

Designing Online Supplementary Listening Exercises to Improve Listening Performance for 10th Graders

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Abstract- It is widely approved that listening is one of the most important language abilities, thus needing the most attention from teachers, students, and researchers. However, in Dong Hy High School, Vietnam, a high school located in a rural area of Dong Hy province, Thai Nguyen city, Vietnam, teaching as well as mastering English listening skills is a bit of a challenge for both students and lectures. Therefore, the goal of this study is to design supplementary exercises to improve students' listening skills and performance. The study aims to investigate problems with teaching and learning English listening skills via questionnaires, pre-test and post-test, and ten weeks of experimenting with 40 grade 10 students and an observation sheet for English teachers. The study used a quasi-experimental research design with pre-test and post-test non-equivalent groups to study the impacts of online supplemental listening activities on 10th grade students' listening performance at Dong Hy High School. English exams and teaching diaries are also utilized to extract hidden motives for participants' questionnaire responses and to help the researchers paint a realistic picture of a listening lesson. Additionally, any received information was utilized to create suitable research materials and online supplementary listening exercises, hence making the process of teaching and absorbing English far easier.

Index Terms- 10th graders, listening, listening performance, online supplementary exercises.

I. INTRODUCTION

1.1. Introduction

In recent years, English has grown in importance in Vietnam, and it is now taught as a required subject in Vietnamese schools. So far, major changes have occurred in the way English is taught and learned. However, English teaching in general, and listening instruction in particular, continues to be inadequate. How to encourage kids to listen is critical, and it is now a key worry for most Vietnamese instructors. Each student's language learning potential, on the other hand, is unique. Students at Dong Hy High School, which is located in Chùa Hang, Dong Hy, Thai Nguyên, have particularly low English levels. As a result, it is critical for the researchers to figure out how to pique their interest in listening and, as a result, help them improve their listening skills. Based on our research, students find listening to be extremely difficult and boring for a variety of reasons. For example, the listening tasks may be somewhat monotonous or repetitive, sometimes they are beyond their language level; there may be too many new vocabulary in the listening records and the pronunciation of several words in the record can be unfamiliar to students who are used to pronouncing them wrongly; or the speakers may speak too quickly for them to hear, as they are accustomed to hearing each word separately in the Vietnamese language rather than focusing solely on stressed syllables and consonants; or the speakers may speak too quickly for them to hear. Supplementary activities before, during, and after listening, particularly language games, are critical in order to make listening tasks easier for them while also adding fun to the listening lesson and thus assisting them in improving their listening skills. There may have been a plethora of interesting materials available for English teachers to use in their listening lessons, but which of them would be appropriate for the students at Dong Hy High School remains a question to be answered, as each group of students may have different problems and capacities. For the reasons stated above, I have decided to take on the task of designing supplementary activities to help 11th graders at Dong Hy High School in Thái Nguyên improve their listening skills.

After checking and looking deeper into the education system of Dong Hy High School, the researchers discovered that the majority of teachers would give out assignments based on their students' level of understanding and performance. However, the collected results were surprisingly low and the marks were poor. As a result, it poses numerous problems for the school council as well as the teachers in this field. Further researches were conducted in order to understand the root of this problem, the researchers found out that the lack of successful performance was resulted from the missing of understanding ability in English. Materials like English news or songs may sound fun and catchy to them, but most students find it impossible to understand the lyrics and information in it. They can only remember

simple sentences at the beginning of the listening material or somewhere in the song. Moreover, talk-out-loud exercises and information transferred orally are considered extremely to comprehend towards 10th grade students in this school. Therefore, to take a closer look and expand my understanding in their listening performance issues, I opted to check students' previous listening scores and listening-related exercises. According to the given marks and feedbacks from English teachers and students, scores in the listening part are extremely lower comparing to other parts like Reading and Writing. I also interviewed 50 students from this school, 30 of them were in grade 10, the rest were individuals selected randomly among the 11th and 12th grades. Overall, they explained that even though they receive top-notch help from different sources like their teachers and friends, they can only improve understanding and marks on some small exercises and tests. As quoted from one of the students "We are running circle even though everyone is helping! I tried attending extra classes and hire my own tutor, I can only improve other parts marks, not the listening one" Generally, the most evident reason of the problem, they claim, is a lack of understanding in this field. Two-thirds of those chosen said they couldn't do well on the exam because they lacked the essential comprehension abilities, notably in vocabulary. Another reason they stated was that students had deficits in listening performance despite being given listening tools such as audio files, audio cassettes, and books with questions to practice listening and enhance the teaching of listening performance.

1.2 Aims and Objectives of the Research

This study aims to improve the 10th graders' listening performance by designing and employing online supplementary listening exercises. There are 3 main objectives of this study, which can be seen below:

- + to investigate the current state of 10th graders' listening performance at Dong Hy High School.
- + to measure the impact of online supplementary listening exercises 10th graders' listening performance.
- + to recommend possible solutions to enhance the effectiveness of online supplementary listening exercises.

1.3 Research Questions

The researchers outlined 3 main questions which revolve around the topic of online supplementary listening exercises and ways of improving listening performance. The questions can be viewed below:

- i) What is the current state of 10th graders' listening performance at Dong Hy High School?
- ii) What impact do online supplementary listening exercises have on Dong Hy High School 10th graders' listening performance?
- iii) What can be done to promote the effectiveness of online supplementary listening exercises in improving students' listening performance?

