EVALUATING LEGAL ENGLISH MAJOR FRESHMEN'S PERSPECTIVES TOWARDS LISTENING STRATEGIES THROUGH FLIPPED LEARNING MODEL

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DOI: https://doi.org/10.51453/2354-1431/2022/776

Article info	Abstract:
	Listening skill plays an important role in students' learning process and in the communication process. With effective listening strategies, students would have better chance to improve their listening comprehension. Accordingly, this study aims to explore first year legal English-major students' tendency in using listening strategies, the problems that they encounter during the process, and students' feelings regarding the implementation of flipped learning method. By applying the quantitative method, a questionnaire survey was executed during a seven-day period. Due to the outbreak of the Covid-19 pandemic, the survey was conducted online with the participation of 77 respondents. Findings show that listening strategies are employed with high frequency by first year legal English-major students at HLU. Moreover, results indicate that students still encounter difficulties upon implementing listening strategies and they are willing to study listening skill through flipped learning method. The study illustrates HLU English-major students' tendency and perception of legal English listening learning strategies during Covid-19 pandemic at HLU.

ĐÁNH GIÁ QUAN ĐIỂM CỦA SINH VIÊN TIẾNG ANH PHÁP LÝ NĂM NHẤT VỀ CHIẾN LƯỢC NGHE THÔNG QUA MÔ HÌNH HỌC ĐẢO NGƯỢC

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Thông tin bài viết	Tóm tắt
	Kỹ năng nghe đóng một vai trò quan trọng trong quá trình học tập của sinh viên và trong giao tiếp. Với các chiến lược nghe hiệu quả, sinh viên sẽ có cơ hội tốt hơn để cải thiện khả năng nghe hiểu của mình. Theo đó, nghiên cứu này nhằm mục đích khám phá xu hướng của sinh viên năm nhất chuyên ngành tiếng Anh pháp lý trong việc sử dụng các chiến lược nghe, các vấn đề mà họ gặp phải trong quá trình này và cảm nhận của sinh viên về việc thực hiện phương pháp học nghe thông qua mô hình học đảo ngược. Bằng việc áp dụng phương pháp định lượng, bảng khảo sát câu hỏi đã được thực hiện trong khoảng thời gian bảy ngày do sự bùng phát của đại dịch Covid-19, khảo sát được thực hiện trực tuyến với sự tham gia của 77 người tham gia. Các phát hiện cho thấy rằng các chiến lược nghe được sử dụng với tần suất cao bởi các sinh viên chuyên ngành tiếng Anh pháp lý năm thứ nhất tại HLU. Hơn nữa, kết quả chỉ ra rằng sinh viên vẫn gặp khó khăn khi áp dụng các chiến lược nghe và họ sẵn sàng học kỹ năng nghe thông qua phương pháp học đảo ngược. Nghiên cứu minh họa xu hướng và nhận thức của sinh viên chuyên ngành tiếng Anh của HLU về các chiến lược học nghe tiếng Anh hiệu quả trong đại dịch Covid-19 tại HLU.

Introduction

Listening is one of four fundamental micro-language skills that every language learner needs to learn to master English. In fact, listening skill plays an important role in students' learning process as they need to catch the information and also communicate with other. According to Krashen et al. [1], only when students absorb enough the comprehensible input, does the acquisition happen. Furthermore, as English has become the international language, it is widely taught in many education levels in both native and non-native English-speaking countries. As a result, listening comprehension is becoming more and more important in acquiring a new language as well as knowledge displayed in lectures, especially for most of the English as second language learners (ESL). However, listening is also the skill that is supposed to be the most difficult skill to achieve by students, as stated by Handayani [2], 89% of the students said that they found problems of learning listening. Vietnamese students also encounter this problem because the Vietnamese education system focuses more on teaching learners to take exams with much attention to grammar, reading and vocabulary. Consequently, listening skill remains the most neglected aspects and students do not have the appropriate listening strategies to learn efficiently and effectively. At the same time, with the outbreak of the Covid-19 pandemic, online learning has become the main platform for learning

process while the schools have been closed during the lockdown and social distancing purposes. It is easy to notice that this sudden change comes along with the implementation of new teaching methods that can maximize the advantages of technology, specifically online learning and teaching approach. One of the remarkable forms is a flipped classroom method. In particular, two essential elements in the flipped classroom are using technology media as the medium of instruction of learning while outside the class and establishing interactive and communicative learning while inside the class [3]. Moreover, the flipped classroom is very flexible to be adopted whether by teachers or lecturers in any level of education, however, it depends on the learners, resources and time available [4].

