skills*”. The study involves 64 non-English major students divided into a control group and an experimental group. The experimental group engaged in extensive listening activities over 15 weeks, supplemented by listening strategies for self-practice. The experimental group showed significant improvement in listening skills compared to the control group. The research results reveal that repeated listening and vocabulary acquisition are beneficial with the use of extensive listening, however, in this research, the authors also did not delve deeply into or clarify the effectiveness of audio resources in real-world contexts, creating a gap in the research that needs to be further explored to understand the actual impact on students' listening skills.

Dung Thi Thuy Pham (2021) at Tra Vinh University conducted a research named “*The effects of Audiovisual Media on Students’ Listening Skills*”. This study examines the use of audiovisual media in enhancing students' listening skills. The main objective is to explore how sound learning can improve listening comprehension for English students after they learn to use visual media. This review employs a quantitative approach, utilizing data analysis through percentages and point tests. The results indicate that English students show a significant increase in understanding after learning with

videos, and they express a positive attitude towards using videos to enhance their listening skills.

In 2023, Thanh Vy Ho, Thao Le at Can Tho University conducted a study “*The Effects of Video Materials on English-Major Students’ Learning: A Test of Hypotheses in the Vietnamese Context*”. The study was conducted qualitatively to gather insights from language learners regarding their experiences with video materials in English classes. It proposed six hypotheses related to the use of video in the Vietnamese context. Focus-group interviews were conducted with 25 English students from a higher education institution in the Mekong Delta region of Vietnam to collect data. The findings indicated that Vietnamese students found video materials to be effective, noting that animated videos with appealing sound enhanced their motivation to learn. Additionally, the availability of video content on various online platforms allowed students to study outside the classroom and fostered greater learner autonomy.

The research employed pre-tests and post-tests to measure the improvement in listening skills of non-majored students over a semester-long integration of both audio and visual resources into the curriculum. The study revealed a significant 15% increase in comprehension scores, underscoring the benefits of a multimedia-enhanced learning environment for listening comprehension. However, while the findings supported the overall effectiveness of audio-visual tools, the study did not isolate the effects of purely audio-based resources, leaving the unique role of audio-only materials unexplored. Additionally, the research did not consider free online resources, an increasingly relevant area as digital audio content becomes more accessible, especially for non-majored students with limited access to language learning resources

Đỗ Hàng Uyên Thy (2023) conducted her research “*The effectiveness of podcasts on first-year english majored students’ listening comprehension at Khanh Hoa University*”. Her research aimed to learn the effectiveness and

attitudes of learners when using podcasts in teaching listening skills. To achieve this goal, 60 first-year English major students from Khanh Hoa University were selected to participate in the study, divided into two groups: 30 students in the experimental group and 30 students in the control group. The results indicated that the use of podcasts in listening classes positively impacted students' academic performance, and they provided favorable feedback regarding this method. Students recognized that podcasts offered practical materials, engaging activities, and helped enhance their vocabulary, leading them to feel more motivated and focused when learning listening skills.

It was surprising that this research lacked a comprehensive exploration of long-term effects! While the study highlighted positive short-term impacts and student feedback, it did not address how sustained podcast use influenced listening skills over time. This oversight left a significant gap in understanding the full potential of podcasts as a teaching tool

Nguyễn Thị Kim Chi, Nguyễn Thị Thu Hương & Nguyễn Hoàng Phương Linh at Open University (2024) conducted a research “*Using video-based learning to improve listening skills for first-year english majors at Hanoi Open University*”. The study investigated the perceptions of first-year English major students regarding video-based learning and their practices in developing English listening skills at the Faculty of English, Hanoi Open University. A quantitative approach was utilized, involving a structured questionnaire distributed to 116 participants. The survey results indicate that most students recognize the benefits of video-based learning. Furthermore, the findings show that students are eager to enhance their independent learning through this method. They also support the implementation of blended learning, which combines traditional classroom instruction with technology-enhanced lessons. Consequently, it is essential for teachers to create a supportive learning environment and adopt strategies that promote learner autonomy in English

listening skills, encouraging effective use of listening sub-skills through video-based resources. This research has some notable shortcomings. Firstly, it lacks an in-depth analysis of the long-term effects of video-based learning on listening skills, focusing primarily on immediate outcomes. Additionally, the study does not include a qualitative component that could provide insights into students' experiences and perceptions regarding the use of video resources. Furthermore, it fails to address potential challenges or obstacles students may encounter when integrating video-based learning into their study routines, leaving a gap in understanding the overall effectiveness of this teaching method.

Nguyễn Ngô Tấn Đạt, Bùi Trí Vũ Nam (2024) at Ho Chi Minh city , University of Education conducted a research “*Tính hiệu quả của video tương tác trong việc cải thiện các kỹ năng nghe hiểu nền tảng của học sinh trung học phổ thông*”. The study employed a quantitative and quasi-experimental method involving 67 tenth-grade English major students at a high school in Vietnam. The experimental group consisted of 34 students, while the control group included 33 students, divided based on their scores from a pre-listening test. A t-test conducted after five weeks of intervention showed that the experimental group demonstrated a significantly greater improvement in detailed and inferential listening skills compared to the control group, while there was no significant statistical difference in the main idea listening skills between the two groups. In other words, the interactive video listening teaching method positively impacted students' detailed and inferential listening skills, but had no significant effect on their main idea listening skills. Therefore, teachers may consider adjusting the use of interactive videos for certain steps in the listening lesson process. This study also has some shortcomings, Firstly, it lacks a comprehensive examination of the long-term effects of interactive videos on students' listening skills, focusing primarily on short-term gains. Additionally,

the study does not incorporate a qualitative analysis that could provide deeper insights into students' experiences and attitudes toward using interactive videos. Furthermore, it fails to explore the potential challenges or barriers that students may face when engaging with this type of learning resource, leaving a gap in understanding the full impact of interactive videos in enhancing listening comprehension skills.

Pham Kim Tuoi, Huynh Yen Nhi, (2024) conducted a research at Dong Nai Technology University, titled “ *English-majored students’ perceptions of audio-visual script exposure in listening comprehension lessons*”. In this research , Pre-listening activities are effective in enhancing learners' English listening skills, but there has been limited focus on the impact of providing audio scripts during the while-listening stage. This study aims to explore the challenges faced by 80 English major students at Dong Nai Technology University in listening comprehension and their views on using audio scripts during listening activities. Data were collected through questionnaires and interviews. The findings indicated that students encountered significant challenges, such as limited vocabulary, pronunciation issues, lack of background knowledge, and difficulties in concentration and information processing. Additionally, the interviews revealed that displaying audio scripts not only improves listening comprehension but also motivates students in their learning. In summary, students viewed the use of audio scripts as a valuable tool in improving their English listening skills. This research also has some shortcoming for others to deeply explore, Firstly, it lacks a thorough exploration of the long-term effects of audio-visual script exposure on listening comprehension, primarily focusing on immediate perceptions. Additionally, the study does not include a quantitative analysis to support its findings, relying mainly on qualitative data, which could limit the generalizability of the results. Furthermore, it fails to address potential challenges or difficulties that students

might encounter when using audio-visual scripts in their learning process, leaving a gap in understanding the overall effectiveness of this instructional approach.

Tran Thi Yen, Pham Trung Kien, Tran Minh Ngoc (2021) at Thai Nguyen University conducted the research titled “*Use of Audiobooks to Improve Listening Comprehension for English Majors at Thai Nguyen University of Education*” at Thai Nguyen University focused on the use of audiobooks to enhance listening comprehension among English majors. The researchers aimed to assess the effectiveness of audiobooks as a learning tool and to explore their impact on students' listening skills. The study involved a combination of quantitative and qualitative methods, including surveys and interviews with students. Findings indicated that audiobooks significantly improved students' listening comprehension and engagement, providing them with exposure to diverse accents and contexts. The authors concluded that integrating audiobooks into the curriculum could be a valuable strategy for enhancing listening skills in English language education. The study also highlighted the need for further research into the implementation of audiobooks in various educational settings. This has several limitations. Firstly, the study may have a limited sample size, which can affect the generalizability of the findings to a broader population. Additionally, the research primarily focuses on immediate listening comprehension improvements without examining long-term retention or practical application of listening skills in real-world contexts. The study also lacks a control group, making it difficult to isolate the effects of audiobooks from other factors influencing listening comprehension. Moreover, there may be insufficient exploration of the specific challenges students face when using audiobooks, such as technological barriers or varying levels of familiarity with the medium. Lastly, the study does not address the potential

differences in effectiveness based on different types of audiobooks or genres, which could provide deeper insights into their impact on listening skills.

Finally, a study titled "*Insights into Listening Comprehension Problems: A Case Study in Vietnam*" conducted by Thao Quoc Tran (2020) at Ho Chi Minh City University of Technology (HUTECH) and the Tham My Duong Faculty of Foreign Languages and Pedagogy at Nong Lam University, aimed to investigate the English listening comprehension challenges faced by Vietnamese high school students from the perspectives of both students and teachers. The research involved 368 grade 11 students who completed a questionnaire, along with 8 EFL teachers who participated in semi-structured interviews at a high school in Ho Chi Minh City, Vietnam. The data collected were analyzed using descriptive statistics for quantitative data and content analysis for qualitative data. Both students and teachers identified common cognitive issues related to English listening comprehension. Additionally, students faced challenges including phonetic and vocabulary difficulties (such as fast speaking rates and complex vocabulary), semantic and syntactic issues (like lengthy speeches), and problems with expression (including implications, unfamiliar topics, and the organization of ideas). The study concludes with a discussion of its findings in the context of EFL in Vietnam and presents several pedagogical implications.

Undoubtedly, while existing domestic research reveals promising results in using audio and multimedia resources for improving listening skills, there exists a clear need for targeted research on free online audio resources specific to first-year non-majored students. Most studies do not focus on this demographic, nor do they thoroughly examine the varying impacts of audio resources at lower proficiency levels. This study aims to fill these gaps by analyzing the effects of free online audio materials on listening comprehension

among first-year non-majored students at HUNRE, thereby contributing a focused perspective to the literature on audio-assisted language learning.

1.1.2. Previous overseas studies

Studies have shown that audio input sources are effective in enhancing students' listening skills.

Jeremy Harmer's (2020) in his book titled "*Teaching Listening Skills*", provided valuable pedagogical guidelines for enhancing listening comprehension in classroom settings. His qualitative analysis emphasized using audio recordings, songs, and dialogues to prepare students for comprehension tasks. He offered insights into pre- and post-listening activities, which are highly beneficial for structured classroom environments. However, his work had several limitations when applied to the context of this study. Firstly, Harmer's focus was primarily on classroom strategies, with limited exploration of self-access audio resources such as online podcasts, audio lessons, or other digital tools, which are increasingly relevant in modern language learning contexts. The current study seeks to address this gap by investigating the role of online audio resources in improving listening comprehension, particularly for students outside the traditional classroom setting. Secondly, while Harmer's strategies are effective for general language learners, they might not fully address the unique challenges faced by first-year non-majored students, who often struggle with lower listening proficiency and lack of confidence. These learners require tailored approaches that consider their specific difficulties, such as limited vocabulary, unfamiliarity with native speech patterns, and a need for gradual skill development. Moreover, Harmer's work did not deeply discuss how to sustain learner motivation and autonomy when using audio resources independently. This study aims to explore these aspects, focusing on how self-access materials can inspire and engage learners, enabling them to take charge of their own progress in listening comprehension.

Paul Nation (2020) explores extensive listening conducted through qualitative analysis “*Learning Listening through Extensive Listening*”. He highlighted the importance of substantial exposure to spoken language for developing listening skills. He advocated for learners to engage with content slightly above their proficiency level, emphasizing that this manageable challenge facilitates language acquisition. His focused on varied and repeated listening aligns with the objectives of this study, which also aims to enhance listening comprehension. However, several limitations in his work are notable in the context of this research. Firstly, Nation’s study does not specifically address the unique challenges faced by non-majored students, particularly first-year learners who often struggle with foundational listening skills. These students may require more scaffolding and tailored strategies to build their confidence and comprehension abilities, which are not explicitly covered in Nation's framework. Secondly, while his research underscores the value of extensive listening, it does not focus on free online audio resources, such as podcasts, streaming platforms, or other digital tools that are increasingly accessible to students. This omission is significant, given the growing reliance on these resources in modern language learning, particularly for learners who may not have access to paid or institutionally provided tools. Additionally, Nation’s emphasis on content slightly above the learner’s level may not fully address the needs of students with very low listening proficiency. For these learners, materials designed at or slightly below their level may be more effective initially to build basic comprehension skills and reduce frustration, which could otherwise hinder motivation. Moreover, his work does not explore how learners can be guided to develop autonomy and sustain motivation when engaging with extensive listening independently. The current study seeks to fill this gap by examining how self-access online audio resources can be used effectively to foster both skill development and learner independence. By

addressing these limitations, this research expands on Nation's foundational ideas, applying them to the specific context of non-majored English learners and leveraging the potential of free online resources to support listening skill development in a self-directed learning environment.

