

Using audios to improve listening skills for the first year non-majored students at Ha Noi University of natural resources and environment

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Abstract: This study aims to investigate the real situation of listening skills of the first year non-majored students at Ha Noi University of Natural resources and Environment, evaluate the effectiveness of using audios on the internet at Pre-intermediate level to improve listening skills for the first year non-majored students and propose some effective solutions to improve listening skills for the first year non-majored students by using free listening audio resources on the internet. The participants of this research were 100 the first year non-majored students, with the same A2 level (level 2/6 of the European reference competency framework) studying English semester 2 of the 2023 - 2024 school year at HUNRE. The age of the research group is from 18 to 19 years old. According to the findings of this article, all of the participants had difficulties learning English listening, particularly problems with background knowledge.

Keywords: Listening skills, learning English listening, Hunre

1. INTRODUCTION

In the trend of globalization, being able to use English (to communicate, read documents or find a good job) is essential. In recent years, the Vietnamese education system has also changed in curriculum, project development, and English teaching methods to help students learn this subject better. The four primary English abilities of writing, speaking, reading, and listening must all be mastered in order to learn English effectively. Additionally, each skill demands students to acquire other minor skills. However, through actual teaching at school, The author realize that the students' English level is a problem worth discussing, most of them have difficulties in learning listening comprehension skills.

By conducting this research, the author hopes to be able to contribute a small believable result in identifying difficulties and help students improve this skill, and at the same time serve as a resource for lecturers teaching English Language at the schools as well as to get a more suitable, effective teaching approach.

2. RESEARCH METHODS

2.1. Research Design

The study focuses on quantitative research methods(analyzing the results of listening tests), and document research methods from the internet. The main research method is to synthesize, analyze, and evaluate through synthesizing data and knowledge

from primary sources, results of listening tests, and data sources such as research projects abroad, relevant domestic topics and projects

The author searches and synthesizes information, knowledge, and theory from reputable sources, suitable to the research problem, based on that, a system of theoretical foundations associated with the topic is built.

Through a questionnaire survey for students to expand and clarify the difficulties encountered when learning listening skills. The main research method is to synthesize, analyze, and evaluate through results of listening tests.

The author employs questionnaire surveys to collect data from students. The quantitative data gathered from the students' responses will be analyzed using Google Sheets and the Exel software program to identify the of difficulties that students encountered in learning English listening skills

2.2. Sample of the study

The sample of this study is 100 the first year non-majored students, with the same A2 level (level 2/6 of the European reference competency framework) studying English semester 2 of the 2023 - 2024 school year at HUNRE. In addition, the period from January 2023 to July 2024 is the official study time for English program. This is consistent with the teaching and learning conditions in this study.

2.3. Data gathering tools

This study focuses on exploiting two main types of data, including: pre- and post-study listening tests, weekly listening practice exercises (08 lessons), and interview data of groups of lecturers participating in teaching and the group of students participating in this study.

2.4. Main results achieved

Table 1: Results of listening tests before and after the experiment and weekly listening exercises, English 2

Level	Sample	Before Exp	After Exp	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
Statistics based on the survey samples											
Exceed expectations (9-10)	100	0	15	1	3	4	5	7	9	13	14
Meet expectations (7.0 - 8.5)	100	16	47	19	19	20	20	30	34	36	43
Need improvement (5.0 - 6.5)	100	25	36	37	39	40	40	43	44	49	41
Not meet the requirements (<5.0)	100	59	2	43	39	36	35	20	13	2	2
Statistics by percentage (%)											
Exceed expectations (9-10)	100	0	15	1	3	4	5	7	9	13	14
Meet expectations (7.0 - 8.5)	100	16	47	19	19	20	20	30	34	36	43
Need improvement (5.0 - 6.5)	100	25	36	37	39	40	40	43	44	49	41
Not meet the requirements (<5.0)	100	59	2	43	39	36	35	20	13	2	2

Source: Author

Statistical results from the table above show that, out of a total of 100 students participating in the study: In the pre-experiment test, up to 59% of students did not meet the listening test requirements (with a score below 5.0); While the number of students scoring 5.0 - 6.5 (level needing improvement) accounts for 25%; The number of students achieving the expected score accounts for 16%; There are no students scoring 9.0 or higher. When entering the experimental phase of online listening practice methods with listening materials sourced from the Internet, students' weekly test results gradually improved. Listening practice number 1, although only 1 student exceeded expectations and 19 students met expectations, while the number of students who did not meet requirements and needed improvement were 37 and 43 students, respectively 37% and 43% respectively; Then in listening exercises number 2, number 3 and number 4, the "bad" scores