Researchers have shown that flipped classroom has numerous benefits and in language learning [5], [6]. Nevertheless, students in the flipped classrooms should take their own learning responsibilities, in out-of-class sessions prior to the in-class sessions. White [7] states that this transformation stresses students' positive role in the learning process; they should be more responsible and more 'strategic' instead of being passive receivers. In order to do so, the use of appropriate learning strategies enables students to take responsibility for their own learning, enhance learner autonomy, independence, and self-direction [8]. In other words, developing an independent and effective listening strategy during the learning process needs to be give more consideration. Until now, at HLU, few studies have provided detailed descriptions of first-year legal English-major student issues in applying the appropriate listening strategies. Therefore, further investigation into listening strategies through flipped learning of first-year legal English-major students at HLU is of great importance at this stage. Listening comprehension requires lots of efforts and practices to be achieved; moreover, there are many factors that can easily affect the performance of listening efficiency. On that account, this research aimed to provide better insight into students' listening strategies used in English classes as well as the problems that students had when employing those strategies during the Covid-19 pandemic. At the same time, this study tried to find out and first-year legal English-major students' opinions regarding the implementation of flipped learning method in listening classes at HLU in order to produce better practices for teaching and learning English listening skills at HLU.

This paper serves its purpose by addressing three following questions:

1. What listening strategies are employed by first-year legal English-major students at Hanoi Law University?

2. What are the problems first-year legal English-major students at Hanoi Law University encounter when using listening strategies in current learning method?

3. What are first-year legal English-major students' opinions regarding the implementation of flipped learning method in listening classes at Hanoi Law University?

Method

Design of the study

This research aimed to investigate English major students' trends of using listening strategies, together with the problems they encounter when implementing these strategies for traditional teaching method at HLU. Moreover, it also investigated whether there is a correlation between their strategies and flipped learning method. In accordance to these aims, a questionnaire was employed to collect data in this study. Specifically, quantitative data collected from close-ended questionnaire provide a statistical view for the aims of the studies. Due to the Covid-19 pandemic, the questionnaires were answered by participants through online platform in one week. After participants returned their feedbacks, the researcher carried out the data screening, and 77 samples were selected for the purpose of data analysis.

Data collection instrument

The primary method for data collection in this research was a researcher-made questionnaire survey. There were 60 separate questions on the questionnaire survey which were placed in three parts. In the first part, students were required to provide information regarding their current course. In the second part, 44 statements were presented concerning (1) the student's use of listening strategies during three stages of their listening process – Before (9 statements), while (13 statements) and after listening (13 statements); (2) the problems that students encountered (9 statements). Towards investigating the second part, each statement is assessed based on 5 scales ranking from never - 1/ rarely - 2 / sometimes -3 / usually - 4 / always - 5. Specifically, the strategies were adapted based on the classification of Vandergrift's Comprehension Strategies of Second Language (1997) with 3 categories: meta-cognitive, cognitive, and socio-affective. Each of these overarching categories encompasses different groups of sub-strategies and individual strategies. In the final part, 11 statements investigated student's opinion on implementing some features of flipped learning method in class. These statements were design in the form of five-point Likert scale with option ranging

from Strongly Disagree – 1/ Disagree – 2/ Neutral – 3/ Agree – 4/ Strongly Agree – 5. Basing on the results, the interval scales were determined such as very low (1.0 – 1.8), low (1.81 – 2.6), moderate (2.61 – 3.4), high (3.41 – 4.2), and very high (4.21 – 5.0).

2.4. Participants

All participants were Hanoi Law University's Legal English majors. The study was notified and had received approval and support from HLU English Department as well as from the students themselves. The researcher used Slovin's formula to determine the expected number of participants serving as subject of the study. Although the expected number was 97 out of 127 first-year legal English major students, 77 of them willingly participated in the survey by returning their responses via the active Google form.