1.4 Scope of the research

This study was conducted at Dong Hy High School, Thai Nguyen, Vietnam because the researchers, at the time of the research, were working in an internship and a field trip at this school. The research was done in the second semester of the academic year 2021-2022.

1.5 Significance of the research

The findings of this study were extremely important for English teachers because they provided them a new method for improving their students' listening performance through the use of online supplementary listening exercises. Furthermore, the findings were important to curriculum developers because they revealed the value of a new method which was online supplementary listening exercises in improving listening performance among 10th graders, emphasizing the importance of creating appropriate online supplementary listening exercises for students to practice listening and improve listening performance.

II. LITERATURE REVIEW

2.1. The definition of listening

There are numerous points of view about the definition of listening. According to Field, listening can be defined as an "unseeable mental process, thus making it rather difficult to express" (1998:38). Hearers must be able to differentiate between sounds and grasp vocabulary as well as grammatical structures, interpret stress and purpose, remember, and interpret this information within the utterance's intermediate and wider socio-cultural context." In addition, Mary Underwood explained that (1989:1), "listening is the practice of paying attention to and seeking to make sense of something we hear," "such that the listener must notice and understand the other components employed to transmit the signals." According to Susanne Flohr and Pia Paesler (2010:3-4), listening is constituted of several components, and there are three stages of listening: pre-listening, while-listening, and post-listening. Through pre-listening, the instructor alerts the pupils to a situation and activates their past knowledge. The teacher gives visual support or asks leading questions to the pupils while they are listening. When children have done hearing, they are ready to become active and apply what they have learned." Overall, listeners evaluate what they hear to what they already know in a complex, ongoing interpretation process. Pre-

listening, while-listening, and post-listening are the three stages of hearing. A sender, a message, and a receiver are all involved (the listener).

2.2 Material adaptation

Tomlinson (1998) defined material adaptation as "one or more of a variety of techniques: supplementing, enlarging, personalizing, simplifying, modernizing, localizing, or changing cultural/situational information," Madsen and Bowen (1978: viii) describe adaptation. Adaptation also comprises "cutting, adding, deleting, changing, and supplementing."

It is also crucial to understand the difference between "adapting" and "adopting." Adaption is a process that follows and is reliant on adaptation. Furthermore, although adoption pertains to the complete course book, adaptation pertains to only eight of the sections that make up the total. Last but not least, whereas adoption focuses on evaluation, adaptation focuses on modifying or adapting various elements. Adaptation, in a nutshell, is the process of balancing internal and external forces. It comprises changing some of the inherent properties of a course book to better suit a certain context.

2.3 Reasons for material adaptation

As stated by Cunningham (1995), "regarding materials, they aren't always clear or direct about the ways individuals and teachers use in terms of "what" and "how" to lecture". Also, in several cases, the declared and real methodologies are conflicting and incompatible. In addition, course books or text books cannot be used in all teaching and learning circumstances." As a result, material modification is required in a big way. Teachers should adapt published materials to their students' needs and abilities.

Aside from that, comparing our own arguments to those stated by McDonough and Shaw in the following list will be informative (1993: 86). This list depicts some of the potential mismatches in this study that may be solved by adjusting.

- Inadequate grammar coverage in general
- Inadequate pronunciation assistance
- Inadequate practice of grammar areas that are especially challenging for these students
- The communicative focus implies that grammar is given haphazardly
- There is too much/not enough diversity in the activities
- Dialogues are too formal and not reflective of ordinary speech

The material adaptation theories, as well as the reasons listed above, will surely be relevant in this study for changing various listening tasks in English 10 listening portions.

2.4 Previous research

Before I started this investigation, I found a several research that were somewhat similar to my issue. To begin with, "Improving students' hearing comprehension through focused on listening exercises," by Hoàng Phng Tho (2010) from the University of Languages and International Studies, Vietnam National University, Hà Ni. Based on the survey questionnaire, the researchers focused on students' attitudes about the ways of learning listening in this study, and then presented some ideas to assist students in improving their listening understanding. The researcher investigated students' attitudes and opinions toward learning listening; however, the study's limitation is that, based on the results of the students' attitudes survey questionnaire, the researcher did not provide concrete 12 solutions for each listening activity or each listening lesson in the text book.

Moreover, Nguyen Dieu Huynh's made "A research on the impacts of pre-listening activities on the listening performance of non-major 10th grade students at Nguyen Gia Thieu high school, Ha Noi," is another semi-similar study. The researcher evaluated the impact of pre-listening activities on the listening performances of grade 10 students at Nguyen Gia Thieu high school through observation sheets and a survey questionnaire in three classrooms. The study's advantage is that the researcher identified the effects of pre-listening activities on listening performance, such as students' lack of vocabulary and structures related to the topic of the listening passage, their limited background knowledge, task preparation, unfamiliar topics, and listening speed. Additionally, a disadvantage of this study is that the researcher did not present tangible answers in pre-listening exercises throughout each listening lesson. I prepared real supplemental tasks for each unit in the eleventh text book to help my students enhance their listening abilities after studying the causes and obstacles they confront in each listening lesson.