of these two groups of students gradually improved in a positive direction. The number of students who escaped the "not meeting the requirements" score level decreased from 39% in exercise number 2, decreased to 36 % in listening exercise number 3, and decreased to 35 % in listening exercise number 4. Along with this trend, the number of students with scores "needs improvement" also has a more positive change. Specifically, in listening practice number 2, the number of students whose scores needed improvement increased from 39 % to 40 % in listening practice number 3 and increased to 40 % in listening practice number 4. The interesting thing is that the number of students whose score "met expectations" reached 19 % in listening practice number 2, increased significantly in test number 4 and reached 40%. The "exceeding expectations" score at 1%. In the last four listening exercises (listening exercises 5 to 8), the number of students scoring 9.0 - 10 increased from 7% to 14%, the number of students scoring 7.0 - 8.5 increased from 30 % to 43 %. What is surprising is that the number of students scoring below average (under 5.0 points) decreased from 20 % in exercise number 5 to 13 % in exercise number 6, and There are 2 % student had this score in exercise number 6. The last 2 exercises, exercise number 7 and number 8. The post-experimental test

had positive results when only 2 students scored below average, the number of students scoring 7.0 or higher accounted for 62%. Comparing the results of pre- and post-experiment tests, along with the results of weekly listening exercises, shows that students improved their listening skills significantly throughout the research process. Through analyzing the results of these tests, the author finds a positive effect from listening audios sourced from the Internet in improving students' listening comprehension skills: students become more and more confident when studying and do online listening exercises. Thereby, promoting students' learning motivation, create an environment to practice listening skills: improve the ability to listen for main ideas and detailed information effectively.

3. FINDING AND DISCUSSION

The research is based on the observed improvement in the performance of the first year non-majored students at Hanoi University of Natural Resources and

Environment during the 2023/2024 academic year.

This pre- and post-test results and weekly listening exercises related to the three question types used throughout the study: (1) Gap-filling question type (Fill-in-the-blank question); (2) Multiple choice question type (Multiple choice question); (3) Short answer question type (Short answer question), related to the content of listening to understand detailed information and listening to understand main ideas.

(1) How did using audios from the internet affect the learning of listening skill of the first year non-majored students at HUNRE?

(2) How did students feel about using audios from the Internet used as supplementary materials for Listening skills?

For research question 1: How did using audios from the internet affect the learning of listening skill of the first year non-majored students at HUNRE?"

The results of the tests and listening exercises provided concrete evidence that using audios from the Internet indeed brought very positive effects to English 2 program students throughout the research process. Comparing weekly listening exercises shows that there is a significant increase in post-test scores compared to the pre-test when using these listening materials. This is completely consistent with previous studies by Dudeney, G., and Hockly, N. (2007), Adolmajid Hayati and Firooz Mohmedi. (2011), Levis (2007), Milliner, B. (2017) ... in affirming the role of learning materials from the Internet (website, software...) for teaching and learning foreign languages in general and Listening and Speaking skills private.

For research question 2 "How did students feel about using audios from the Internet used as supplementary materials for Listening skills?" Interviews with a group of lecturers involved in teaching and a group of students whose scores fell within three levels according to the results of the tests (exceeds expectations, meets expectations, needs improvement) were conducted to provide information about what students liked and disliked about practicing online listening and what advantages or disadvantages lecturers had when designing these learning resources. Interview results have shown that most students are interested in the listening practice method using learning materials from the Internet. Most students have overcome their fear of listening, helping them feel more confident when practicing listening. Thanks to that, the effectiveness of listening lessons is increased. Thereby, contributing to improving the quality of

foreign language teaching at Hanoi University of Natural Resources and Environment

4. CONCLUSION AND RECOMMENDATION

4.1. Conclusion

This study provides evidence of the positive impact of using audios on the Internet in improving students' listening comprehension skills. Furthermore, online listening practice not only helps students feel confident when listening but is also a suitable learning method during the period of information technology explosion and widespread technology application in foreign language classes.

4.2. Recommendation

From the analysis and evaluation of test results using audios on the Internet to improve listening skills. The author proposes a number of solutions to innovate English teaching methods for lecturers of the Foreign Languages Department at HUNRE as follows:

First, lecturers in the Department of Foreign Languages at HUNRE are encouraged to participate in courses on designing electronic lectures and exploiting open resources on the Internet in foreign language teaching create opportunities for lecturers to participate.

Second, the leadership of HUNRE encourage lecturers of all subjects at school to innovate teaching methods by applying information technology to their lectures in the context of the boom power of the 5.0 technology revolution.

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