2.5. Procedures of data collection

The data were collected through an online questionnaire. The survey was allowed to collect student data for the study from the dean of legal English faculty. The questionnaire was carefully piloted before being sent out to first year Legal English-major students at HLU. Based on the email addresses provided by counseling teachers of course 46, the researcher sent the questionnaire to the respondents with the request to return the questionnaire in 7 days. The letter from the researcher attached to the email explained the objectives and relevance of the study, assured the respondents of

anonymity and gave them the option of not participating in the study if they wished. A contact number and email address were also provided in case a respondent had any question. After the due date and getting expected samples, the researcher started to implement the data screening process. Hence, 77 relevant responses were selected for the analysis of data using IBM SPSS v.25 for the purpose of data treatment

2.6. Data analysis

The quantitative data was analysed using IBM SPSS version 25; particularly, frequency and descriptive statistics were utilized to investigate Legal English-major students' tendency and trouble regarding the use of listening strategies; and their opinions on implementing some features of flipped classroom during the learning process. Frequency analysis in SPSS was used to explore demographic information in Part I. Equivalently, the same procedure was applied to 44 closed questions in Part 2. The analysis inspected the answers about the students' use of listening strategies and the difficulty that they came across concerning implementing listening strategies at HLU. Meanwhile, the information in Part 3 was treated with descriptive statistics.

Results and Discussion

Stage 1. Before listening to English material

Table 1. Strategies applied by K46 Legal English majors at HLU before listening to English materials

		Never	Seldom	Sometimes	Usually	Always
I use all background knowledge to guess the meaning of new words in the listening	Freq.	6	22	21	18	10
	%	7.8	28.6	27.3	23.4	13.0
I read all provided information and questions in the provided materials carefully	Freq.	2	3	23	21	28
	%	2.6	3.9	29.9	27.3	36.4
I highlight some keywords in the provided material	Freq.	4	15	22	17	19
	%	5.2	19.5	28.6	22.1	24.7
I use the topic to determine key ideas that I will listen for	Freq.	15	18	16	15	13
	%	19.5	23.4	20.8	19.5	16.9
I picture some key words in my mind	Freq.	14	23	17	18	5
	%	18.2	29.9	22.1	23.4	6.5
I make sure to understand the task by asking teachers and friends for clarification	Freq.	7	25	20	16	9
	%	9.1	32.5	26.0	20.8	11.7
I think about what strategies I need to employ to listen effectively	Freq.	9	35	16	11	6
	%	11.7	45.5	20.8	14.3	7.8
I try to get in the frame of mind to understand English	Freq.	1	4	13	26	33
	%	1.3	5.2	16.9	33.8	42.9
I encourage myself through positive self-talk	Freq.	14	24	15	16	8
	%	18.2	31.2	19.5	20.8	10.4

In general, there was a high percentage on using cognitive strategies among the first-year students when more than 50% of the K46 students were sometimes and have higher tendency to use these strategies. Specifically, the implemented strategy with highest frequency at before-listening stage was "to read all provided information and questions in the provide information carefully" with the 36.4% of respondents choosing Always". Besides, students also had high tendency to highlight keyword in the provided material as the majority of respondents (46.6%) chose the high tendency options - "usually"' and "always". However, it was interesting to see those strategies concerning elaboration were adopted in a quite low frequency by K46 students. Most surprisingly, there was only a small variation between five options and most students seldom use topic as a clue to guest the key words (corresponding to 23.4%). Statement 5 regarding to imaginary also received low frequency as 37 participants chose to be in the lower group (48.1% in total). At the same time, two metacognitive strategies received different responds from the students. While the majority of participants seldom thought about strategies needed to employ

to listen effectively (45.5%), they always tried to get into the frame of mind to understand English (42.9%). This finding indicates that this student cohort was not highly strategic toward planning the whole listening process. Vandergrift et al. [9] argued that in order for metacognitive strategies to be employed effectively, these strategies need to be introduced to students and opportunities for students to learn, practice and frequently monitor and evaluate their use of these strategies are of critical importance. On this base, the fact that the students in this study were only freshmen, they may have not been provided many learning and practicing opportunities throughout the high school program. Besides, there was a small variation in the number of respondents' frequency on using socio-affective strategies. In general, K46 participants rarely ask for clarification and encourage themselves before listening (32.5% and 31.2% respectively). In this sense, listeners were less favored to showed a lesser amount of interaction with others or using affective control to assist their listening tasks while at pre-listening stage.