In addition, Isna Rakhmawati of the State University of Malang published "Developing additional listening materials for the seventh grades," which was linked to this topic. The goal of this study was to encourage students in the first semester of junior high school to use additional listening resources as self-study tools. This study's research approach was based on Smaldino, Lowther, and Russell's developmental model framework (2005). The study's end output was delivered in the form of paper-based materials, with the audio recording included on a CD/DVD. In terms of layout and subjects, the students thought the product was very engaging (100%). It was

also able to inspire students to improve their listening skills. However, the materials evaluation result was still unsatisfactory due to the materials' inadequate content, which did not adhere to the Standard of Content 2006.

III. METHODOLOGY

3.1 Research design

The study used a quasi-experimental research design with pre-test and post-test non-equivalent groups to study the impacts of online supplemental listening activities on 10th grade students' listening performance at Dong Hy High School, Thai Nguyen Province, Vietnam. In addition, questionnaires were utilized to gather feedback from learners regarding the benefits and downsides of online-supplemental-listening-related activities, as well as alternative solutions to increase their efficacy.

3.2 Participants

A total of 40 pupils from this school took part in the study. The experimental group (online supplemental listening exercises group) consisted of twenty participants; likewise, the control group included twenty (non-online supplementary listening exercises group).

Through the questionnaire before the experiment (pre-questionnaire), the 40 students were asked a variety of questions regarding their views, awareness, experience, attitudes, and degrees of listening performance before to the experiment. They were then required to complete a pre- and post-test which were based on the KET listening test. In addition, only the experimental group was required to answer to a feedback questionnaire concerning the use of online supplemental listening activities in listening. These pupils were taught basic language development modules at school, such as lexicology, contextual grammar, reading, listening, speaking, and writing. The participants are between the ages of 16 and 17.

In addition, the researchers also wanted to gain extra information from the teachers, hence making the study more profound. Following the completion of the survey questionnaire with the students, the researchers met with the teachers to discuss "how to teach listening skills" through interviews. This interview took a total of 10 minutes for each teacher. Seven questions were asked to four teachers. As a result, some aspects of the survey questionnaire data would become clearer as a result of these interview questions.

3.3 Data collection instruments and procedure

Pre-questionnaire

At the pre-stage of the study, the researchers constructed an online questionnaire to gather information from the learners about their views, awareness, experience, attitudes, and levels with regards to listening performance.

Pre-test

Prior to the experiment, the participants (both experimental and control groups) were given an English Listening Test as a pre-test. The pre-test was based on KET listening test.

Interviews with teachers

The researchers also wanted to gain extra information from the teachers, hence making the study more profound. Following the completion of the survey questionnaire with the students, the researchers met with teachers of English from Dong Hy High School to discuss "how to teach listening skills" through interviews. This interview took a total of 10 minutes for each teacher. Seven questions were asked to four teachers. As a result, some aspects of the survey questionnaire data would become clearer as a result of these interview questions. The information gathered was compressed and dealt personally by the researchers. Also, the researchers could design supplementary activities for each listening lesson based on the results of those interviews and the realities of teaching English at Dong Hy High School in order to encourage and enhance the students' listening performance.

Designing Online supplementary listening exercises and conducting the experiment

During the process of planning steps for the study, the researchers pointed out several aspects to cover such as the level of the test and the materials applied for the design of online supplementary listening exercises. After some considerations, the researchers agreed to apply podcast exercises in improving listening performance among the 10th graders. Additionally, the given exercises were designed to be familiar with the students so that the process can run smoothly. Most exercises are fill-in-the-blank, pick the correct answer, sentence forming, word matching and many more.

Moreover, as mentioned before, the study was conducted in 10 weeks and each of the session consists of different tasks prepared carefully by the researchers. For instance, at the third week, the experimental group was asked to listen to 3 podcasts and do several fill-in-the-blank exercises. This process allowed the researchers to take note any improvement or difficulties. Also, there were videos sent to the students as well as small comprehending quiz. Similar to the previous method, this will not only give evidence to the research but also expand the learners' vocabulary. During weekends, the experimental and control group met up with the researchers to answer several questions about their productivity and the method effects. After that a test, which was based on KET (Key English Test) was

given out so that marks could be received for reports. There were parts of PET in the research too since both forms are somewhat similar in the level and their exercises form. Additionally, while the experimental group received listening materials and guidance from the researcher, the control group received little or less influence from the researcher. The study repeated this way for all the 10 weeks until the end of the research. The process can be summarized in the following diagram.



Figure 1: Process of applying online supplementary listening exercises

Classroom observation

The researchers used non-supplementary activities to teach Unit 9 (The Post Office) and Unit 10 (Nature in Danger) during the pre-action stage. Another teacher was present to observe the lessons. This teacher took notes during the observations and assigned total marks for students' participation in the tasks over the two periods.

Post-test

At the last stage of the study, known as post-stage, the students were given another English Listening exam as a post-test. The format of the post-test was also based on KET listening test.

The researchers gathered data on the students' level of listening performance prior to the intervention and then collected another set of data after the intervention using a pre-post-test design. The researchers could draw assumptions regarding the influence of online supplemental listening activities on students' listening performance in this study by examining the differences between the pre-test and post-test findings.