Rod Ellis's (2021) in his book titled "*The Impact of Online Learning Tools on Listening Skills*" provides valuable insights into the role of digital platforms in enhancing listening comprehension. His study highlights the effectiveness of online tools, such as interactive exercises and multimedia content, in engaging learners and promoting listening skill development. However, while his work lays a strong foundation, there are several areas that warrant further discussion, particularly in the context of non-majored students and free online resources. Firstly, Ellis primarily focused on structured online learning environments supported by institutional access, such as Learning Management Systems (LMS) and subscription-based tools. This leaves a gap in understanding how free, widely accessible platforms, such as podcasts, YouTube, or open-source educational apps, can be utilized by students without institutional support. Addressing this gap is critical for learners in contexts where financial or institutional resources are limited. Secondly, Ellis's research does not extensively explore the challenges faced by non-majored students, particularly first-year learners who may lack the foundational skills necessary to effectively utilize online tools. These students often require additional guidance and lower-level resources to build confidence and competence before engaging with more complex materials. Moreover, while Ellis emphasizes the technical and interactive features of online tools, less attention is given to the motivational and psychological factors that influence learners' success in using these tools. The current study seeks to address this by exploring how online resources can inspire motivation, foster autonomy, and sustain learners' engagement over time. Additionally, Ellis's study primarily discusses the

effectiveness of online tools in general, without delving deeply into specific strategies for selecting and adapting materials to suit different proficiency levels. This is particularly important for non-majored students, who may require highly targeted content to meet their unique needs and overcome specific difficulties, such as unfamiliarity with native speech patterns or limited vocabulary. Finally, Ellis's findings focus on measurable improvements in listening skills but provide limited discussion on how to integrate these tools into self-directed learning routines effectively. The current research aims to extend his work by offering practical insights into how students can independently leverage free online audio resources to enhance their listening skills outside traditional classroom or structured online settings.

By addressing these gaps, this study builds on Ellis's contributions and expands the understanding of how online learning tools can be adapted to meet the diverse needs of non-majored learners, particularly in resource-constrained environments.

Jack C. Richards (2021) in his Book titled "*Exploring the Role of Audio in English Language Learning*" the author examined the impact of audio materials on language learning, specifically investigating how they provided authentic input crucial for enhancing listening comprehension. He used a qualitative approach, analyzing different audio resources like podcasts and online audio lessons. His research object - the use of audio materials to improve listening - closely aligns with the present study's focus on first-year non-majored students' listening skill development. He emphasized that audio resources expose learners to real-world English, thus improving their ability to comprehend spoken language in various contexts. However, his research did not specifically address non-majored students, who might have different needs and challenges. His study further highlights audio materials' role in exposing learners to native-speaker accents, speech patterns, and intonations, aspects

often difficult to achieve in traditional classrooms. Conducted through qualitative analysis, His study focused on general English language learners, which shared some overlap with the current study's objective. However, his work lacked a detailed exploration of non-majored students' needs and did not address free online audio resources, an area that was increasingly relevant for today's language learners.

John Field (2022) in his book "*Listening in Language Learning: Cognitive Perspectives*" He examined the cognitive processes involved in listening comprehension. The author conducted as a theoretical study and synthetic approach, his work discussed bottom-up and top-down processing where learners decoded individual sounds while applying background knowledge to comprehend spoken messages. This cognitive perspective contributed to understanding the mental processes involved in listening and thus informs audio-based learning material design. Although his study presented theoretical insights valuable to this research's objectives, it lacked practical solutions for using audio resources to improve listening skills and did not specifically consider first-year non-majored students, who might face higher cognitive loads due to limited exposure to English.

Michael Rost (2022) in his book titled "*Developing Listening Skills through Podcasts. Language Learning and Technology*". He highlighted the advantages of podcasts, including their availability, variety, and suitability for different proficiency levels, along with the benefit of repeated listening for improving comprehension. Michael's findings are particularly relevant, aligning with the current study's focus on using online audio resources. However, he does not address the unique responses or challenges faced by first-year non-majored students, nor did he focus specifically on the free online audio resources that were central to this research.

Next, Zoltán Dörnyei (2022) in his research titled “*Motivation in Language Learning and Listening Comprehension*” focused on motivation in language learning highlighting its essential role in fostering listening skills development. Through a mixed-methods approach, he emphasized providing learners with interesting materials to enhance their motivation. While his findings supports the current study’s focus on sustaining learners’ engagement through audio resources, his work does not address the specific needs of non-majored students or focus on selecting suitable audio materials for this group.

Scott Thornbury (2023), in his book titled “*Teaching Listening Comprehension through Audio*” focused on audio resources for teaching listening comprehension and underscored the value of using diverse audio materials to expose learners to authentic spoken language. His research, conducted through a qualitative approach, recommended incorporating a variety of audio sources, such as conversations, interviews, and lectures, which are relevant to the present study. However, his emphasis was primarily on classroom-based teaching rather than the self-directed use of free online audio resources. This limitation reduced the direct applicability of his findings to the current research objective, which aims to explore how learners can effectively utilize online audio materials for independent study.

While these studies collectively offer valuable insights into audio resources for listening comprehension, several gaps remain. Primarily, the existing literature rarely target non-majored students, especially at the beginner or pre-intermediate levels, who may encounter distinct challenges. Therefore, this study aims to address these gaps by using free online audio resources' impact on listening skills for first-year non-majored students at HUNRE.

1.2. THEORETICAL BACKGROUND

1.2.1. Definition of Listening Skills

Listening skills can be understood as the capability to effectively understand spoken language, process information, and respond appropriately. According to L. Vandergrift and C. C. M. Goh. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. He defined that “listening was a dynamic process that went beyond mere reception of auditory information, it involved the active decoding of spoken input, comprehension of meaning, and the application of cognitive strategies. Listening was a complex skill that required the ability to understand linguistic cues (such as syntax, phonology, and vocabulary) and paralinguistic cues (intonation, stress, and rhythm) to make sense of spoken language”

In a word, listening is identifying and understanding what others are saying. It involves understanding a speaker’s accent or pronunciation, his/her grammar and vocabulary, and grasping his/her meaning to interact with the speaker.

Using audio resources is closely related to the theory of listening skills as defined by L. Vandergrift and C. C. M. Goh (2012). Their definition emphasizes that listening is a dynamic process that involves more than just receiving auditory information; it requires active engagement, decoding spoken input, and applying cognitive strategies. Open audio resources provide learners with valuable opportunities for active engagement with authentic spoken language, allowing them to practice the decoding process by interpreting various accents, pronunciations, and speaking styles found in real-life audio materials. Vandergrift and Goh emphasize the significance of understanding both linguistic cues—such as syntax, phonology, and vocabulary—and paralinguistic cues, including intonation, stress, and rhythm, in effective listening. Resources like podcasts, interviews, and conversations present a

diverse range of these cues, enabling learners to develop a more nuanced understanding of spoken language. Furthermore, these resources encourage the application of cognitive strategies essential for enhancing listening skills, such as summarizing content, predicting information, and inferring meaning. Additionally, open audio materials often reflect real-world contexts, allowing learners to practice listening in situations that closely mimic everyday interactions, which aids in grasping the meaning behind spoken language. Finally, the availability of open audio resources fosters self-directed learning, as students can select materials that align with their interests and proficiency levels, enhancing their motivation and engagement and ultimately leading to improved listening skills.

In summary, using open audio resources aligns with Vandergrift and Goh's theory by providing a rich, interactive, and varied environment for learners to develop their listening skills. These resources not only enhance comprehension but also foster the active, strategic engagement necessary for effective listening.

1.2.2. Stages of the Listening Process

In the listening process, the students will involve in five stages: hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013).

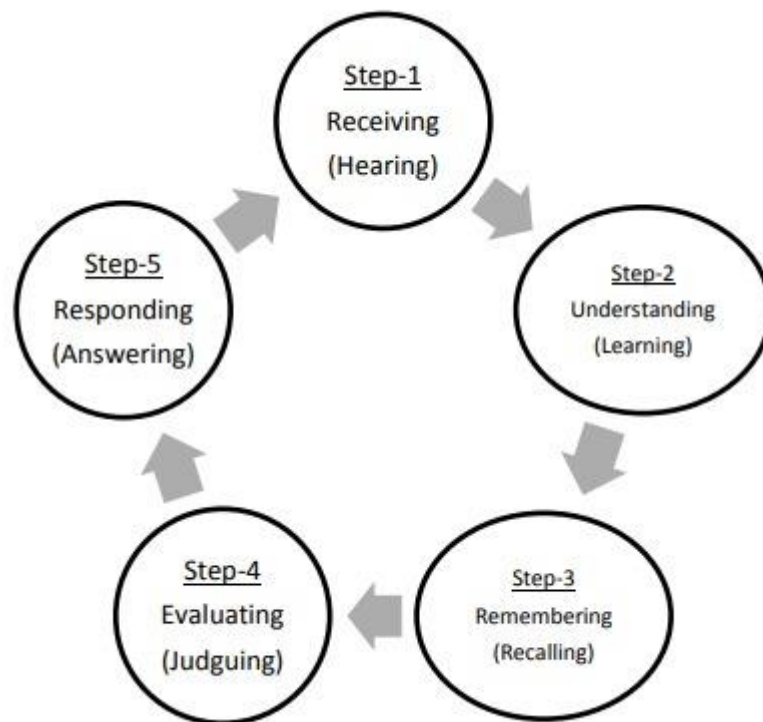


Figure 1 : Adapted from *Listening* by B. Tyagi, 2013, *The Criterion*, 12, 2.

1. Receiving (Hearing)

The first stage of the listening process is the receiving stage, which involves hearing and attending. Hearing is the perception of sound waves; the students must initially hear to listen, but the students do not need to listen to hear.

2. Understanding (Learning)

In the Figure of the listening process, stages two, three, and four are represented by the brain because it is the primary tool involved in these stages of the listening process. In the understanding stage, the students attempt to learn the meaning of the message; comprehend/examine the meaning of the stimuli they have perceived.

3. Remembering (Recalling)

Remembering means that the students have not only received and clarified a message but have also added it to the brain's stockpile. If the students do not remember what they have heard, they are probably not effectively listening.

Even a minor distraction can cause misinterpretation of the message. The remembering stage of listening helps us move forward with communication.

4. Evaluating (Judging)

The fourth stage in the listening process is evaluating or thinking critically about the message. The students determine whether the information spoken is well-constructed or muddled, partial or impartial, invalid or valid.

5. Responding (Answering)

Responding-sometimes called feedback-is the fifth and final stage of the listening process. The students will provide verbal and/or nonverbal reactions. Nonverbal responses such as nodding or eye contact allow the listener to communicate his or her level of interest without interrupting the speaker, thereby preserving the speaker/listener roles. When the students respond verbally to what they hear and remember-for example, with a question or a comment.

1.2.3. The importance of Audio materials in Listening skills.

Audio materials are an essential component in teaching and developing listening skills, particularly in language learning. Their importance can be analyzed through several key aspects:

- Krashen's Input Hypothesis (1985) in his book titled "*The Input Hypothesis: Issues and Implications*" states that language acquisition occurs most effectively when learners are exposed to comprehensible input that is just beyond their current level of understanding (i+1). Audio materials that provide this type of input allow learners to develop listening skills in a way that builds their comprehension incrementally. For example, exposure to audio that includes slightly more complex language structures helps learners internalize new vocabulary and grammatical patterns in context.
- Next, According to Rost (2002). *Developing Listening Skills through Podcasts. Language Learning and Technology*, he mentioned to Top-Down

and Bottom-Up Processing, in which, in language learning, listening involves both top-down and bottom-up processing:

+Top-Down Processing refers to using prior knowledge and contextual information to understand meaning. Audio materials that provide context or background information help learners apply this type of processing.