Stage 2. While listening to English material

• **Cognitive strategies**

Table 2. Students' frequency of using background knowledge and experience to approach unknown words at while-listening stage

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	7	23	11	29	7	77
Percent	9.1	29.9	14.3	37.7	9.1	100.0

According to the result, for K46 students, statement 11: "Using my knowledge and experience to approach the meaning of unknown words that I hear" was most usually used during listening with 29 responds (similar to 37.7%). However, taking the second place in the frequency of using was "seldom" with 29.9%. It could be explained as to have two distinguishable trends because not everyone had the knowledge or experience

about the content to apply in the listening process. As a result, it was not easy to approach the meaning of new vocabulary when listeners did not have enough general knowledge. In the listening materials, strategies dealing with linguistic factors can contribute to the listening comprehension. Table 3 below shows the frequency of K46 using strategies to deal with linguistic factors during the listening process.

Table 3. Students' frequency of using strategies regarding to linguistic factors at while-listening stage

		Never	Seldom	Sometimes	Usually	Always
I pay attention to when and how long people tend to pause	Freq.	7	26	20	14	10
	%	9.1	33.8	26.0	18.2	13.0
I use speaker's tone of voice and stress pattern as clues to understand the meaning of the text	Freq.	7	24	16	19	11
	%	9.1	31.2	20.8	24.7	14.3
I pay attention to features such as background noise and situations as clues to help me understand the meaning	Freq.	6	19	25	20	7
	%	7.8	24.7	32.5	26.0	9.1
I try to listen for transitional words as clues to help me understand the structure of the text and meaning	Freq.	6	7	24	24	16
	%	7.8	9.1	31.2	31.2	20.8

As illustrated by Table 3, the tendency of students using these types of strategies was quite low when two out of four strategies were seldom implemented by the majority of K46 participants (33.8% for the length people pause and 31.2% for speaker's tone of voice and stress pattern). Although respondents have the highest frequency of using Strategies 13 "I pay attention to features such as background noise and situations as clues to help understand the meaning" was "sometimes" with 25 respondents (same as 32.5%), it should be acknowledged that some students may apply them interruptedly or occasionally. Nevertheless, the last strategies were utilized in a high frequency as 52% of the participants usually or always listen for transitional words or cohesive devices as clues to understand the structure of the text and meaning (31.2% and 20.8% respectively). Hence, findings indicate that despite the positive impact of linguistic factors as clues for the listening process, strategies concerning these factors did not use effectively by students.

Table 4. Students' frequency of using individual strategies at while-listening stage

		Never	Seldom	Sometimes	Usually	Always
I translate and relate what I hear into Vietnamese in my head.	Freq.	6	11	27	16	17
	%	7.8	14.3	35.1	20.8	22.1
I sound out the words to familiarize with their sounds and relate to other words I know	Freq.	9	7	20	31	10
	%	11.7	9.1	26.0	40.3	13.0
I write down what I hear in abbreviated verbal, graphic, or numerical form	Freq.	9	18	16	25	9
	%	11.7	23.4	20.8	32.5	11.7

Regarding to student's tendency to employ individual strategies upon listening to English materials, the group of skills including translation, transfer, repetition, grouping and note taking were reported medium to high frequency. In particular, translation and transfer skill were combined in statement 16 and were used mostly "sometimes" by 27 participants (equal to 35.1%); however, among remaining respondents, 33 people chose "usually' and "always" translate and relate the information into Vietnamese in their head (exactly 42.9% in total). At the same time, repetition and grouping skill in familiarizing with their sounds and relating to other words also shown a significantly high employing's tendency when 40.3% (equivalent to 3 respondents) usually sound out the words to familiarize with their sounds and relate to known words. It can be reasoned that repeating the heard words is an essential step adding student evoke their knowledge of vocabulary to facilitate comprehension achieve. However, it should be noted that though statement "I write down what I hear in abbreviated verbal, graphic, or numerical form" bears the highest frequency at "usually" with 32.5%, the percentage of low and medium frequency were following up. This result means that this strategy received mixed responds from participants, which is understandable as note-taking is slower than live speech and it demands student to finish the multi-tasking mission during the listening process.