Post-questionnaire

To begin with, the researchers asked all students to write out their thoughts on online supplemental listening tasks and the process of utilizing them to acquire listening. Based on their responses, the researchers produced a post-questionnaire using Google Form. The questions were designed to gather feedback on online supplementary listening exercises from participants, including aspects such as procedure/steps, benefits, drawbacks, learner attitudes, and possible solutions to improve the effectiveness of using online supplementary listening exercises in listening courses. In a hybrid style, the questionnaire comprises 3-point Likert statements, closed-ended questions, and open-ended questions.

Teachers' diaries

The researchers kept teaching diaries after each lesson in order to keep track of what happened during the lessons, how effective the supplementary activities and modified listening tasks were, and what problems arose. To summarize, the teaching diaries, in combination with observations and questionnaires, enabled the researchers to more precisely assess the effectiveness of supplementary activities and modified listening tasks on students' progress. After each lesson, the researchers could identify the good points and existing problems so that more appropriate adjustments could be made to improve students' comprehension.

3.4 Data analysis

Quantitative data analysis was used to analyze the impact of online supplemental listening tasks on students' listening proficiency. The data was manually processed by the researchers.

IV. RESULTS ANALYSIS AND DISCUSSION

4.1 Results from pre-listening test

As previously stated, students would take a test to determine their proficiency level. The following are the test results:

Table 1: Results of the pre-test

Marks	Marks 0-2	Marks 3-4	Marks 5-6	Marks 7-8	Marks 9-10
Number of students	0	11	25	4	0
Percentage	0%	27,50%	62,50%	10%	0%

According to the table, 27,50% of the students scored below average, 62,50% of students received average scores, and only 10% of students were able to progress from mark 7 to mark 8. The test results revealed that the majority of the students had poor listening skills. This is a skill that students need assistance with.

4.2 Results from students' questionnaire

4.2.1. Students' evaluation about listening skill and their own listening competence.

When asked how difficult it is to learn listening skills, the majority of students (96%) admitted that it is difficult. In terms of students' self-evaluation of their own listening comprehension ability, only one out of every 40 students confidently stated that her listening ability was very good, while 78% believed they were very bad at listening.

4.2.2. Students' opinions about listening tasks in English 10.

When asked how often they completed listening tasks in listening lessons, 2% of students said they always completed them, 14% said they often completed them, and 84% said they could finish them on occasion. The results also revealed that 66% of the students agreed that the textbook's listening tasks were not very diverse. The fourth question attempted to determine the frequency of listening tasks in listening classes. The following table shows the results in detail:

Table 2: Frequency of listening tasks in listening lessons

Types of listening exercises	Answering open-ended questions	Filling missing words	Deciding T/F statements	Numbering the pictures	Multiple choice questions	Completing missing information in the table charts	Ticking the things you hear
Percentage of students	84%	24%	24%	10%	12%	4%	10%

As can be seen, answering open-ended questions is one of the most common tasks in listening lessons. With 24% for each kind, filling in missing words and deciding T/F statements come in second. Counting the pictures, answering multiple choice questions, and ticking the things you hear are all examples of tasks that may be presented. Only the tasks of filling in missing data in tables and charts are rarely used. The information in this table confirmed that there are limited types of listening tasks in English 10.

4.2.3. Students' feelings when doing listening tasks in English 10

We looked at how students felt while doing English 10 listening tasks. The results are shown in the figure below:

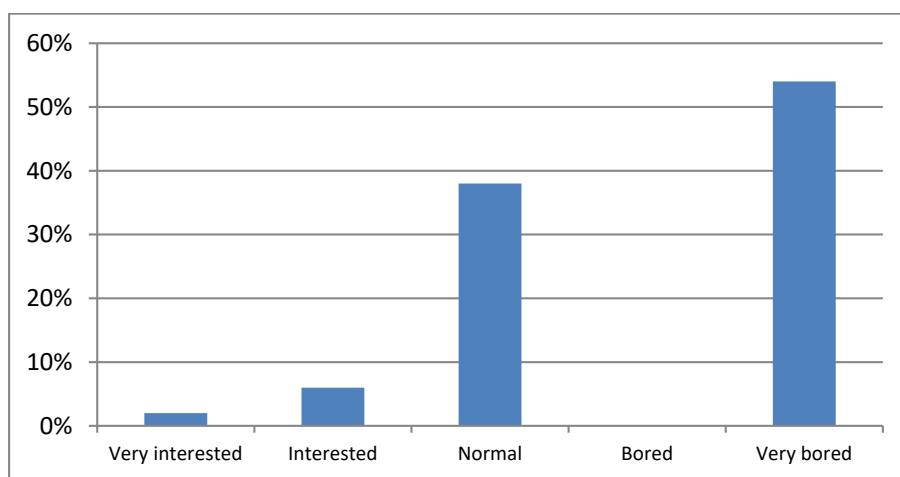


Figure 2: Students' feelings when doing listening tasks in English 10

When asked how they felt while doing listening tasks in English 10, the majority of students (54%) said they were bored with the listening exercises in the textbook. Only a small number of students were interested in the tasks, and only 38% of them felt normal. It is obvious that most students are dissatisfied with the listening tasks in the textbook, which does not motivate students to participate in class or encourage them to improve their listening skills.

