Research Article

INSIGHTS INTO LISTENING STRATEGIES
USED IN ESL CLASSES: AN EXPLORATORY SURVEY

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ABSTRACT

This quantitative investigation of listening strategies includes 56 non-English majors from a public institution in Vietnam. The research instrument was a modified version of the Listening Strategy Questionnaire developed by Dang, T. H. et al. (2021), which was based on the frameworks of Oxford (1990) and O'Maley and Chamot (1990). The research question was addressed using descriptive statistics such as mean score and standard deviation and a one-sample T-test. Findings indicate that students employed high frequency listening strategies, particularly using socio-effective strategies, more frequently than cognitive and metacognitive ones. Individual strategies for reducing fear, predicting, acquiring resources, practicing repeatedly, and collaborating with others were the most prevalent. This research provides teachers and students with insight into effective listening strategies and classroom procedures. Educators may better understand strategies for boosting the efficiency of their listening comprehension efforts and using the knowledge they currently possess to address listening-related issues.

Keywords: cognitive; English as second language (ESL); listening strategies; meta-cognitive

1. Introduction

Listening is a crucial communication ability that has been neglected in second language teaching until now (Lynch, 2011). Listening, formerly believed to develop spontaneously, now requires intensive instruction (Goh, 2010). Academics and researchers have adopted a listening strategy in education to teach this talent (Graham, 2017). Numerous approach teaching studies have been conducted to enhance the listening skills of ESL students (Vandergrift & Tafaghodtari, 2010).

Various researchers describe language-learning strategies differently (Dornyei, 2005; Oxford, 1990). Oxford (1990) defines language-learning methods as deliberate, methodical, and purposeful actions used to monitor and facilitate second-language acquisition. Language

learning processes are goal-directed and metacognitive, requiring learner accountability and attention to learning activities. With the aforementioned merits of language learning strategies, ESL teachers and students additionally pay much attention to the use of listening strategy. Strategic listening research identifies and categorizes exceptional students' listening strategies (Goh, 2010; Liu, 2008). Listening strategies continue to intrigue scholars worldwide, and identifying consistent strategies may facilitate successful education for language learners. Strategies are deliberate actions to improve second language listening and bridge comprehension gaps (Liu, 2008). Vandergrift (2004) presents a thorough taxonomy of these categories and their associated meanings. Listening strategies may be divided into three categories: metacognitive, cognitive, and socio-effective (Vandergrift, 2004).

Many ESL students struggle to listen (Graham, 2017). Lynch (2011) identified obstacles to ESL listeners' comprehension in the categories of emotional, behavioral, cognitive, information processing, English proficiency, strategy, belief, and material limits (the difficulty level of materials, text genre, and topics). To overcome these challenges, ESL students must develop strategic listening skills. Identification of ESL students' most popular listening styles may have implications for teaching methods. In Vietnam, strategic listening has gotten little attention. This research examined Vietnamese ESL students' listening strategies to improve their listening comprehension. Hence, the research question is addressed "*What are the listening strategies used by Vietnamese ESL college students?*"

1.1. *Listening and listening comprehensions*
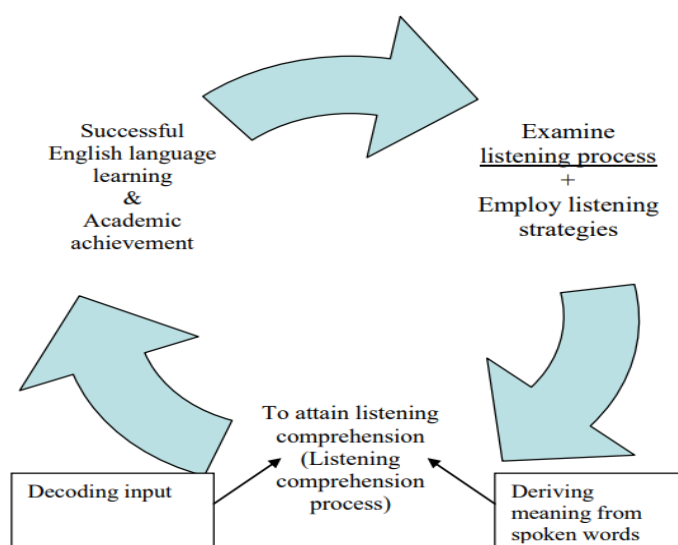### 1.1.1. *Listening*

Listening is a passive input activity. This requires listeners to differentiate between separate sounds; learn new vocabulary and grammatical rules; decode stress and intonation, and retain the information they have just acquired. Field (2008) confirms that educators seldom listen to themselves because they are more worried about their repercussions, which indicates one hearing may be a tremendously satisfying experience. Listeners focus on picking the right auditory input element, building meaning from a passage, and associating items heard with previously learned knowledge (Chamot et al., 1989).