- **Metacognitive strategies**

Table 5. Students' frequency of using strategies regrading to dividing attention at while-listening stage

		Never	Seldom	Sometimes	Usually	Always
I listen for key words that seem to carry the bulk of the meaning.	Freq.	5	12	20	21	19
	%	6.5	15.6	26.0	27.3	24.7
I practice "skim listening" by paying attention to some parts and ignoring others.	Freq.	9	11	21	21	15
	%	11.7	14.3	27.3	27.3	19.5

The result form Table 5 shows that the highest tendency of students using both strategies was "usually" with 21 respondents (similar to 27.3%). In the case of statement of listening for key words that seem to carry the bulk of the meaning, the majority of students (accounted for 52%) had high frequency of listening to key word during their progress. Meanwhile, statement of practicing "skim listening" by paying attention to some parts and ignoring others experienced an even proportion between two options - "sometimes" and "usually" (both at 27.8%). Finding indicates that the strategies to practice "skim listening" is popular among the students; however, they did not have the habit to employ this kind of strategies regularly.

Table 6. Students' frequency of using strategies regrading to monitoring at while-listening stage

		Never	Seldom	Sometimes	Usually	Always
When I think I understand something, I check if it fits in with the situation and my general knowledge	Freq.	6	7	24	21	19
	%	7.8	9.1	31.2	27.3	24.7
I quickly adjust my interpretation if I realize that it is not correct	Freq.	9	20	12	16	20
	%	11.7	26.0	15.6	20.8	26.0

As indicated on Table 6, the tendency of K46 students implementing strategies was varied. Particular, K46 students did check their understanding with the situation and general knowledge, but it only happened occasionally (equal to 31.2%). Regardless of that, it is evident1y that a significant percentage of student still applied statement 21 on high and very high frequency (52% in total). At the same time, statement of adjusting my interpretation witnessed two main frequencies of "quickly adjusting interpretation when students realized that it was not correct" with mutual number of respondents at 20. This result accorded with the factual reality that even if students realized that their interpretation is not correct, they cannot change it immediately as the listening material continues to progress. Nonetheless, they tend to put it aside and move on with the following information.

• **Socio-affective strategies**

Table 7. Students' frequency of using strategies regrading to lowering anxiety at while-listening stage

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	11	19	13	21	13	77
Percent	14.3	24.7	16.9	27.3	16.9	100.0

In general, the number of students implementing lowering anxiety strategies with higher tendency were accounted for a bigger proportion than the others (44.2% in total). It is clearly seen that the students' most frequency of employing strategies regrading to lowering anxiety was "usually" with 21 respondents, which took over 27.3% of the total responds. In fact, previous studies have shown that lowering anxiety was almost always employed by subjects at while-listening stage [10]. However, "seldom" came in the second place with 24.7% of the participants, which is understandable since it is not easy to keep the head clear when losing track of the listening.

Stage 3. After listening to English material

• **Cognitive strategies**

Table 8. Students' frequency of using individual strategies at after-listening stage

		Never	Seldom	Sometimes	Usually	Always
I remember the key points and then logically summarize them in my mind to address the meaning	Freq.	6	21	23	21	6
	%	7.8	27.3	29.9	27.3	7.8
I look up words that I did not understand so that I can learn them.	Freq.	4	13	12	28	20
	%	5.2	16.9	15.6	36.4	26.0
I practice sounds in the target language that are very different from sounds in my own language to become comfortable with them	Freq.	9	18	26	12	12
	%	11.7	23.4	33.8	15.6	15.6

Table 9. Students' frequency of reading the tape-scripts at after-listening stage

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	6	13	11	25	22	77
Percent	7.8	16.9	14.3	32.5	28.6	100.0

Regarding to student's frequency to employ individual strategies after listening to English materials, the group of individual strategies including summarization, resourcing and repetition were reported from low to high frequency. Among three strategies, resourcing "I look up words that I did not understand so that I can learn them" were applied the most when 28 participants (corresponding to 36.4%) chose "usually" and 20 participants (same as 26%) chose "always". In addition, resourcing by "reading the tape-scripts"

(shown in Table 8) was also used in a high tendency with total of 47 respondents (similar to 61.1%). Meanwhile, summarization and repetition received mixed responds from participants when both high and low tendency group have quite similar percentage. This suggests that the participants appeared less favored to summarize and practice the new words they heard to address the meaning as well as linking the heard sounds to Vietnamese.