4.2.4. Students' evaluation about the effectiveness of listening tasks on their listening competence.

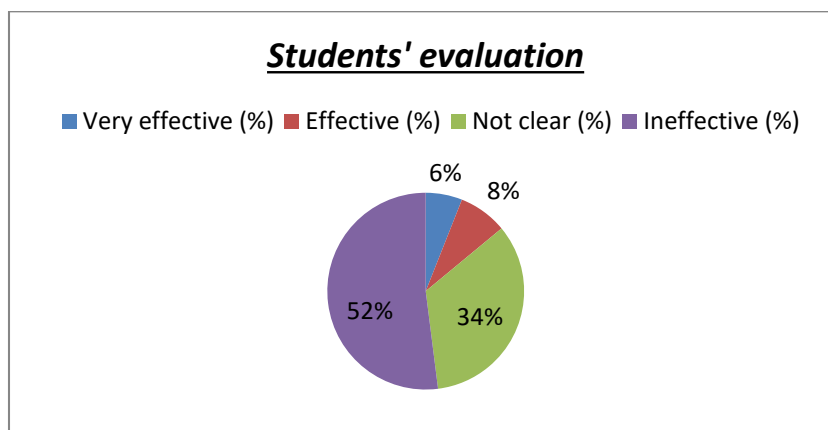


Figure 3. Students' evaluation about the effectiveness of listening tasks

Table 4 shows that only 6% and 8% of students thought the textbook's listening tasks were very effective and effective, respectively, and that 34% of them were unsure whether the tasks could help them improve their listening comprehension. Particularly, 52% believed that their ability to understand what they were hearing had not improved. The tasks, they claimed, were not very ineffective.

4.2.5. Students' preferences for listening tasks

One question was used to gather information about the students' preferred listening tasks. The following table shows the results:

Table 3. Students' preferences for listening tasks

Types of listening exercises	Answering open-ended questions	Filling missing words	Deciding T/F statements	Numbering the pictures	Multiple choice questions	Completing missing information in the table charts	Ticking the things you hear
Percentage of Students	2%	26%	29%	30%	64%	16%	28%

Multiple choice questions are the most preferred listening task, according to the data in the table. The next set of tasks involves filling in blanks. The third most difficult task is deciding T/F statements. Tasks like ticking what you hear and filling in missing information in the table/charts are examples of the followings. Answering open-ended questions is the least favorite.

4.2.6. Students' opinions about the way their teachers deliver listening tasks

When asked, "How does your teacher teach listening tasks in the textbook?" the students responded with a variety of responses, which can be seen below:

Table 4. Students' opinions about the way their teachers deliver listening tasks

Teachers' ways of delivering listening tasks	Percentage of Students
a. The teacher always follows the given tasks in the textbook.	76%
b. The teacher sometimes replaces difficult tasks for easier ones	8%
c. The teacher often modifies listening tasks to fit students' level	16%

The majority of students said their teacher always follows the tasks in the textbook without modifying them, while 16% said their teacher usually modifies listening tasks to help them listen better, and 8% said their teacher occasionally replaces difficult tasks with easier ones. These figures clearly show that most teachers continue to rely too heavily on textbooks. They hardly make any adjustments to accommodate their students' abilities.

4.3 Findings from the interview with English teachers

Following the completion of the survey questionnaire with the students, the researchers met with the English teachers to discuss how to teach listening skills through interviews. This interview took a total of 10 minutes for each teacher. Seven questions were asked of four teachers. Some aspects of the survey questionnaire data would become clearer as a result of these interview questions. According to the findings of the four interviews (see appendix 4), all of the interviewees were bored by students' attitudes and had little motivation to learn how to listen. Furthermore, the researchers discovered that the majority of teachers did not have enough time to complete all of the listening tasks in the textbook. To address this issue, they assigned some homework to their students. Additionally, all of the teachers created supplementary activities in the pre-listening stage and redesigned tasks in some listening lessons to make them more appropriate for their students' levels; the supplementary activities are language games. However, they did not frequently use the supplementary activities and re-design, or they only adapted a few of the lesson's activities. Teachers reported that in listening lessons with supplementary activities, students paid more attention to learning listening. As a result, four English teachers recommended the following techniques for improving teaching English learning skills: tailoring lesson objectives to students' abilities, creating supplementary activities and re-designing tasks to engage students, and providing frequent feedback and high grades.

Although the Ministry of Education requires that all 45-minute tests and tests at the end of each semester include 20 to 25% of listening skills, testing listening skills was not possible in the reality of teaching English at Dong Hy High School. Four of the interviewees admitted that they did not administer listening tests. Teachers, students, and a lack of facilities at Dong Hy High School were cited as reasons. Furthermore, the Ministry of Education's testing system emphasized vocabulary, grammar, and reading, while the curriculum emphasized communicative skills. Despite the fact that students were taught reading, speaking, writing, and listening in every English class, they were forced to take multiple-choice tests that excluded speaking and listening. Teachers were discouraged from teaching English listening skills due to the testing system's characteristics.

I designed supplementary activities for each listening lesson based on the results of those interviews and the realities of teaching English at Dong Hy High School in order to encourage and enhance the students' listening skills.