+ Bottom-Up Processing involves decoding individual sounds, words, and phrases to build understanding. Audio materials focused on pronunciation, intonation, and word recognition support this processing type.

The theory of top-down and bottom-up processing illustrates how audio materials are crucial in developing these two complementary listening strategies, ultimately improving overall listening proficiency.

- And according to David Nunan (1991) *Language Teaching Methodology: A Textbook For Teachers*. In this book, Nunan discusses various teaching approaches, including interactive and technology-enhanced methods that can be applied to listening skills. He emphasizes practical strategies for language teachers to engage students effectively

In conclusion, audio materials play a vital role in teaching and developing listening skills, particularly in language learning contexts. As highlighted by Krashen's Input Hypothesis, these materials provide essential comprehensible input that facilitates incremental language acquisition, allowing learners to internalize vocabulary and grammatical structures effectively. Additionally, the insights from Rost on top-down and bottom-up processing emphasize the dual strategies involved in listening comprehension. Audio resources enhance both prior knowledge application and the decoding of language components, thereby reinforcing students' overall proficiency. Furthermore, David Nunan's emphasis on interactive and technology-enhanced teaching methods underscores the importance of engaging students through diverse audio materials. Together, these perspectives affirm that incorporating

audio into language instruction not only enriches the learning experience but also significantly enhances learners' listening capabilities

1.2.4. Audio resources used for enhancing listening skills

Developing effective listening skills involves focused exposure to varied audio materials, such as podcasts, audiobooks, and educational dialogues. A study by Al Zoubi, S. and Awamleh, M. (2021), confirmed their research examined the use of audio in improving English language proficiency, emphasizing interactive methods that engage learners in listening comprehension tasks using audio resources like language podcasts to build vocabulary and comprehension, especially for non-native English speakers. Practice with diverse audio sources at suitable comprehension levels enables learners to decode speech, adapt to different accents, and improve overall listening fluency.

Audio listening types vary based on purpose and content, from intensive listening, where learners focus on details, to extensive listening for general comprehension. For instance, Best, E. (2021) found that extensive listening to stories and narratives could help build passive vocabulary and comprehension confidence, particularly for younger audiences who benefited from narrative familiarity

Clinton-Lisell (2022) investigated the role of audio resources in improving comprehension, finding that tailored audio materials could help learners process and retain information more effectively. Studies highlighted the usefulness of free, pre-intermediate-level online audio resources, which had shown positive outcomes in listening skill development. Educational podcasts, storytelling platforms, and news apps cater to a range of comprehension levels and help bridge learning gaps by making accessible, diverse, and repeated listening practice available to students.

1.2.5. Burns theory in doing Listening skills Research

In the book *Doing Action Research in Language Teaching: A Guide for Practitioners* (Burns, 2010), the author outlines a theory for teaching listening that emphasizes the practical application of listening strategies and the integration of audio materials in language education. Burns advocates for the use of authentic audio resources, such as podcasts, interviews, and real-world conversations, which expose learners to natural language, diverse accents, and colloquial expressions, thereby enhancing their listening comprehension.

This theoretical framework provides a foundation for understanding the concepts, variables, and theories guiding the study titled "*Using Audios to Improve Listening Skills for First-Year Non-Majored Students at HUNRE.*" The research aims to assess the effectiveness of free online audio resources at the Pre-intermediate level in improving listening skills. Two key research questions underpin this study: (1) What is the current proficiency level of listening skills among first-year non-majored students at HUNRE? and (2) How effective are free online audio resources at the Pre-intermediate level in enhancing listening skills for these students?

According to Burns, the framework, 6 steps have been taken including:

1. **Identify a Problem:** Recognize an area of concern or opportunity for improvement within the educational context.
2. **Plan:** Develop a plan of action to address the identified issue, including specific goals and methods for data collection.
3. **Act:** Implement the plan in the classroom or educational setting.
4. **Observe:** Collect data on the effects of the action taken, using various methods such as surveys, interviews, or observational notes.
6. **Reflect:** Analyze the data to evaluate the impact of the action, reflect on the process, and consider adjustments for the next cycle.

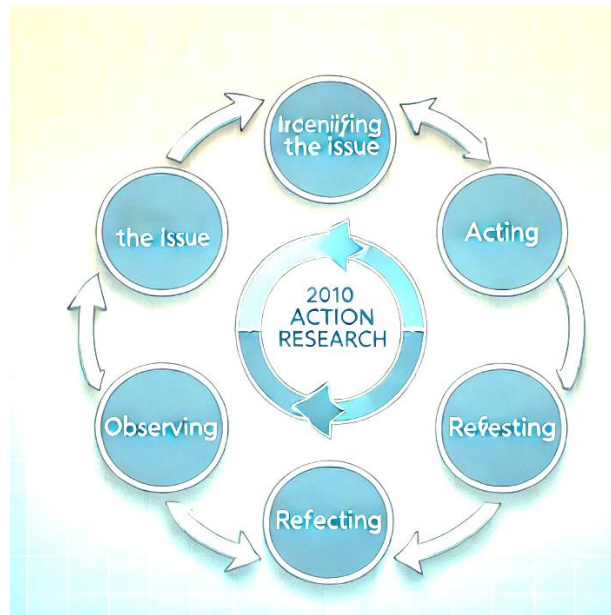


Figure 2 : *An action research cycle (Adapted from Burns, 2010)*

This study followed four main steps based on Burns’ action research framework, chosen for several key advantages. First, it emphasizes a systematic cycle of planning, acting, observing, and reflecting, allowing for continuous improvement in teaching practices.

Burns' framework is designed for practical application in real-world settings, making it suitable for educators addressing classroom challenges. Its collaborative nature encourages teamwork with colleagues and stakeholders, facilitating comprehensive solutions.

Additionally, the iterative process within Burns' framework supports ongoing adjustments through reflection, essential in the dynamic educational environment. This flexibility allows the research to adapt to changing contexts. Moreover, the framework's broad applicability to various educational practices makes it versatile for diverse research contexts. Finally, Burns' approach empowers educators, fostering ownership over the practice, which enhances motivation and commitment to change. By applying this framework, the author can create a structured, reflective, and collaborative environment conducive to improving the English listening skills of students.

1.2.6. Audios in Teaching English

The use of audio materials in teaching English is grounded in several key theoretical frameworks that highlight its effectiveness in enhancing language learning, particularly in the areas of listening skills, pronunciation, and overall language comprehension.

According to Wikipedia – the free encyclopedia, online version , “*Audio most commonly refers to sound, as it is transmitted in signal form*” Audio is sound that is within the acoustic range of human hearing. It is the audible portion on the spectrum of sound frequencies, distinct from inaudible sounds heard by certain animals or used in science and medicine.

In the research of Peter C. Fontana, Steven D. Cohen & Andrew D. Wolvin (2015) titled “*Understanding Listening Competency: A Systematic Review of Research Scales*” published on International Journal of Listening, emphasizes the importance of listening skills as a critical component of language learning. The article begins by defining listening competency and emphasizing its importance as an active process requiring cognitive engagement. The authors systematically review a range of scales, categorizing them based on the specific aspects of listening they assess, such as comprehension and retention. They discuss the strengths and weaknesses of the methodologies employed in the studies, highlighting implications for educators in selecting assessment tools and designing effective listening activities. Importantly, the review underscores the critical role of audio materials in teaching, noting that authentic audio resources—such as recordings and podcasts—enhance students' exposure to real-world language use, improve listening skills, and foster engagement. The article concludes with suggestions for future research, advocating for the development of more nuanced listening scales that reflect the complexities of the skill. Overall, it serves as a valuable resource for researchers and educators, offering insights into effective listening assessment while calling for broader

exploration of practical applications in diverse learning contexts. By integrating audio effectively into their curricula, educators can create richer learning experiences that significantly enhance students' listening competencies, ultimately contributing to their overall language proficiency.

1.2.6. Kinds of Audio in Teaching Listening

In the context of teaching listening skills, various types of audio resources can be utilized to enhance students' engagement and comprehension. Here are some common kinds of audio materials used in language education:

1. Recordings of Authentic Speech:

Interviews and Dialogues: Real-life conversations or interviews featuring native speakers provide students with exposure to natural language use, accents, and colloquial expressions.

Podcasts: Educational or thematic podcasts offer a range of topics and styles, enabling students to practice listening in diverse contexts.

2. Audiobooks:

Audiobooks allow students to listen to literature or non-fiction while following along with the text, helping to improve both listening and reading skills.

3. Songs and Music:

Using songs can make listening practice enjoyable and engaging. Lyrics can be analyzed for vocabulary, pronunciation, and cultural context, fostering deeper understanding.

4. Sound Effects and Audio Clips:

Short audio clips or sound effects can be used in listening exercises to enhance comprehension, particularly in identifying specific sounds or contextual clues.

5. News Broadcasts:

Listening to news reports helps students become familiar with formal language and current events, improving their ability to understand fast-paced, informative speech.

6. Language Learning authentic resources

Authentic materials include audio, video, texts, and other resources that reflect the language as it is used in everyday life. They help learners engage with the language in a meaningful context, fostering better comprehension and retention of vocabulary and grammar.

7. Video with Audio:

While primarily visual, videos often include audio components that can enhance listening comprehension. Watching dialogues in context helps students understand nuances and non-verbal cues.

1.2.7. Related to the Study

Looking at the real situations at HUNRE, the researcher aims to improve students' listening skills through the use of podcasts. BBC English podcasts are audio programs available on the web, typically updated at regular intervals. They are easy to find and download from the internet. Often, these audio programs are accompanied by transcripts, which can help students better understand what they hear. By incorporating podcasts into the listening curriculum, the researcher expects to enhance students' listening skills effectively.

1.2.8. Theoretical Summary

In summary, audio materials are pivotal in enhancing listening skills, particularly within language learning environments. They provide comprehensible input, as highlighted by Krashen's Input Hypothesis, allowing learners to gradually build their understanding of vocabulary and grammar. The dual processing strategies proposed by Rost—top-down and bottom-up—demonstrate how audio resources support comprehension through both contextual understanding and detailed analysis of language components. Additionally, David Nunan's focus on interactive and technology-enhanced teaching methods emphasizes the importance of engaging students with diverse

audio materials. Furthermore, research by Al Zoubi and Awamleh (2021), Best (2021), and Clinton-Lisell (2022) reinforces the effectiveness of various audio types, such as podcasts and storytelling, in improving listening proficiency across different contexts. Burns' action research framework provides a structured approach for implementing these audio resources, highlighting the importance of planning, acting, observing, and reflecting in teaching practices. By applying this framework, we can create a responsive and collaborative learning environment that significantly enhances students' listening skills, particularly for first-year non-majored students at HUNRE. The author applied this framework to assess the effectiveness of free online audio resources, ultimately contributing to better language acquisition and comprehension among learners at Hanoi University of Natural Resources and Environment, ultimately enhancing students' listening abilities.

CHAPTER 2. SCOPE, OBJECTS AND METHODOLOGY

This chapter presents the research design including scope, objects, participants, instruments, data analysis and research procedures.

2.1. Scope of the research

+ Academic Scope

This research investigates how the integration of free online audio resources enhances the listening skills of 100 first-year non-major students in two classes from the Economics Faculty, Land Administration at Hanoi University of Natural Resources and Environment (HUNRE) during the second semester of the 2023-2024 academic year. The study takes place from December 2023 to October 2024, culminating in a comprehensive scientific report. The intervention consists of structured listening sessions using authentic, level-appropriate materials, including podcasts, news reports, and educational recordings.

+ Social Scope

The research was conducted with 100 first-year non-majored students at HUNRE from 02 classes ĐH13QTKS1 and ĐH13QĐ3 who enrolled in English courses. The findings provide insights into how free online audio resources can address listening challenges among non-majored students, a group that may lack exposure to authentic English materials and faces difficulties in language learning. While the study is specific to HUNRE, the results are applicable to similar educational contexts where listening proficiency is a key learning objective, particularly for non-language majors with limited access to diverse listening resources.