• **Metacognitive strategies**

Table 10. Students' evaluation and problem identification at after-listening stage

		Never	Seldom	Sometimes	Usually	Always
Think back to how I listened and think about what I might do differently next time	Freq.	3	14	17	21	22
	%	3.9	18.2	22.1	27.3	28.6
I reflect on my problems or difficulties that I encounter during the listening process	Freq.	9	8	16	31	13
	%	11.7	10.4	20.8	40.3	16.9
I evaluate my strategy use and think of other strategies that I should use for the next time I listen to the same kind of text.	Freq.	12	22	23	12	8
	%	15.6	28.6	29.9	15.6	10.4

As illustrated in Table 10, the majority of participants (similar to 55.9%) tended to think back about the listening process and what they might change next time in a high frequency. In particular, the percentage of respondents choosing "always" and "usually" were 28.6% and 27.3% respectively. On the contrary, the respondents had a lower tendency to evaluate their implemented listening strategies. Though 29.9% of the K46 participants often evaluated their listening strategies, there was 44.2% of the reaming never or seldom did it. Frankly, this finding was relevant to the fact mentioned above that most of participant rarely think about what strategies should

they use at the before-listening stage. On the bright side, the participants tended to have the habit of reflecting on their problems and difficulties as 40.3% of the responds were "usually". Along with that, though 27 respondents (comparable with 35.1%) only sometime analyzed the reasons for encountered problems, 32 out of 50 remaining students (same as 41.6%) fell in the group of high frequency of implementing analyzing as a tool for problem identification (*see* Table 11 below). The finding indicated that most students were liable to review their problems and the reasons behind the difficulties during listening process in order to avoid mistake and gain experiences for the future

Table 11. Students' frequency of analyzing specific reasons or factors for encountered problems at after-listening stage

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	3	15	27	19	13	77
Percent	3.9	19.5	35.1	24.7	16.9	100.0

Following those two strategies, Table 12 demonstrates students' frequency of advanced planning for the new knowledge after finishing the listening materials.

Table 12. Students' frequency of advanced planning at after-listening stage

		Never	Seldom	Sometimes	Usually	Always
I try to organize new ideas and language I have learned from the task for further learning	Freq.	10	10	19	25	13
	%	13.0	13.0	24.7	32.5	16.9
Try to see how I can apply what I have learned from the listening task in speaking or writing	Freq.	10	30	17	12	8
	%	13.0	39.0	22.1	15.6	10.4

The result from Table 12 shows that almost half of the participants (corresponding to 49.4%) claimed that they had high tendency to try to organize new knowledge from the materials to later learning. However, the frequency of students applying what they had learned to other skills were not high as 39% of the respondents chose the option "seldom". This means that despite the fact that the students were active in preparing for the future learning by using new ideals, their planning were not linked to other skills besides listening skill.

• **Socio-affective strategies**

Table 13. **Students' frequency of using socio-affective strategies at after-listening stage**

		Never	Seldom	Sometimes	Usually	Always
I ask the speaker/ teacher to repeat or explain	Freq.	13	26	13	12	13
	%	16.9	33.8	16.9	15.6	16.9
I compare and check my comprehension with other listeners	Freq.	11	32	21	8	5
	%	14.3	41.6	27.3	10.4	6.5
I encourage myself to do better next time	Freq.	16	19	16	14	12
	%	20.8	24.7	20.8	18.2	15.6

Generally, students had lower tendency to implement socio-affective strategies at after-listening stage than other two strategies, especially individual strategies regarding to integration with teachers and other listeners. Particularly, both asking for repetition or explanation recorded the most chosen option were "seldom" (33.8% and 41.6% respectively). Moreover, more than 50% of the participants practiced these two strategies at low level. It also appeared that students were less favored to self-encourage themselves to do better next time with the low and medium tendency accounted for 66.3% of the responds.