4.4 The impacts of online supplementary listening exercises on English majors' listening comprehension

The researchers compared the experimental group (with online supplementary listening exercises) to the control group (without online supplementary listening exercises) in terms of their listening scores in order to understand the impacts of using online supplementary listening exercises on students' listening performance. Students in both groups improved their listening pre-test and post-test scores, as shown in the graph below.

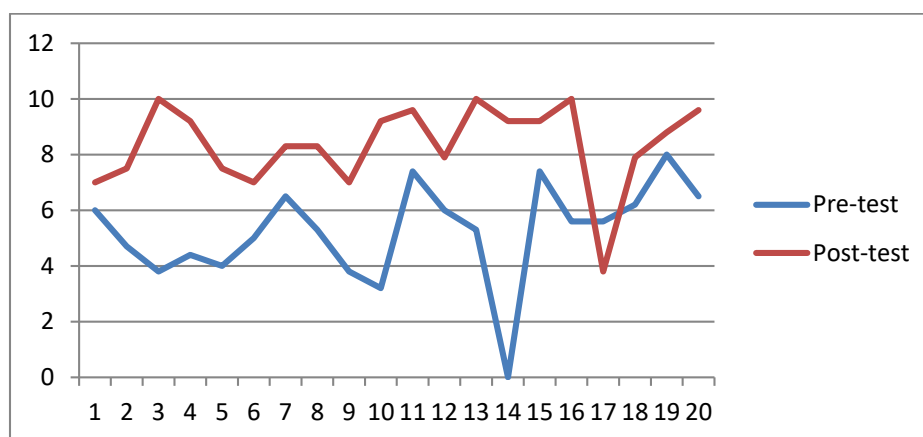


Figure 4. Listening scores of the experimental group

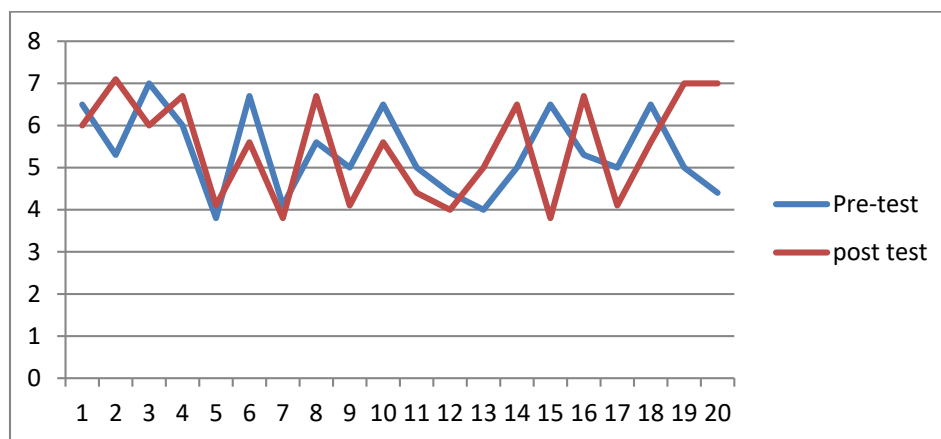


Figure 5. Listening scores of the control group

From the two charts, it can be seen that the pre-test results for both groups are relatively low, ranging from 0 to 8. Nonetheless, after weeks of listening and online supplementary listening exercises, as well as multiple tests administered by the researchers, their listening skills have significantly improved. It is also worth noting that the experimental group's post-test scores are mostly in the range of 7 to 10. The control group's post-test scores, on the other hand, are mostly between 4 and 7.

The average student scores are calculated and displayed in the chart below for a more detailed analysis:



Figure 6. Average listening scores of students in both groups

It can be seen that all of the students improved significantly in their listening skills. There is also a significant difference between the pre-test and post-test scores of the 20 participants in the experimental group, while the control group's performance improves slightly. In fact, the experimental and control groups' average listening scores in the pretest were 5,235 and 5,38, respectively. This indicates that both groups' listening abilities are somewhat comparable. However, after a few weeks, the control group's average score in the post-test

is lower than the experimental group's (1.025 lower). As a result, it has been demonstrated that using online supplementary listening exercises can help students improve their listening skills.

4.5 Comparison between the pre-test and post-test as well as the experimental and control group.

The researchers discovered that the total score of listening as well as the listening performance in the control (without online supplementary listening exercises) group were somewhat disappointing after checking the results of both tests (pre-test and post-test). Even though some students in this group developed their mark over time, the vast majority of the group seemed to make little or no development at all. In addition, the researchers asked some questions in the post-questionnaire, and we discovered an interesting fact: the majority of the students in the control group were lost during the process. To put it another way, they were perplexed and unsure of what to do to improve their listening performance and comprehension. Meanwhile, the results of the post-test in the experimental group (with online supplementary listening exercises) were quite promising, as the total score for four-fifths of the group was significantly higher than the pre-test. The researchers also asked several questions in the post-questionnaire to learn more about how those students improved their grades. After reviewing all of the feedback, we discovered that the majority of the students in the experimental group claimed that online supplementary listening exercises were extremely helpful. The provided online supplementary listening exercises are said to be extremely beneficial because they allowed the students to improve their listening skills, performance, and vocabulary. As a result, finding the correct answer on the post-test is easy for them. Finally, based on the findings of both groups, we can assert that online supplementary listening exercises can be a significant aid in the process of learning a language and improving listening performance.