2.2 Research Subject

+ *The free online audio resources*

The primary subject of this research is *the free online audio resources* used to improve listening skills. Specifically, this study focuses on evaluating the

effectiveness of Pre-intermediate level audio resources—such as podcasts, news reports, and educational recordings—in enhancing the listening abilities of first-year non-majored students at Hanoi University of Natural Resources and Environment (HUNRE). These audio materials were carefully selected to match the A1 proficiency level of the students, aiming to develop their listening comprehension, vocabulary recognition, and ability to identify main ideas from authentic spoken content.

+ *The effectiveness of these audio resources*

The research evaluates the effectiveness of these audio resources in improving listening skills and explores their diversity (e.g., different topics and accents) and accessibility as freely available online materials. These resources are considered valuable tools to familiarize students with real-life English communication scenarios and help them build confidence in understanding spoken English. The focus is on how such materials, which are freely accessible online, can provide a cost-effective, sustainable, and engaging way for students to improve their listening proficiency.

2.3 Research Methodology

2.3.1. Data Collection Method

The Data Collection Method used to complete Chapter 1 - Theoretical Background involved a comprehensive review of existing literature and relevant sources. This included analyzing academic articles, books, and previous research studies from both domestic and international contexts to gather foundational theories and concepts related to the topic. The process also encompassed synthesizing information from various scholarly works to establish a solid theoretical framework that supports the research objectives. By integrating diverse perspectives and findings, this chapter aimed to provide a well-rounded understanding of the theoretical context in which the study is situated, ensuring that it is grounded in established knowledge and research.

2.3.2 Action research method

The study employs an Action Research framework, following Burns' (2010) model with four iterative steps: Planning, Acting, Observing, and Reflecting. This methodology ensures a systematic approach to addressing the identified problem while allowing for real-time adjustments based on classroom observations and feedback.

The research design incorporates the following steps:

Step 1: Planning

Problem Identification: During initial observations, the researcher noted that students lacked sufficient exposure to varied and engaging listening materials, resulting in weak listening skills.

Intervention Design: A structured 9-week intervention was planned, integrating free online audio resources into listening practice sessions.

Evaluation Methods: Surveys, semi-structured interviews, and classroom observations were chosen as the primary tools to assess the intervention's effectiveness.

Step 2: Acting

Weekly listening sessions using accurate audio resources, with tasks designed to build listening skills progressively.

Follow-up activities such as group discussions, vocabulary exercises, and reflective tasks to reinforce comprehension.

Collaboration with two colleague observers who regularly monitored student engagement and participation during the sessions.

Step 3: Observing

Surveys: Students completed pre- and post-intervention surveys to self-assess their confidence, challenges, and perceived progress in listening skills.

Interviews: A subset of students participated in semi-structured interviews to provide deeper insights into their experiences.

Classroom Observations: The researcher and two colleagues systematically observed classroom interactions to identify behavioral changes, engagement levels, and challenges.

Step 4: Reflecting

- The researcher, along with the two observers, reviewed the collected data to evaluate the effectiveness of the intervention.
- Reflections informed recommendations for refining future listening activities.

2.3.2. Participants

The study involved 100 first-year non-majored students from two classes (ĐH13QTKS1 and ĐH13QĐ3) taught by the researcher. All participants were at the A1 proficiency level based on the entrance classification exam.

To ensure ethical practices:

Participation was voluntary, and students were informed that their responses and behaviors would remain confidential.

Observations focused on group-level behaviors rather than individual performance to maintain anonymity.

The two colleague observers were experienced teachers who contributed to monitoring and analyzing classroom interactions.

2.3.3. Data Collection

1. Test (pre test and post test)

Pre-test: Captured students' initial perceptions of their listening abilities and attitudes toward listening practice.

Post-test: Assessed changes in confidence, perceived improvement, and challenges experienced during the intervention.

2. Interviews

Conducted with a subset of students (10–15) to explore their experiences in greater detail.

Semi-structured format allowed for flexibility.

3. Classroom Observations

Observations were conducted weekly by the researcher and two colleagues.

An observation checklist focused on:

Student Engagement: Attention during audio tasks, participation in discussions, and responsiveness to questions.

Behavioral Changes: Increased confidence, reduced hesitation, or signs of frustration.

Collaboration: Group interactions during follow-up activities.

2.3.4. Data Analysis

+ Survey Data

Quantitative responses (e.g., Likert scale items) were analyzed using descriptive statistics to identify trends in student confidence and perceived progress.

Open-ended survey responses were thematically coded to highlight key insights.

+ Interview Data

Transcripts were analyzed using thematic coding to uncover recurring patterns related to engagement, challenges, and perceived benefits of the intervention.

Representative quotes were extracted to illustrate key findings.

+ Observation Data

Observational notes from the researcher and colleagues were categorized into themes such as engagement, confidence, and challenges.

Triangulation of observations with survey and interview data ensured the reliability of findings.

2.3.5. Action Plan

Phase	Activity	Description	Responsible	Timeframe
Week 1	Pre-Intervention Survey	Administer a survey to assess students' baseline perceptions of listening skills.	Researcher	First session
	Training Observers	Brief colleague observers on observation tools and methods.	Researcher and Observers	First session
	Audio Material Selection	Finalize curated online audio resources suitable for A1 level.	Researcher	Week 1
Week 2	Listening Session 1	Conduct the first listening session with follow-up discussion and tasks.	Researcher	Week 2
	Observation	Observe student behaviors and engagement during the session.	Researcher and Observers	Week 2
Weeks 3–8	Weekly Listening Sessions	Conduct weekly listening activities, discussions, and reflective tasks.	Researcher	Weekly
	Weekly Observations	Record engagement and behavioral	Researcher and Observers	Weekly

		changes during each session.		
	Weekly Adjustments	Adapt listening tasks and materials based on observations.	Researcher	Weekly
	Student Feedback Collection	Collect informal feedback on the listening activities.	Researcher	Week 5 (Mid-point)
Week 9	Post-Intervention Survey	Administer a survey to assess changes in students' perceptions and confidence in listening skills.	Researcher	Week 9
	Interviews	Conduct semi-structured interviews with a subset of students.	Researcher	Week 9
	Final Listening Session	Conclude the intervention with a reflective discussion.	Researcher	Week 9
Week 10	Data Analysis	Analyze survey responses, interview transcripts, and observation notes.	Researcher and Observers	Week 10–11
	Collaborative Reflection	Discuss findings with colleague observers to validate results.	Researcher and Observers	Week 11

	Reporting	Compile findings into the research report.	Researcher	Week 12
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Table 1: Action Plan

2.4. Summary

The methodology outlined in this chapter provides a detailed plan for investigating the current listening proficiency of first-year non-majored students at HUNRE and assessing the effectiveness of pre-intermediate audio resources in improving their listening skills. The combination of quantitative pre- and post-test assessments, qualitative interviews, observation, and a structured listening practice program ensures a comprehensive analysis of the impact of audio materials on students' listening comprehension. The next chapter would present the results of the study and discuss the implications of the findings for English language teaching at HUNRE.

CHAPTER 3. FINDINGS AND DISCUSSION

This chapter presents the findings of the study and discusses the implications of using free online audio resources to enhance students' listening skills. The data were collected through surveys, interviews, and classroom observations during a 9-week intervention and analyzed to evaluate improvements in students' listening comprehension, confidence, and engagement. The findings are organized according to the Action Research framework of Planning, Acting, Observing, and Reflecting.

3.1 Planning

3.1.1. The Quantitative Data (Pre test and Post test)

The Quantitative Data The quantitative data were taken from the result of listening Pre test which consist of 100 students from two classes . In a study involving 100 students, pre-tests and post-tests were utilized to evaluate the effectiveness of a listening audio intervention aimed at improving their listening skills. The pre-test was administered before the instructional phase, where students listened to a series of audio recordings and answered comprehension questions, providing baseline data on their listening abilities. This initial assessment identified specific areas of difficulty, guiding the subsequent instructional strategies. After the intervention, a post-test was conducted using similar audio materials to measure any improvements in listening comprehension and retention. By comparing the pre-test and post-test scores, researchers were able to quantify the students' progress and assess the overall effectiveness of the listening intervention, thereby gaining insights into the impact of targeted listening exercises on language acquisition.

The result of the students can be seen in this following table.

Table 2: Pre test Result

ĐH13QTKS1			ĐH13QĐ3		
No	Student names	Pre-test	No	Student names	Pre-test
1	PHẠM T. A	50	1	NGUYỄN K. B.A	60
2	TRẦN T.M. A	56	2	BÙI V. A	54
3	VŨ TH. A	58	3	DƯƠNG B A	63
4	LÊ TH.N. Á	58	4	NGUYỄN Đ. A	62
5	ĐẶNG NG. B	56	5	NGUYỄN Q. A	42
6	NGUYỄN DUY B	84	6	NGUYỄN T.N.A	64
7	NGUYỄN KIM C	60	7	NGUYỄN T. A	58
8	PHÙNG MẠNH C	64	8	NGUYỄN V.V.A	44
9	BÙI THỊ NGỌC D	62	9	NGUYỄN V.A	60
10	NGUYỄN ĐỨC D	86	10	PHAN HẢI L.A	84
11	NGUYỄN THỊ G	66	11	TRẦN B.A	46
12	LÊ QUANG H	48	12	VŨ H.A	52
13	NGUYỄN THỊ H	64	13	NGUYỄN T.T.B	62
14	VŨ THU H	68	14	LÊ Q.B	58
15	BÙI HUY H	50	15	NGUYỄN Q.B	48
16	NGÔ THỊ H	56	16	NGUYỄN T.H.D	36
17	LÊ TUẤN H	76	17	DƯƠNG T.D	74
18	NGUYỄN THỊ T. H	58	18	NGUYỄN H.Đ	56
19	PHẠM MINH H	60	19	ĐẶNG M.Đ	58
20	NGUYỄN THỊ T. H	72	20	ĐINH C.Đ	70
21	ĐOÀN NGỌC K	68	21	BÙI THỊ H.G	66
22	HOÀNG THỊ HỒNG K	64	22	ĐỖ Q.H	62
23	NGUYỄN VĂN K	66	23	NGUYỄN .H	64
24	HANG A L	64	24	NGUYỄN H.H	48
25	NGUYỄN ĐỨC L	66	25	NGUYỄN T.T.H	72
26	NGUYỄN XUÂN L	48	26	LÊ T.H	46
27	TRỊNH XUÂN M	68	27	NGUYỄN H.H	66
28	CÙ ĐỨC N	68	28	LƯƠNG Q.H	66
29	NGUYỄN THỊ N	56	29	NGUYỄN T.G.H	54
30	HOÀNG THỊ NG	70	30	NGUYỄN T.T.H	68
31	NGUYỄN T.A. N	56	31	ĐỖ T.K	50
32	NGUYỄN HUY N	58	32	BÙI THỊ N.L	44
33	NGUYỄN T.H. N	58	33	LƯƠNG K.L	56
34	NGUYỄN HOÀNG P	60	34	NGUYỄN D.L	58
35	NGUYỄN QUANG P	66	35	ĐOÀN T.M	64
36	ĐINH XUÂN S	62	36	NGUYỄN T.T.M	56
37	HOÀNG ĐỨC T	64	37	PHẠM T.M	62
38	PHẠM QUỐC T	64	38	NGUYỄN H.N	56
39	PHẠM THỊ PHƯƠNG T	66	39	PHẠM T.N	64
40	NGUYỄN ĐỨC TH	66	40	ĐẶNG B.N	58
41	NGUYỄN THỊ TH	80	41	DƯƠNG Y.N	74
42	ĐẶNG THÙY T	70	42	TRẦN L.P	62
43	ĐINH TÁT VŨ T	60	43	NGHIÊM T.T.P	58
44	NGUYỄN THỊ THẢO T	62	44	NGUYỄN T.P	60
45	NGUYỄN THÙY T	50	45	TRỊNH N.S	48
46	PHAN THỊ T	60	46	ĐOÀN P.T	58
47	HOÀNG QUỐC T	50	47	DƯƠNG Đ.T	46
48	NGUYỄN ANH T	64	48	NHỮ T.P.T	60
49	BÙI THỊ N.Y	70	49	ĐÀM T.T	68
50	VŨ THỊ Y	86	50	PHẠM T.T	80