Students' tendency to encounter problems causing the difficulties upon implementing listening strategies at HLU

• Problems regarding to lacking of knowledge

Table 14. **Students' tendency toward lacking of background knowledge**

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	8	14	21	26	8	77
Percent	10.4	18.2	27.3	33.8	10.4	100.0

Table 15. **Students' tendency toward lacking of vocabulary**

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	7	14	15	27	14	77
Percent	9.1	18.2	19.5	35.1	18.2	100.0

Regarding to students' tendency to have troubles relating to knowledge of the listening topic, lacking of background knowledge and vocabulary were recorded to be in medium to high frequency. It is clearly that "I do not have enough background knowledge on the topic" attain the highest frequency of 33.8% on "usually", followed by "sometimes" at 21%. At the same time, statement "There are many new vocabularies that I cannot understand" accounted for a bigger proportion of responds with 53.3%. This result indicates that the inadequacy of background knowledge, especially new vocabulary, have a high tendency to cause failure upon adapting listening strategies.

• Problems regarding to the listening materials

Table 16. **Students' tendency toward not having the access to listening materials**

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	3	10	21	24	19	77
Percent	3.9	13.0	27.3	31.2	24.7	100.0

Table 17. Students' tendency toward not having the ability to replay the materials

	Never	Seldom	Sometimes	Usually	Always	Total
Frequency	1	2	24	26	24	77
Percent	1.3	2.6	31.2	33.8	31.2	100.0

As illustrated in Table 15, a huge number of respondents (similar to 55.9%) stated that they did not have the access to listening material in a high frequency. In particular, 24 respondents chose "usually" and 19 respondents chose "always". At the same time, the lack of ability to replay the materials also reported to occur at a high level with (65% in total). This result is relevant to the fact that most of the listening materials were played by teachers during class and students were not given a flexible access to the materials for later study.

• Problems regarding to classroom activities

Table 18. Students' tendency toward problems regarding to classroom activities

		Never	Seldom	Sometimes	Usually	Always
I feel boring and/or tired when just doing listening tasks in class	Freq.	6	8	20	30	13
	%	7.8	10.4	26.0	39.0	16.9
I do not have enough time to discuss with my classmates	Freq.	4	11	24	12	26
	%	5.2	14.3	31.2	15.6	33.8
I cannot receive feedback on my listening during class	Freq.	7	14	19	16	21
	%	9.1	18.2	24.7	20.8	27.3

The vast majority of K46 participants (55.9%) had high tendency to feel boring and/or tired when just doing listening tasks. Subsequently, 30 students (39%) responded that they usually fell into the stated of boring or tired, 13 claimed to always feel this way. Besides, there were 20 respondents (equal to 26%) sometimes felt tedious or exhausted when only doing listening task. Regarding to students' interactive activities, it is not surprised to see that both of statements 39 and 43 received most responds at the high frequency. The figures were the same for both statements with the most popular tendency were "always". While 26 students (representing 33.8%) claimed that there was always shortage of time to discuss with other students, 21 students (same as 27.3%) have the same tendency on cannot receive feedback on their listening progress. This could suggest that most of the class time were used to conduct listening tasks, as well as the lack of other type of study activity. Furthermore, the interaction between student and student or between student and teacher were not conduct frequently during class, which directed the smaller use of socio-affective strategies compared to two other strategies

• Problems regarding to physical environment

Table 19. Students' tendency toward problems regarding to physical environment

		Never	Seldom	Sometimes	Usually	Always
The classroom environment can affect my listening performance	Freq.	8	11	18	27	13
	%	10.4	14.3	23.4	35.1	16.9
The quality of equipment is not good	Freq.	5	15	18	23	16
	%	6.5	19.5	23.4	29.9	20.8

It is evident that the classroom environment had the tendency to usually cause difficulties for students to use their listening strategies (35.1%). Additionally, 13 respondents were always affected by the classroom environment, which sum up 40 respondents (similar to 52%) have high frequency of having trouble with the classroom environment. The same pattern also appeared in statements 42 as "usually" was the most common frequency of encountering bad quality equipment (like 29.9%).