4.6 Measures to enhance the effectiveness of online supplementary listening exercises in improving the students' listening comprehension.

The researchers also analyzed the results after grading listening tests, which can be seen in Figure 7, to gain a better understanding of the progress of students in the experimental group in terms of their listening performance.

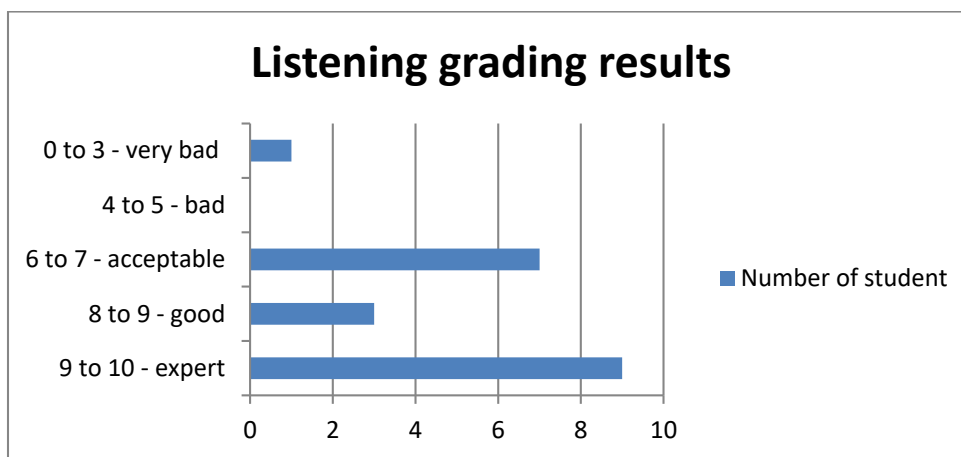


Figure 7. Results of marking students' listening tests

It is clear that students do not perform poorly or receive poor grades as a result of the experiment. Instead, two-thirds of the experimental group scored between 7 and 9, which is acceptable and improves on their previous pre-test result. Furthermore, up to three students received perfect scores (9.0 – expert users) on their tests.

Furthermore, during the marking process, the researchers discovered that learners' comprehension, vocabulary, and even grammar improved significantly over time while listening to a specific online supplementary listening exercise. In terms of vocabulary, students demonstrated how their range of words grew as a result of daily intensive listening; most of them described the process as "looking for new words so they can understand the meaning of a sentence." Moving on to comprehension, multiple encounters with the author's excerpts and opinions have shown that students can easily understand long and complicated sentences as well as a variety of slang. Finally, because they had to listen to a variety of conversations in various tenses, their grammar range widened slightly after the experiment.

As can be seen from the above analysis, students have numerous opportunities to develop ideas, revise, and comprehend when they listen and do online supplementary listening exercises. As a result, they improved their listening skills throughout the process.

4.7. Findings from classroom observation and teaching diaries

4.7.1. Classroom observation

The researchers used non-supplementary activities to teach Unit 9 (The Post Office) and Unit 10 (Nature in Danger) during the pre-action stage. Another teacher was present to observe the lessons. This teacher took notes during the observations and assigned total marks for students' participation in the tasks over the two periods. The following is an example of a lesson:

Class: 10A1

Number of students in class: 40

Time: 45 minutes

Unit 9: Undersea world Part C – LISTENING

As customary, the lesson began with a warm-up. The teacher shows photos to his students and asks them questions like: (Which is faster: a shark, a turtle, a whale, or a jellyfish? Do you think the number of fish in the ocean is growing? Why?) After that, students worked for four minutes in pairs to match the names of the pictures. After calling each pair to the board to match some pictures with the names of fish, the teacher introduced the lesson (Today we will listen to a tape script of the aquatic system around the world over the last few years). Before students listened to the passages and completed the tasks, the teacher introduced some words and phrases. The students then moved on to task 1, which required them to choose the best answer (A, B, C, or D). They were instructed to work alone and go over the 05 sentences in Task 1 underlining the key words. The tape was then played twice by the teacher. The teacher then asked the students to respond. However, only a few of them knew everything. Some people were completely uninterested in the task. The teacher paused after each sentence to double-check it. The students then moved on to task 2, which required them to answer five questions about the world's aquatic system over the previous few years. The tape was played twice more by the teacher. This task, however, appeared to be difficult for students, as almost no one took notes. The teacher had to step in and assist. The class moved at a slow pace. Finally, the teacher provided some direction and instructed students to work in pairs to discuss the various sea creatures. The observations yielded the following results. To begin, it should be noted that the observation sheet had six items, but the observer only used four of them to observe students' participation in the tasks during units 9 and 10. Each item had a maximum score of 5, with a maximum score of 20 for the entire class in each lesson. The highest total mark for two lessons' observations was 40. The following are the specific outcomes:

Table 5. Students' involvement in the normal listening tasks

Unit	9	10
Scores for students' involvement in the normal tasks	8	9
Percentage	40%	45%

The table shows that the level of student participation in the tasks was quite low. The percentage of students who participated in the tasks in Unit 9 (The Post Office) was 40%, while Unit 10 (Nature in Danger) was slightly higher at 45%. According to the statistics, more than half of the students did not study listening. They barely paid attention in class. This could be due to two main factors: the first is that the tasks themselves are uninteresting; the second is most likely due to the students' lack of listening skills.