Table 3: Post test Result

ĐH13QTKS1			ĐH13QĐ3		
No	Student names	Post-test	No	Student names	Post-test
1	PHẠM T. A	54	1	NGUYỄN K. B.A	66
2	TRẦN T.M. A	62	2	BÙI V. A	60
3	VŨ TH. A	60	3	DƯƠNG B.A	69
4	LÊ TH.N. Á	62	4	NGUYỄN Đ. A	68
5	ĐẶNG NG. B	60	5	NGUYỄN Q. A	48
6	NGUYỄN DUY B	90	6	NGUYỄN T.N.A	70
7	NGUYỄN KIM C	64	7	NGUYỄN T. A	64
8	PHÙNG MẠNH C	70	8	NGUYỄN V.V.A	50
9	BÙI THỊ NGỌC D	68	9	NGUYỄN V.A	66
10	NGUYỄN ĐỨC D	90	10	PHAN HẢI L.A	90
11	NGUYỄN THỊ G	70	11	TRẦN B.A	52
12	LÊ QUANG H	54	12	VŨ H.A	58
13	NGUYỄN THỊ H	70	13	NGUYỄN T.T.B	68
14	VŨ THU H	72	14	LÊ Q.B	64
15	BÙI HUY H	54	15	NGUYỄN Q.B	54
16	NGÔ THỊ H	60	16	NGUYỄN T.H.D	42
17	LÊ TUẤN H	80	17	DƯƠNG T.D	80
18	NGUYỄN THỊ T. H	62	18	NGUYỄN H.Đ	62
19	PHẠM MINH H	64	19	ĐẶNG M.Đ	64
20	NGUYỄN THỊ T. H	76	20	ĐINH C.Đ	76
21	ĐOÀN NGỌC K	72	21	BÙI THỊ H.G	72
22	HOÀNG THỊ HỒNG K	68	22	ĐỖ Q.H	68
23	NGUYỄN VĂN K	70	23	NGUYỄN .H	70
24	HẠNG A L	68	24	NGUYỄN H.H	54
25	NGUYỄN ĐỨC L	70	25	NGUYỄN T.T.H	78
26	NGUYỄN XUÂN L	50	26	LÊ T.H	52
27	TRỊNH XUÂN M	72	27	NGUYỄN H.H	72
28	CỦ ĐỨC N	72	28	LƯƠNG Q.H	72
29	NGUYỄN THỊ N	60	29	NGUYỄN T.G.H	60
30	HOÀNG THỊ NG	74	30	NGUYỄN T.T.H	74
31	NGUYỄN T.A. N	60	31	ĐỖ T.K	56
32	NGUYỄN HUY N	62	32	BÙI THỊ N.L	50
33	NGUYỄN T.H. N	62	33	LƯƠNG K.L	62
34	NGUYỄN HOÀNG P	64	34	NGUYỄN D.L	64
35	NGUYỄN QUANG P	70	35	ĐOÀN T.M	70
36	ĐINH XUÂN S	66	36	NGUYỄN T.T.M	62
37	HOÀNG ĐỨC T	68	37	PHẠM T.M	68
38	PHẠM QUỐC T	68	38	NGUYỄN H.N	62
39	PHẠM THỊ PHƯƠNG T	70	39	PHẠM T.N	70
40	NGUYỄN ĐỨC TH	70	40	ĐẶNG B.N	64
41	NGUYỄN THỊ TH	84	41	DƯƠNG Y.N	80
42	ĐẶNG THÙY T	74	42	TRẦN L.P	68
43	ĐINH TẮT VŨ T	64	43	NGHIÊM T.T.P	64
44	NGUYỄN THỊ THẢO T	66	44	NGUYỄN T.P	66
45	NGUYỄN THÙY T	54	45	TRỊNH N.S	54
46	PHAN THỊ T	64	46	ĐOÀN P.T	64
47	HOÀNG QUỐC T	54	47	DƯƠNG Đ.T	52
48	NGUYỄN ANH T	68	48	NHŨ T.P.T	66
49	BÙI THỊ N.Y	74	49	ĐÀM T.T	74
50	VŨ THỊ Y	90	50	PHẠM T.T	86

3.1.2. Pretest and Post test Description and Analysis

Descriptive Statistics

Based on the results of the Pre-test and Post-test, the author divides the levels and percentage rates. The two tables provided show the score distribution of students before and after an intervention. Below is an analysis of the results, highlighting changes in performance levels and implications for student learning. In the two tables belows:

Explanation of the count:

- Scores 8.5-10 (Excellent)
- Scores 7.6-8.4 (Really Good)
- Scores 6.9-7.5 (Good)
- Scores 5.0-6.9 (Average)
- Scores 1.0-4.9 (Needs Improvement):

+ Pre-test Scores

ĐH13QTKS1: Score Distribution Table 3

Scores	Number of Students	Percentage (%)	Level
8.5-10	3	6	Excellent
7.6-8.4	6	12	Really Good
6.9-7.5	12	24	Good
5.0-6.9	24	48	Average
1.0-4.9	5	10	Needs Improvement

ĐH13QD3: Score Distribution Table 4

Scores	Number of Students	Percentage (%)	Level
8.5-10	2	4	Excellent
7.6-8.4	5	10	Really Good
6.9-7.5	11	22	Good
5.0-6.9	25	50	Average
1.0-4.9	6	12	Needs Improvement

+ Post test Scores

DH13QTKS1: Score Distribution Table 5

Scores	Number of Students	Percentage (%)	Level
8.5-10	5	10	Excellent
7.6-8.4	7	14	Really Good
6.9-7.5	15	30	Good
5.0-6.9	20	40	Average
1.0-4.9	3	6	Needs Improvement

DH13QD3: Score Distribution Table 6

Scores	Number of Students	Percentage (%)	Level
8.5-10	7	14	Excellent
7.6-8.4	7	14	Really Good
6.9-7.5	16	32	Good
5.0-6.9	15	30	Average
1.0-4.9	5	10	Needs Improvement

Findings

The results from both the pre-test and post-test provide valuable insights into student performance and the effectiveness of the interventions applied. Below is a detailed comparison and analysis of the data.

In the Pre-test

Firstly, in the class **DH13QTKS1**, the score distribution reveals a significant concentration of students in the "Average" category, which encompasses 48% of the class. This suggests that while these students have a basic understanding of the material, there is considerable potential for improvement. Only 6% of students reached the "Excellent" level, indicating that a limited number of learners demonstrated mastery of the concepts. Meanwhile, 12% performed in the "Really Good" range, and 24% were classified as "Good," reflecting a

moderate level of comprehension. However, the presence of 10% of students in the "Needs Improvement" category highlights the need for targeted interventions to support those struggling and to enhance overall performance within the class.

Secondly, in class **DH13QD3**, the score distribution indicates that half of the students (50%) fell into the "Average" category, suggesting a foundational understanding of the material, yet revealing a significant opportunity for growth. Only 4% of students achieved scores in the "Excellent" range, reflecting a limited number of high achievers within the class. Additionally, 10% of students were classified as "Really Good," and 22% as "Good," indicating that while some students demonstrated solid comprehension, many remain at a moderate performance level. The presence of 12% of students in the "Needs Improvement" category underscores the importance of targeted interventions to support these learners and enhance overall academic performance in the class. This data highlights the necessity for strategies that can elevate students from average performance to higher achievement levels.

In the Post-test

The post-test score distribution for class **DH13QTKS1** revealed important insights into student performance and the effectiveness of instructional strategies, in this cycle, the score distribution for class **DH13QTKS1** reveals a diverse range of student performance following the post-test. Only 10% of students achieved scores in the "Excellent" range (8.5-10), indicating that while a small group has mastered the material, there is significant potential for broader student growth. Additionally, 14% of students fell into the "Really Good" category (7.6-8.4), suggesting that they are close to high achievement but may benefit from extra support or enrichment to reach the top level. A solid 30% of students were classified as "Good" (6.9-7.5), demonstrating a competent grasp of the content, yet targeted strategies could help elevate them

further. However, the largest group, comprising 40% of students, scored in the "Average" range (5.0-6.9), highlighting a critical area for improvement, as many learners are not reaching their full potential. Lastly, 6% of students were categorized as "Needs Improvement" (1.0-4.9), indicating that a small number struggle with fundamental concepts and require targeted interventions. Overall, the results suggest a need for focused instructional strategies, particularly for average and struggling students, while also providing enrichment opportunities for high achievers. Continuous assessment and feedback will be essential to adapt teaching methods and ensure all students progress towards their learning goals.

Next, The score distribution for class **DH13QD3** also provided valuable insights into student performance levels following the post-test.

In this class, 14% of students scored in the "Excellent" range (8.5-10), indicating a commendable level of mastery among a small group. Additionally, another 14% achieved scores in the "Really Good" category (7.6-8.4), suggesting that while these students are performing well, there is potential for further development to reach the highest performance levels. A significant portion of the class—32%—scored in the "Good" range (6.9-7.5), reflecting a solid understanding of the material, which is encouraging. The "Average" category (5.0-6.9) accounted for 30% of students, indicating that a substantial number have a basic grasp of the content but could benefit from additional support to enhance their performance.

Finally, 10% of students fell into the "Needs Improvement" category (1.0-4.9), highlighting a small group that struggles with fundamental concepts and requires targeted interventions. Overall, the results indicate a relatively strong performance across the class, with a notable percentage of students demonstrating solid understanding. However, there is still a need for focused instructional strategies to support those in the average and needs improvement

categories, while also providing enrichment opportunities for high achievers to ensure continuous growth and learning.

Comparison in Pre test and Post test results in 5 weeks after using open audio in teaching Listening skills

The results from the pre-test and post-test scores for classes ĐH13QTKS1 and ĐH13QĐ3 demonstrate the impact of using audio materials in teaching listening skills over a 9.5-week period. In the pre-test, ĐH13QTKS1 had 6% of students scoring in the "Excellent" range (8.5-10), while ĐH13QĐ3 had 4% in the same category. Following the introduction of audio resources, ĐH13QTKS1 saw a modest increase in high achievers to 10%, whereas ĐH13QĐ3 experienced a more substantial rise to 14%. This significant improvement in ĐH13QĐ3 suggests that the audio materials particularly benefited higher-performing students.

Both classes exhibited growth in the "Really Good" and "Good" categories as well. In ĐH13QTKS1, the percentage of students scoring in the "Really Good" range increased from 12% to 14%, and those in the "Good" category rose from 24% to 30%. Similarly, ĐH13QĐ3 saw its "Good" category grow from 22% to 32%. These advancements indicate that more students developed a solid understanding of the material after the intervention, reflecting the effectiveness of audio resources in enhancing listening skills.

Furthermore, there was a noticeable reduction in the number of students performing at an average level. In ĐH13QTKS1, the percentage of students in the "Average" category decreased from 48% to 40%, signifying progress toward higher achievement. In contrast, ĐH13QĐ3 maintained a stable percentage of 30% in the "Average" range, suggesting that while some students improved, a significant number still remained at this level. Regarding the "Needs Improvement" category, ĐH13QTKS1 saw a decline from 10% to 6%, indicating that the intervention successfully helped some struggling students

enhance their skills. However, ĐH13QĐ3 retained 10% of students in this category, implying that the intervention may not have fully addressed the needs of all lower-performing students.

In conclusion, the comparative analysis shows a positive impact from the use of audio materials in teaching listening skills across both classes over the 9.5-week period. Improvements were evident in the percentages of students achieving higher scores, particularly in ĐH13QĐ3, where the increase in the "Excellent" category was notable. While ĐH13QTKS1 also showed progress, the growth in high achievers was less pronounced. Overall, the use of audio resources effectively enhanced listening skills, but continued focus on supporting average and struggling learners is essential for further improvement. Future instructional strategies should build on these gains while addressing the needs of all students to maximize overall performance.