Table 20. Students' attitudes toward implementing some features of flipped learning

	N	Mean	Std. Deviation	Description
I have been provided background knowledge before coming to class	77	3.81	1.113	high
I have more time to practice listening skill at your own pace	77	3.61	1.194	high
I have greater opportunities to work in group	77	3.56	1.198	high
I participant in many different activities in class beside doing task (e.g., role play, presentation, debate, etc.	77	3.99	1.032	high
I have access to the material in the study platform anytime and anywhere I want	77	3.66	1.143	high
Implement of various tool such as social network, screen casting program (YouTube, TEDed,..), …	77	4.03	.959	high
I have more time to consult my lecturers for clarification on certain things that I don't understand	77	3.31	1.139	moderate
I would rather watch a lesson video than traditional teacher led lesson	77	3.19	1.181	moderate
I can develop interpersonal skills by easily discussing certain issues with my friends	77	3.61	1.053	high
I can learn to be self-disciplined and self-learning	77	3.57	1.129	high
I can use my own gadgets to learning listening skill	77	3.92	1.036	high

Regarding students' opinions to implement some features of flipped learning, 9 statements presented high frequency; meanwhile, only two statements was employed in medium frequency. In fact, two statements in the moderate frequency group $(2.61 < M < 3.4)$ stated that I would rather watch a lesson video than traditional teacher led lesson" $(M = 3.19)$ and "I have more time to consult my lecturers for clarification on certain things that I do not understand" $(M = 3.31)$. It is interesting to find out that upon learning materials, respondents have least tendency to watch a lesson video; accordingly, students are more enthusiastic about traditional teacher led lesson. Nonetheless, students still had lower tendency to interactive with teachers $(M = 3.31)$ than work with classmates $(M = 3.56)$. The reason for this tendency lied in differences between student-student and teacher-student relationship. On account of classroom activities, students also had high tendency to agree to have more chance to work in group $M = 2.56)$ and participate in many different types of activities $(M = 3.99)$. As illustrated by Table 20, three statements concerning self-studying (statements 45, 46 and 49) are positively approved by participants with mean scores ranging from 3.61 – 3.81. Particularly, it can be inferred that for self-studying, students would like to be have background knowledge before coming to class; as well as, have access to the material in the study platform anytime and anywhere so that they can practice listening skill at their own pace. Moreover, the implement of supporting tool for studying is the most well-received feature that K46 legal English students approved. Table 20 illustrated that statement

"Implement of various tool such as social network, screen casting program (YouTube, TEDed, ...) $(M = 4.03)$ receive the most significant mean scores of all 11 statement. Surprisingly, only this statement signified that the respondents did not have much different choice when expressing their viewpoints by looking at the standard deviation value $(SD = .959\%)$, which was below 1%. Meanwhile, it is clear that majority of students agree to use their own gadgets in order to learn listening skill $(M = 3.91)$, which is relevant to the fact that almost all of them had the support from personal mobile devices. Finally, regarding the benefits of flipped learning, both statements "I can develop interpersonal skills by easily discussing certain issues with my friends" and "I can learn to be self-disciplined and self-learning" are widely agreed by participants. Similarly, this finding is consistent with previous studies on implementing of English flipped classroom [11]. In general, students had different opinions, which could be confirmed by the standard deviation values, which were above 1%.

Conclusion

First, first-year legal English-major students at HLU embrace a great frequency of implement toward listening strategies. Moreover, it is evident that metacognitive and cognitive strategies were found to be more commonly and frequently used compared to the socio-affective groups. However, they did not acknowledge the importance of using listening strategies; as a result, they were adopting them passively. Therefore, these strategies should

be officially and systematically included in listening course offer to students. Second, even though most students have figured out how to make use of listening strategies, there were still some difficulties that lead to students' ineffectiveness of implementing. The most common problems were regarding to the lack of background knowledge and vocabulary as well as the shortage of interactive activities. As a results, there is room for further improvement in teaching and learning during listening class at HLU. More significantly, the identification of what listening strategies should be further incorporated and promoted in the training programs needed to be taken into consideration. Third, though each legal English-major student has his/her own personal ways of implementing listening strategies, most students are favorable of adapting new technology in their process nowadays, in fact, they are interested in implement of various tools such as social networks or screen casting programs. For that reason, teachers and students incorporating technology-based strategies in the process of learning listening skill should be encouraged.

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