The researchers designed the supplementary activities in the action stage and implemented them in three listening lessons (Unit 11, 12 and 15). A colleague teacher completed three observation sheets. The highest mark for each item on the sheet was 5, the highest mark for the entire class in each lesson was 30, and the highest mark for three observed lessons was 90. Table 6 shows the results of the students' participation in extracurricular activities:

Table 6. Students' involvement in the supplementary listening activities

Unit	11	12	15
Scores for students' involvement in the supplementary activities	19	22	23
Percentage	63.3%	73.3%	76.7%

Students' participation in supplementary listening activities increased gradually throughout the lessons, as shown in the table. More than half of the students (63.3%) paid attention to the supplementary activity in Unit 11. The percentage of students participating in the supplementary activity was 10% higher in Unit 12 than in Unit 11. It means that students were becoming increasingly involved in extracurricular activities. In the action plan's final lesson, Unit 15, students participated in the supplementary activity at a rate of 76.7%. Clearly, the extracurricular activities piqued students' interest in learning to listen. However, in three lessons, the average percentage of students participating in supplementary activities (71.1%) was not as high as expected. Some students were uninterested in

extracurricular activities. This motivates the researchers to continue developing supplementary activities in order to increase student engagement in the lessons.

4.7.2. Teaching diaries

The researchers kept teaching diaries after each lesson in order to keep track of what happened during the lessons, how effective the supplementary activities and modified listening tasks were, and what problems arose.

As previously stated, nearly half of the students paid no attention to the lessons during the pre-action stage, when the teacher taught Units 9 and 10 with non-supplementary activities and non-modified listening tasks. They didn't even complete the lesson in 45 minutes. However, when supplementary activities and modified tasks were implemented in Units 11, 12, and 15, the situation changed.

Students' listening comprehension improved significantly during three lessons at the action stage, according to the researcher's teaching diaries. The additional activities and modified listening tasks had a positive impact on the students' progress. The majority of the students were able to complete the tasks on their own. They also found the tasks to be more interesting and satisfying, which resulted in them being more engaged in the lessons and feeling less nervous when completing listening exercises. That also explains why the class atmosphere was relaxing during the ten weeks of the experimental period.

However, according to the teaching diaries, there were some students who were not on task. These students sat quietly in class and completed only a portion of the tasks. This indicated that the supplementary activities should be tailored to the students' needs, and that the modified tasks should be tweaked to attract more students.

To summarize, the teaching diaries, in combination with observations and questionnaires, enabled the researchers to more precisely assess the effectiveness of supplementary activities and modified listening tasks on students' progress. After each lesson, the researchers could identify the good points and existing problems so that more appropriate adjustments could be made to improve students' comprehension.

V. CONCLUSION

5.1. Conclusion

Some findings were found in this research. These findings assisted the researchers in determining what challenges the students were facing and how to assist them in overcoming those challenges. As a result, the researchers created supplementary activities for listening lessons. The supplementary activities are intended to assist teachers and grade 10 students in teaching and learning listening skills.

5.2. Suggestions for designing online supplementary listening activities

We would like to make some suggestions for English teachers who want to create supplementary activities:

First, teachers should discuss with their students to determine which types of supplementary listening activities they enjoy as well as which types of supplementary activities do not meet their needs and levels. For example, students may like listening to audiobooks instead of podcasts.

Secondly, supplementary activities should be well-planned and well-executed. The teacher should state clearly what he or she intends to do. Otherwise, confusion may spring up easily.

Finally, a small survey or informal interview after each listening lesson with supplementary activities may be useful in assisting teachers in determining the appropriateness of those activities.

All in all, despite problematic issues throughout the research, the final results were successfully revealed. As can be seen through the given marks and conclusion, the study has improved 10th graders' listening performance as well as enhanced other aspects such as listening comprehension and range of vocabulary. Moreover, the researchers gained a significant amount of experience in which could be extremely useful in future studies and investigations.

5.3. Limitations of the study

Through carefully designed supplementary activities, the study has had some success in improving students' listening skills. However, there were several drawbacks which were discovered by the researchers. First and foremost, the entire study was completed in a short period of time, and the designed supplementary activities were only used in a few listening lessons during the second semester. If the researchers had more time to study and experiment with more lessons, the results would be more reliable. This was also affected by the current state of emergency – the covid 19 epidemic. Second, the study's participants were limited to a class of 40 students within the study's scope. The researchers wish they could conduct the study on a larger scale in order to obtain better results. Finally, the study would be more effective if the researchers had a higher level of academic language proficiency and more research experience.

5.4. Suggestions for further studies

As previously stated, the research was limited to developing supplementary activities for the 10th English textbook's listening lessons. As a result, the researchers would like to make the following recommendations for further research:

- Designing supplementary activities for 10th grade students to improve their reading, speaking, or writing skills.
- Designing supplementary listening activities for students of different grades from 1 to 12.

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