3.2 Acting

The 9-week intervention was carefully implemented through structured weekly listening sessions, each divided into three stages: pre-listening, during listening, and post-listening. The pre-listening phase was designed to prepare students for the audio materials and included introducing key vocabulary, providing contextual background, and engaging students in predictive tasks. For example, before listening to a podcast on environmental sustainability, students were introduced to terms such as "renewable energy" and "carbon footprint" and encouraged to predict the main ideas based on the title and visuals. These pre-listening activities aimed to reduce anxiety, build familiarity with the content, and set a purpose for listening. During the listening phase, students engaged with authentic audio resources such as podcasts, news reports, and educational recordings. The audio materials were selected to gradually increase in complexity, matching 41 students' A1 proficiency level while exposing them to diverse accents and topics. Tasks included identifying main ideas,

comprehending details, and taking notes on critical information. To address challenges with speed and unfamiliar accents, the researcher incorporated repetition of audio clips, allowing students to confirm their initial interpretations or capture missed details. For example, in a session featuring a news clip on technological innovations, students were asked to identify specific details, such as dates and names, through multiple-choice questions and note-taking exercises. Over time, students demonstrated increased independence in applying listening strategies, relying less on instructor support. The post-listening phase focused on consolidating learning and encouraging collaboration. Students participated in small-group discussions to share their interpretations and clarify misunderstandings. For instance, after listening to an educational recording on healthy eating, students debated the benefits of specific dietary habits mentioned in the audio. Reflective tasks, such as answering questions about their listening experiences or summarizing the audio content, helped students develop self-awareness of their progress and challenges. Additionally, follow-up activities, including written summaries or research tasks, extended learning beyond the classroom and reinforced critical thinking. The researcher adopted an adaptive approach throughout the intervention, making real-time adjustments based on feedback from students and classroom observers. Pre-teaching vocabulary became more detailed over time, incorporating bilingual glossaries and example sentences to support comprehension. To address initial difficulties with fast-paced speech and accents, the researcher introduced slower-paced audio materials in early sessions and gradually increased the complexity. Observations during Week 2 revealed disengagement among some students during discussions, which led to 42 the incorporation of interactive elements, such as team-based comprehension quizzes, to enhance motivation and participation. These adjustments ensured that the intervention remained responsive to students'

evolving needs. The 9-week intervention was implemented with careful attention to student needs and challenges, as identified in the pre-intervention survey. The researcher’s actions—designing structured tasks, introducing adaptive strategies, and fostering collaborative learning—created an engaging and supportive environment for improving listening skills. These efforts ensured that students not only enhanced their comprehension abilities but also developed the confidence and strategies necessary for independent listening practice in the future.

The Qualitative Data

3.3 Observing

The observation phase involved analyzing data collected from post-intervention surveys, semi-structured interviews, and classroom observations to evaluate the effectiveness of the 9-week intervention. These methods provided both quantitative and qualitative insights into the changes in students’ listening skills, confidence, and attitudes toward listening tasks.

3.2.1. Post-Intervention Survey Results

Category	Pre-Intervention	Post-Intervention	Number of Students	Percentage Change
<i>Confidence in Listening</i>	Low/Very Low	Moderate/High	70 (Low) / 85 (Moderate/High)	15%
<i>Identification of Main Ideas</i>	Not specified	Agreed	80	80%
<i>Understanding Specific Details</i>	Not specified	Agreed	75	75%
<i>Confidence with Diverse Accents</i>	Not specified	Confident	65	65%
<i>Engagement with Audio Materials</i>	Not specified	Engaging/Relevance	85	85%
<i>Helpfulness of Reflective Tasks</i>	Not specified	Helpful	70	70%

Table 8: Post-Intervention Survey Results

The post-intervention survey, completed by 100 students, revealed significant improvements in confidence, perceived progress, and attitudes toward listening. Prior to the intervention, 70% of students rated their confidence in listening as low or very low. Following the intervention, 85% of students rated their confidence as moderate to high. Many students indicated that the pre-listening vocabulary activities and the repetition of audio clips were instrumental in boosting their ability to comprehend authentic materials.

Students also reported specific improvements in listening skills. 80% of students agreed that the intervention helped them better identify main ideas, while 75% noted enhanced ability to understand specific details, such as dates and names. When asked about their ability to handle diverse accents, 65% of students felt more confident listening to different accents, a marked improvement compared to the pre-intervention survey.

The survey also captured students' perceptions of the activities and resources used. 85% of respondents found the audio materials engaging and relevant, particularly the podcasts and news reports, which were cited as both interesting and useful for real-life listening. Reflective tasks, such as group discussions and summaries, were deemed helpful by 70% of students, as these activities allowed them to process and consolidate their understanding of the content.

3.3.2. Findings from Semi-Structured Interviews

Category	Findings	Number of Students	Percentage of Interviewed Students
Appreciation for Structure	Strong appreciation for the structure and adaptability of sessions.	15	100%

Confidence Boost	Vocabulary lists helped reduce anxiety about fast conversations.	15	100%
Comfort with Accents	Increased comfort with listening to diverse English accents through practice.	15	100%
Challenges with Fast Speech	Initial difficulties in understanding fast speech and unfamiliar vocabulary.	15	100%
Improvement Over Time	Decreased challenges in following conversations as the intervention progressed.	15	100%
Value of Group Discussions	Appreciation for post-listening group discussions that facilitated peer support.	15	100%
Role of Repetition	Listening multiple times helped students catch details and build confidence.	15	100%
Importance of Interactive Activities	Interactive activities like group discussions and quizzes made sessions engaging and motivating.	15	100%

Table 9: Semi-Structured Interviews

Semi-structured interviews were conducted with 15 students, providing deeper insights into their experiences during the intervention. Students expressed a strong appreciation for the structure and adaptability of the sessions. One participant remarked, “The vocabulary lists really helped me feel less worried about listening to fast conversations.” Another student shared, “I feel more comfortable listening to English now, especially when the accents are different, because we practiced so many types of audio.”

The interviews highlighted that the most challenging aspects of the intervention were understanding fast speech and unfamiliar vocabulary in the initial weeks. However, students noted that these challenges decreased as the intervention progressed. For example, one student mentioned, “At first, I couldn’t catch up with the speed, but by the end, I felt I could follow the flow of conversations much better.” Students also appreciated the post-listening group discussions, with one participant stating, “It was great to discuss with my classmates because sometimes they understood parts that I missed, and we helped each other.”

Students acknowledged the role of repetition and scaffolding in their improvement. A student remarked, “Listening to the audio multiple times helped me notice details I didn’t catch before. It gave me confidence that I could eventually understand.” Several students emphasized the importance of interactive activities, such as group discussions and comprehension quizzes, in making the sessions engaging and motivating.

3.3.3. Classroom Observations

Observation Category	Week 1-2	Week 3-5	Week 6-8
Student Engagement	45% attentive; signs of distraction	75% attentive; increased focus	80% active listening (note-taking, interaction)
Participation in Group Discussions	Dominated by a few; limited participation	Increased contributions; more students sharing interpretations	Most students actively participating; less prompting needed
Confidence in Responses	Frequent hesitation; needed prompts	70% displaying increased confidence; volunteering responses	High confidence; actively engaging without encouragement
Behavioral Changes	Signs of frustration common	Decreased frustration; growing comfort	Enthusiastic participation; proactive behaviors

Collaborative Behaviors	Groups often "Sometimes" or "Rarely" working well	75% of groups "Always" or "Often" collaborating effectively	Meaningful discussions; supportive dynamics
Qualitative Insights	Hesitation to speak; needed clarification	Improvements noted; students more engaged	Active contributions; comfort with tasks

Table 10: Classroom Observations

The Classroom observation provided valuable insights into the progress and challenges students experienced during the 9-week intervention. Observations highlighted significant improvements in engagement, behavioral changes, and collaboration as the sessions progressed, demonstrating the effectiveness of the structured and adaptive approach.

Student engagement improved steadily throughout the intervention. In the initial weeks, only 45% of students were observed to be consistently attentive during audio tasks. Many students displayed signs of distraction or hesitation, as indicated by their limited note-taking or passive listening behaviors. However, by Week 5, engagement levels increased markedly, with 75% of students marked as "Always" or "Often" attentive during tasks. By Week 8, over 80% of students consistently demonstrated active listening behaviors, such as taking notes, maintaining focus, and interacting with the audio materials.

Participation in group discussions followed a similar upward trajectory. During the early sessions, discussions were often dominated by a few confident students, with the majority marked as "Sometimes" or "Rarely" participating. By Week 5, a significant shift occurred, with a larger proportion of students actively contributing to discussions. Observers noted that students began sharing their interpretations of audio content more independently and confidently, requiring less prompting from the instructor. This growth in participation indicated a developing sense of comfort and competence in engaging with listening tasks.

Behavioral observations captured notable changes in students' confidence and enthusiasm over time. During the first few weeks, many students exhibited hesitation when responding to questions or participating in activities. Observers frequently marked "Yes" for hesitation in early sessions, as students often required repeated prompts to engage fully. However, by Week 6, over 70% of students displayed increased confidence in answering questions, actively volunteering responses without external encouragement.

Signs of frustration, such as frowning or disengagement, were common in the initial weeks but became significantly less frequent as the intervention progressed. By the middle of the program, students appeared more comfortable tackling listening tasks, with many visibly demonstrating enthusiasm for the activities. Observers noted an increase in proactive behaviors, such as students taking initiative to ask clarifying questions or sharing insights during group discussions. This shift from frustration to enthusiasm reflected the growing alignment between the intervention's structure and the students' needs.

The intervention also fostered significant improvements in collaborative behaviors. During Week 2, many groups were marked as "Sometimes" or "Rarely" working well together, with students often hesitating to engage with their peers. Group discussions were initially fragmented, with limited evidence of mutual support or shared understanding. However, by Week 5, 75% of groups demonstrated consistent collaboration, marked as "Always" or "Often" working effectively as a team.

Students began assisting one another in understanding audio tasks, providing explanations and clarifications when their peers struggled. Observers noted that by Week 8, most groups engaged in meaningful discussions and displayed a respectful, supportive dynamic. Collaborative behaviors were particularly evident in post-listening reflections, where students worked together to analyze their comprehension and address misunderstandings. This

growing teamwork highlighted the importance of incorporating interactive and group-based activities into the intervention.

Qualitative observations summarized by the researcher and colleagues revealed both challenges and successes. During the early weeks, low confidence, limited participation, and frequent requests for clarification were common. Observers noted, “Students seemed hesitant to speak during discussions and often required prompts to stay engaged.” However, by the later weeks, the intervention’s adaptive adjustments—such as pre-teaching vocabulary, providing bilingual glossaries, and repeating audio clips—led to significant improvements. Observers remarked, “Students actively contributed to group discussions and appeared more comfortable tackling listening tasks independently.”

Suggestions made in the early weeks, such as enhancing pre-listening support and introducing competitive elements to increase motivation, were successfully implemented and contributed to the positive outcomes observed by the end of the intervention.

Summary of Observations

The combination of post-intervention survey results, semi-structured interview data, and classroom observations highlights the effectiveness of the intervention in addressing students’ listening challenges. Students reported increased confidence and improved skills in identifying main ideas, comprehending details, and adapting to diverse accents. The structured activities, such as pre-teaching vocabulary and interactive discussions, were key factors in fostering engagement and reducing frustration.

The findings underscore the value of adaptive teaching strategies and interactive methodologies in enhancing listening skills. By the end of the intervention, students not only demonstrated measurable progress in their listening abilities but also expressed a greater sense of confidence and

enjoyment in engaging with authentic audio materials. These observations validate the intervention’s success and provide valuable insights for future implementation.

3.4 Reflecting

Analysis Category	Findings	Key Statistics/Insights
Overall Effectiveness	Substantial progress in listening skills, confidence, and engagement.	85% of students rated their confidence as moderate to high post-intervention.
Listening Skills Improvement	Marked improvements in comprehending main ideas, recognizing details, and adapting to accents.	Over 80% of students actively participated in discussions by Week 6 (up from 45% in Week 1).
Behavioral Changes	Increased participation and reduced hesitation observed by Week 6.	Observers noted behavioral changes with greater independence in applying listening strategies.
Adaptability of the Intervention	Responsive adjustments to meet evolving student needs.	Included bilingual glossaries, slower-paced audio, and interactive activities.
Engagement with Audio Resources	Variety of audio materials contributed to success.	85% of students found the audio materials engaging and relevant for practical communication.
Challenges Identified	Variations in baseline skills and limited access to audio resources outside the classroom.	Suggested tailored tasks for different proficiency levels and curated playlists for practice.
Group Discussion Dynamics	Some students felt rushed, limiting depth of reflection.	Recommendations for clearer time allocations and guided prompts for more productive discussions.

Future Recommendations	Incorporate differentiated instruction, self-study support, and optimized group dynamics.	Focus on deeper discussions, equitable participation, and targeted adjustments for better outcomes.
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Table 6: Reflecting

The reflection phase synthesized findings from the intervention, combining insights from post-intervention surveys, semi-structured interviews, and classroom observations to evaluate the program’s overall effectiveness and identify areas for future improvement. The results indicated substantial progress in students’ listening skills, confidence, and engagement, while also highlighting some challenges and potential enhancements for subsequent iterations.

The intervention proved highly effective in addressing the primary challenges identified during the pre-intervention phase. Students exhibited marked improvements in their ability to comprehend main ideas, recognize details, and adapt to diverse accents. Post-intervention survey results revealed that 85% of students rated their confidence in listening as moderate to high, a significant increase from the pre-intervention phase, where the majority rated their confidence as low. Observations also captured behavioral changes, with students displaying increased participation and reduced hesitation in listening tasks by Week 6. For example, over 80% of students actively participated in discussions and follow-up activities during the final weeks, compared to only 45% in Week 1. Interviews further confirmed these gains, with students highlighting the role of pre-teaching vocabulary, audio repetition, and collaborative discussions in reducing anxiety and enhancing comprehension.

The adaptability of the intervention emerged as a key strength, ensuring that the program remained responsive to students’ evolving needs. Adjustments such as introducing bilingual glossaries, using slower-paced audio in the early

weeks, and incorporating interactive group activities effectively addressed challenges with unfamiliar vocabulary, fast-paced speech, and engagement. These modifications were particularly impactful in building confidence among students who initially struggled with authentic audio materials. Observers noted that by the middle of the program, many students demonstrated a willingness to engage with more complex tasks, showing increased independence in applying listening strategies.

The variety of audio resources used during the intervention also contributed significantly to its success. By exposing students to podcasts, news reports, and educational recordings, the program not only improved their listening proficiency but also increased their interest in real-world English. Survey responses indicated that 85% of students found the audio materials engaging and relevant, with many citing the topics as useful for practical communication. Additionally, the structured and collaborative nature of the post-listening phase fostered critical thinking and teamwork, enabling students to process content more deeply and address misunderstandings through peer support.

Despite its successes, the intervention also faced challenges that provide opportunities for refinement. The initial weeks revealed notable variations in students' baseline skills, with some struggling to adapt to authentic materials. Although pre-listening activities helped mitigate these difficulties, differentiated support could further enhance the program. For example, offering tailored tasks for lower-proficiency students and more advanced challenges for higher-performing students would ensure that all learners are adequately supported. Another challenge was students' limited access to similar audio resources outside of the classroom, which restricted opportunities for independent practice. Addressing this issue by providing curated playlists,

recommended platforms, and guidance on effective self-study techniques could extend the program's benefits beyond the classroom.

Additionally, while group discussions were generally effective in consolidating learning, some students reported feeling rushed during post-listening activities. Observers noted that time constraints occasionally limited the depth of reflection and discussion, particularly for complex audio materials. Introducing clearer time allocations and guided prompts for group work could improve the inclusivity and productivity of these sessions, ensuring that all students feel supported and engaged.

Reflecting on these findings, the intervention demonstrated the importance of combining structured, adaptive teaching practices with authentic and engaging materials. To further enhance its effectiveness, future implementations should incorporate differentiated instruction, self-study support, and optimized group dynamics. Differentiated tasks could address the varying proficiency levels within the class, while providing students with accessible resources and strategies for independent practice would foster greater autonomy and long-term skill development. Refining the structure of group activities to allow for deeper discussions and more equitable participation would further strengthen the program's outcomes.

In conclusion, the 9-week intervention was successful in enhancing students' listening skills, confidence, and engagement through a structured, responsive approach. The program addressed the core challenges identified in the pre-intervention phase, leading to measurable improvements and positive student feedback. While challenges such as variations in baseline skills and time constraints during group discussions persisted, they offer valuable insights for future refinement. By incorporating targeted adjustments and additional support mechanisms, the intervention has the potential to achieve even greater

impact in fostering listening proficiency and overall language development among students.

3.5 DISCUSSION

The findings of this study strongly align with prior research emphasizing the role of authentic audio materials in language learning. Exposure to diverse audio content allowed students to engage with real-world listening tasks, fostering both comprehension and confidence. The intervention effectively addressed specific challenges associated with fast speech, unfamiliar accents, and limited vocabulary by providing structured support and scaffolding. Through pre-listening activities such as pre-teaching vocabulary and predicting content, students were better prepared to navigate the complexities of authentic spoken English. The repeated use of audio clips, combined with opportunities for collaborative reflection, further reinforced the development of effective listening strategies, such as identifying keywords and inferring meaning from context.

The study's outcomes highlight the importance of integrating authentic audio resources into regular curricula to complement traditional listening exercises. Unlike controlled, textbook-based audio, authentic materials present students with varied accents, pacing, and contexts, preparing them for practical communication outside the classroom. By incorporating structured listening tasks and reflective discussions, teachers can deepen students' understanding and encourage critical thinking. The role of peer collaboration during post-listening activities emerged as particularly significant, as students not only clarified misunderstandings but also collectively analyzed and interpreted audio content. This collaborative approach encouraged active engagement, mutual support, and the sharing of diverse perspectives, creating a more dynamic learning environment.

The adaptive nature of the intervention was another critical factor in its success. Real-time adjustments, such as introducing slower-paced audio materials and providing bilingual glossaries, ensured that the program remained responsive to students' evolving needs. These adaptations were instrumental in addressing initial challenges, such as hesitancy and frustration, while progressively building confidence and independence. The steady improvement observed in classroom behaviors and survey responses underscores the value of responsive teaching practices in supporting student progress.

However, the study also revealed challenges that should inform future implementations. Variations in baseline listening skills among students required differentiated support, which was not fully addressed in the current design. Tailoring tasks to accommodate varying proficiency levels could enhance the program's inclusivity and effectiveness. Additionally, limited access to similar audio resources outside of the classroom emerged as a barrier to independent practice. Providing curated resource lists and self-study strategies would empower students to extend their learning beyond structured sessions. Finally, the timing of post-listening discussions occasionally constrained deeper reflections, suggesting the need for clearer time management and guided prompts in future iterations.

Overall, the findings underscore the potential of authentic audio resources to transform listening instruction by bridging the gap between classroom activities and real-world communication. By combining structured tasks, reflective activities, and adaptive teaching practices, teachers can create engaging and effective learning experiences that address the diverse needs of their students.

3.6. SUMMARY OF THE FINDINGS

The 9-week intervention demonstrated that free online audio resources are a powerful tool for enhancing the listening skills of first-year non-majored

students. The integration of authentic materials, scaffolded tasks, and reflective activities resulted in significant improvements in students' ability to comprehend details, recognize vocabulary, and identify main ideas in spoken English. These gains were reflected in both qualitative and quantitative data, underscoring the intervention's success in addressing the challenges identified during the pre-intervention phase.

The findings highlight the value of structured, adaptive teaching practices in supporting language learning. By addressing specific challenges such as unfamiliar vocabulary, fast-paced speech, and varied accents, the intervention created a supportive environment that fostered both skill development and confidence. The collaborative observations by the researcher and colleagues ensured a rigorous evaluation of the program's impact, providing a comprehensive understanding of its effectiveness.

While challenges such as varying proficiency levels, limited access to resources, and time constraints during group discussions remain, they offer valuable insights for future refinement. Differentiating instruction to meet diverse student needs, providing curated resources for independent practice, and optimizing group activity structures can enhance the program's inclusivity and sustainability.

This study underscores the importance of authentic and engaging listening experiences in modern language instruction. By leveraging free online audio resources and employing responsive teaching strategies, educators can bridge the gap between classroom practice and real-world communication, creating meaningful opportunities for student growth in listening proficiency.

CONCLUSION AND RECOMMENDATION

Conclusion

This study investigated the impact of integrating free online audio resources into listening instruction for first-year non-majored students. The 9-week intervention was designed to address challenges identified in the pre-intervention phase, such as low confidence, difficulty with fast speech, unfamiliar accents, and limited exposure to authentic audio materials. The structured approach, encompassing pre-listening preparation, during-listening tasks, and post-listening reflections, aimed to enhance students' comprehension, engagement, and confidence in listening to spoken English.

The findings reveal that the intervention was successful in achieving its objectives. Quantitative data from post-intervention surveys showed significant improvements, with 85% of students reporting higher confidence in their listening abilities. Qualitative insights from semi-structured interviews and classroom observations highlighted noticeable changes in students' listening strategies, such as identifying main ideas, comprehending details, and recognizing vocabulary in context. Collaborative activities further enhanced peer support and engagement, with students demonstrating greater independence and enthusiasm for listening tasks over time.

The adaptive nature of the intervention was a key strength, ensuring responsiveness to student needs. Adjustments such as slower-paced audio in early weeks, bilingual glossaries, and competitive group activities effectively addressed initial barriers, fostering a supportive and inclusive learning environment. These adaptations not only reduced frustration but also gradually built students' confidence, enabling them to tackle more complex listening tasks.

Despite these successes, the study identified several challenges, including variations in students' baseline proficiency, limited access to authentic audio

resources outside the classroom, and time constraints during group discussions. Addressing these challenges offers opportunities for future refinement and broader application of the intervention model.

Overall, the findings validate the integration of free online audio resources as an effective tool for enhancing listening skills, particularly when combined with structured, adaptive teaching practices. The study contributes to the growing body of literature on authentic listening instruction and offers practical insights for educators seeking to bridge the gap between classroom learning and real-world communication.

Recommendation

Based on the findings and identified challenges, the following recommendations are proposed to enhance the effectiveness and scalability of similar interventions:

1. Incorporate Differentiated Instruction

To accommodate varying levels of listening proficiency, future implementations should include differentiated tasks tailored to individual student needs. For instance, scaffolding activities for lower-proficiency students and offering advanced challenges for more capable learners can ensure equitable opportunities for growth.

2. Enhance Independent Practice Opportunities

Providing students with curated playlists, recommended platforms, and guidance on effective self-study techniques can address the issue of limited access to resources outside the classroom. Workshops or tutorials on using these resources can empower students to engage in autonomous listening practice.

3. Optimize Collaborative Activities

To improve the inclusivity and depth of group discussions, educators should introduce clearer guidelines, allocate sufficient time, and provide

structured prompts. Rotating leadership roles within groups can also ensure that all students are equally involved in collaborative tasks.

4. Expand the Range of Authentic Materials

Diversifying the types of audio resources, such as interviews, conversational dialogues, or culturally relevant recordings, can further enhance engagement and real-world applicability. Selecting topics aligned with students' academic or personal interests may also increase motivation.

5. Implement Iterative Feedback Mechanisms

Establishing regular feedback loops, such as weekly student reflections or peer evaluations, can provide real-time insights into the effectiveness of activities and materials. This data can guide ongoing adjustments to better meet student needs.

6. Explore Technology Integration

Leveraging technology tools, such as interactive listening apps or virtual platforms, can enhance the accessibility and interactivity of listening tasks. For example, AI-based tools can offer personalized recommendations and track student progress in listening comprehension.

7. Conduct Long-Term Follow-Up Studies

To assess the sustained impact of the intervention, future research should examine students' listening skills over an extended period. Long-term studies can also explore the transferability of skills acquired during the intervention to real-world contexts, such as workplace communication or standardized language tests.

Implications for Practice

The findings of this study underscore the potential of authentic audio resources in transforming listening instruction. By integrating structured tasks, reflective activities, and adaptive strategies, educators can create engaging and effective learning environments that address the diverse needs of students. The

study highlights the importance of scaffolding and iterative adjustments in supporting students' transition from controlled to authentic listening contexts, particularly for learners at lower proficiency levels.

Furthermore, the collaborative aspect of the intervention suggests that peer-based learning can significantly enhance students' confidence and comprehension. Encouraging active student participation through group discussions and reflective tasks not only reinforces individual learning but also fosters a sense of community within the classroom.

Limitations and Future Research Directions

This study faced limitations that should be addressed in future research. First, the relatively short duration of the intervention (9 weeks) limits insights into the long-term retention and application of listening skills. Extending the study to include follow-up assessments would provide a more comprehensive understanding of the intervention's lasting impact.

Second, the sample size was confined to 100 first-year non-majored students, which may restrict the generalizability of findings to other contexts. Future studies should involve larger and more diverse samples, including learners from different academic disciplines and language proficiency levels.

Lastly, while the study focused on listening skills, integrating additional language skills, such as speaking or writing, into similar interventions could provide a more holistic approach to language development. Research exploring the interplay between listening and other skills could offer valuable insights for curriculum design and teaching practices.

Concluding remark

The integration of free online audio resources, coupled with structured and adaptive teaching practices, proved to be an effective strategy for enhancing listening skills among first-year non-majored students. The findings highlight the importance of authentic materials, collaborative learning, and responsive

instruction in addressing the challenges of listening comprehension. By building on the strengths of this intervention and addressing its limitations, educators and researchers can further advance the field of language education, creating meaningful and sustainable opportunities for student success.

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APPENDICES

I. Pre-Test

Your name:..... Class:

LISTENING TEST:

"Give it Some Welly!"

Instructions: Listen to the audio segment from "The English We Speak" and answer the following questions based on what you hear.

Part 1: Comprehension Questions (5 pts)

1. **Who are the speakers in the audio?**
 - a) Feifei and Georgie
 - b) Feifei and Beth
 - c) Georgie and a guest
2. **What is the expression discussed in the program?**
 - a) Give it some gas
 - b) Give it some welly
 - c) Give it your best
3. **In what context is "give it some welly" typically used?**
 - a) To encourage someone to rest
 - b) To encourage someone to put more effort or force into an activity
 - c) To suggest stopping an activity
4. **Which of the following is an example of using "give it some welly"?**
 - a) "Take it easy!"
 - b) "Give it some welly!"
 - c) "Slow down!"
5. **What does Georgie struggle with at the beginning of the audio?**
 - a) Singing
 - b) Opening a jar

- o c) Moving a sofa

Part 2: True or False (2pts)

6. **True or False:** "Give it some welly" is a rude expression.
7. **True or False:** The expression can be used in a variety of contexts, such as cycling or hammering.
8. **True or False:** Feifei mentions that her son was trying to push a chair and really gave it some welly.

Part 3: Fill in the Blanks (2pts)

Complete the sentences with the correct words from the audio.

9. "You're going to have to hit the ball _____ than that. Come on, give it some welly!"
10. "I was at karaoke the other day and everyone said, 'Come on, _____!' so I sang really loudly."

Part 4: Short Answer (1pt)

11. **What should listeners do to find more resources to improve their English?**

.....

.....

.....

.....

II. Post test

Your name:..... Class:

LISTENING TEST

"That's On You!"

Instructions: Listen to the audio segment from "The English We Speak" and answer the following questions based on what you hear.

Part 1: Comprehension Questions (5 pts)

1. Who are the speakers in the audio?
 - a) Feifei and Georgie
 - b) Feifei and Phil
 - c) Phil and Beth
2. What reason does Phil give for being late?
 - a) He lost track of time
 - b) The traffic was bad
 - c) He forgot his wallet
3. What does Feifei mean when she says, "that's on you"?
 - a) It's a shared responsibility
 - b) It's Phil's fault
 - c) It's no one's fault
4. In what context is the phrase "it's on you" used?
 - a) To express gratitude
 - b) To assign responsibility
 - c) To make a suggestion
5. What example does Feifei give related to being late?
 - a) Coming to work at the wrong time
 - b) Missing a bus

- o c) Forgetting a meeting

Part 2: True or False (2pts)

- 6. True or False: Phil admits that being late was entirely his fault.
- 7. True or False: "It's on you" can also mean "I will pay for it."
- 8. True or False: Feifei suggests that Phil should buy the next round of coffees because he was late.

Part 3: Fill in the Blanks (2pts)

Complete the sentences with the correct words from the audio.

- 9. "If you didn't prepare for your speech, and it went badly, _____ on you."
- 10. "I told you to wear a coat, and you didn't, and now you've got a cold. Well, that's _____."

Part 4: Short Answer (1pt)

11. What should Phil do next time to avoid being late according to Feifei?

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.....
.....

III. Audio Link

- 1. Pre-Test Audio :
https://downloads.bbc.co.uk/learningenglish/features/tews/241202_tews_give_it_some_welly_download.mp3
- 2. Post -Test Audio:
https://downloads.bbc.co.uk/learningenglish/features/tews/241111_tews_that's_on_you_download.mp3

IV. Pre-Intervention Survey Questions

Section 1: Confidence in Listening Skills

1.1. How confident are you in understanding spoken English in the following contexts? (Rate on a scale of 1–5)

(1 = Not Confident at All, 5 = Very Confident)

- Conversations between native speakers.
- Short monologues (e.g., announcements, instructions).
- Audio recordings such as podcasts or news clips.

1.2. How often do you feel overwhelmed by listening tasks in English?

- Always
- Often
- Sometimes
- Rarely
- Never

1.3. How confident are you in identifying the main idea of an audio recording? (1–5)

1.4. How confident are you in understanding specific details, such as numbers, times, or places, in a conversation? (1–5)

Section 2: Challenges in Listening Skills

2.1. Which of the following do you find most challenging in listening to English? (Select all that apply)

- Understanding fast speech.
- Recognizing accents.
- Distinguishing words or phrases in connected speech.
- Understanding vocabulary.
- Comprehending the main ideas.
- Remembering details while listening.

2.2. What do you do when you don't understand something in an audio?

- Guess the meaning from the context.
- Ask someone for help.
- Listen again multiple times.
- Ignore and move on.

2.3. How do you feel about listening to English with different accents (e.g., British, American)?

- Very challenging
 - Somewhat challenging
 - Neutral
 - Comfortable
 - Very comfortable
-

Section 3: Attitudes Toward Listening Practice

3.1. How often do you listen to English outside the classroom?

- Every day
- Several times a week
- Once a week
- Rarely
- Never

3.2. Which of the following listening materials have you used before? (Select all that apply)

- Podcasts
- Songs
- Movies or TV shows
- Online courses or videos (e.g., YouTube, TED Talks)
- Audiobooks
- None

3.3. How much do you enjoy practicing listening skills in English? (1–5)

3.4. What type of listening activity do you find most engaging? (Select one)

- Listening to conversations or dialogues.
- Listening to stories or narratives.
- Listening to educational or instructional content.
- Listening to news or current events.

Section 4: Open-Ended Questions

4.1. What are your main goals for improving your English listening skills?

4.2. In your opinion, what would make listening practice more effective and enjoyable?

4.3. What challenges have you faced in past listening activities, and how did you address them?

V . Post-Intervention Survey Questions

Section 1: Confidence in Listening Skills

1.1. How confident are you now in understanding spoken English in the following contexts? (Rate on a scale of 1–5)

(1 = Not Confident at All, 5 = Very Confident)

- Conversations between native speakers.
- Short monologues (e.g., announcements, instructions).
- Audio recordings such as podcasts or news clips.

1.2. Compared to the start of the program, how has your confidence in identifying the main ideas of an audio recording changed?

- Increased significantly
- Increased somewhat
- Stayed the same
- Decreased

1.3. Compared to the start of the program, how has your ability to understand specific details (e.g., numbers, times, places) in a conversation changed?

- Increased significantly
- Increased somewhat
- Stayed the same
- Decreased

Section 2: Perceived Improvement

2.1. How much do you agree with the following statements? (Rate on a scale of 1–5)

(1 = Strongly Disagree, 5 = Strongly Agree)

- The listening sessions helped me improve my comprehension of main ideas.
- I can now understand more details in audio recordings than before.

- My vocabulary has improved through repeated exposure to audio materials.
- I feel more comfortable listening to English with different accents.

2.2. Which aspect of your listening skills improved the most during the program? (Select one)

- Identifying main ideas
- Understanding details (e.g., numbers, places)
- Recognizing vocabulary in context
- Distinguishing different accents

2.3. How often did you feel that the audio resources were engaging and relevant to your interests?

- Always
- Often
- Sometimes
- Rarely
- Never

2.4. How useful were the follow-up discussions and reflective tasks in helping you understand the audio materials? (1–5)

Section 3: Challenges Experienced

3.1. Which challenges did you experience during the program? (Select all that apply)

- Difficulty understanding fast speech.
- Difficulty with unfamiliar vocabulary.
- Difficulty distinguishing words in connected speech.
- Difficulty understanding certain accents.
- Limited access to resources outside of class.
- Other (please specify): _____

3.2. How often did you feel frustrated or overwhelmed during the listening tasks?

- Always
- Often
- Sometimes
- Rarely
- Never

3.3. To what extent did the strategies (e.g., pre-teaching vocabulary, repeating audio) help you overcome these challenges? (1–5)

Section 4: Open-Ended Questions

4.1. What aspects of the program did you find most helpful for improving your listening skills?

4.2. What aspects of the program could be improved to better support your learning?

4.3. How has your overall attitude toward listening to English changed after this program?

4.4. Are there any additional resources or activities you would like to use in future listening sessions?

VI. Semi-Structured Interview Questions

Section 1: Engagement and Enjoyment

1. What did you enjoy most about the listening sessions?
 - Follow-up: Can you give an example of a particular session or activity that you found interesting or enjoyable?
2. How engaging did you find the audio resources?
 - Follow-up: Were there any specific topics or types of audio content that captured your interest more than others?
3. Did you feel motivated to participate in the listening tasks? Why or why not?

Section 2: Perceived Improvements

4. Do you feel your listening skills improved during the program? If yes, how?
 - Follow-up: Which specific skills (e.g., understanding main ideas, recognizing vocabulary, comprehending details) do you think improved the most?
5. How did the listening sessions impact your confidence in understanding spoken English?
 - Follow-up: Can you describe a situation where you felt more confident listening to English as a result of the program?
6. Were there any strategies introduced during the program that helped you improve your listening skills?
 - Follow-up: Which strategies (e.g., pre-teaching vocabulary, repeating audio) were the most effective for you?

Section 3: Challenges and Overcoming Them

7. What challenges did you face during the listening sessions?

- Follow-up: Were there any specific aspects of the audio materials (e.g., speed, accents, unfamiliar vocabulary) that you found difficult?
8. How did you address these challenges?
- Follow-up: Were the strategies provided by the teacher helpful in overcoming these difficulties?
9. Did you ever feel overwhelmed during the sessions? If yes, can you describe what caused this feeling?

Section 4: Reflections and Suggestions

10. What changes or improvements would you suggest for future listening sessions?
- Follow-up: Are there any other types of audio materials or activities you would like to include?
11. What advice would you give to a new student starting this type of program?
12. How has your overall attitude toward listening to English changed after completing this program?
- Follow-up: Do you feel more confident in applying these skills outside of class, such as in conversations or exams?

o

VII. Classroom Observation Checklist

Observation Details

- Date: _____
- Observer: _____
- Class: _____
- Audio Resource Used: _____

Section 1: Student Engagement

Instruction: Mark the appropriate box based on your observations during the session.

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Comments
Students are attentive during the audio task.						
Students actively participate in group discussions.						
Students respond promptly and appropriately to questions.						

Students take notes or show other forms of active engagement.						
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Section 2: Behavioral Changes

Instruction: Note observable changes in students' behavior over the course of the session.

Behavioral Indicators	Yes	No	Comments
Students exhibit increased confidence in answering questions.			
Hesitation to participate has decreased since previous sessions.			
Students show signs of frustration (e.g., frowning, disengagement).			
Students demonstrate noticeable enthusiasm or interest in the task.			

Section 3: Collaboration

Instruction: Evaluate group interactions during follow-up activities.

Collaboration Indicators	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Comments
Students work well together in groups.						

Students assist each other in understanding the audio task.						
Students discuss and share ideas during the activity.						
Group members are respectful and supportive of one another.						

Section 4: Overall Session Observations

Instruction: Provide a brief summary of the session based on your observations.

1. What went well during this session?

2. What challenges did the students face?

3. Suggestions for improving student engagement or collaboration in future sessions:

VIII. Some Classroom Images

DH13QTKS1



DH13QD3