1.1.2. *Listening comprehension*

Listening comprehension is a complex and active process, while the degree of content and comprehension is determined by a series of active and complex processes (Chamot et al., 1989). How well students answer pertinent inquiries or complete related chores determines how well they listen in the context of all-encompassing channels.

Vo and Nguyen (2021) present the listening cycle used by listeners, as shown in Figure 1. To interpret speakers or conversations, they decode information. After mastering listening comprehension, students may learn English and attain academic success.

***Figure 1.** The listening process (Vo & Nguyen, 2021)*

The figure needs a unique picture to link with the material to comprehend listening. Listening comprehension is influenced by acoustic input, emotional state, intonation, and memory capacity. These aspects all contribute to the success of an audience member. Listening comprehension consists of listening to noises, recognizing them as words; translating them to the native language, and replying in the second language (Liu, 2008; Goh, 2010).

A competent listener can use sophisticated and self-evaluative procedures, contextual cues, and metacognitive processes more efficiently. Less capable students will depend on memory methods and be impacted by social and emotional issues such as anxiety. Cognitive and nonverbal comprehension are components of listening comprehension. Golchi (2012) explained how listeners utilize linguistic (vocabulary, phonology, syntax, semantics, and discourse) and nonlinguistic knowledge (topic, context, incoming noises) to assess incoming information.

1.2. *Listening strategy use*

Listening procedures are the actions and ideas a listener employs to comprehend a spoken word (Vandergrift, 2004). Listening strategies are the actions or approaches that people use to understand or learn from what they hear (Goh, 2010). O'Malley and Chamot's (1990) and Oxford's (1990) give an overall learning strategy framework. According to Vandergrift (2004) and Liu (2008), there are three sorts of listening: metacognitive, cognitive, and socio-effective. For each topic, specific strategies and explanations are provided in the table below.

***Table 1.** Listening strategies (Vandergrift, 2004; Liu, 2008)*

Strategies	Categories	
Metacognitive strategies	• Planning	• Evaluating
	• Monitoring	• Identifying problems
Cognitive strategies	• Inferencing	• Transferring
	• Analyzing	• Repeating
	• Summarizing	• Resourcing
	• Translating	• Note-taking
Socio-affective strategies	• Reducing anxiety	• Emotion controlling
	• Self-esteem	• Cooperating

1.3.   The implementation of the listening strategy used in relevant studies

1.3.1. Scientific research in the world

The research by Liu (2008) investigates the link between listening capacity and learning style as it relates to learners' usage of listening strategies. A sample of 101 EFL students at a Taiwanese college was given two structured pencil-and-paper questionnaires evaluating listening technique use and learning style. The findings demonstrated a substantial correlation between listening strategies and learning styles. The purpose of this study was to shed light on an understudied topic, namely listening comprehension tactics and learning styles in a second language.

Yulisa (2018) aimed to evaluate the link and influence between listening techniques and hearing comprehension used by eleventh-grade students. A questionnaire and a listening comprehension test were employed to evaluate students' listening comprehension. The results demonstrated a substantial connection (r=.516) between listening strategies and listening comprehension. In addition, listening strategies significantly affected listening comprehension (26.6%). This study may have implications for English language teachers, course designers, students, and textbook writers.

Tosun (2021) examined the listening strategies used by undergraduate 157 EFL students for their foreign language listening performance with quantitative methodology. Participants were administered an assessment of their listening comprehension. The negotiation for meaning strategy was used by participants the most, followed by scanning and getting the gist. Only the 'getting the idea' strategy proved to be a reliable predictor of ESL listening skills. A statistically significant difference was also identified between high, and low-achieving ESL listeners regarding negotiations for meaning, concept comprehension, scanning, and nonverbal strategies.

In short, listening strategy use has been studied on the global by a numerous educators and psychologists. It is apparently confirmed the significant correlation between listening strategy use and ESL listeners' comprehension. The Vietnamese teaching context has also recorded the significance of listening strategy use, which is discussed in the following part.

1.3.2. Scientific research in Vietnam

Le (2011) performed research with 82 high school students in Vietnam's Mekong Delta to investigate the relationship between students' use of listening strategies and their English proficiency and the differences between the strategies used by competent and ineffective listeners. Quantitative analysis indicates the participants had an average comprehension of listening approaches, with the most marked preference for translating and repeating. In addition, the study revealed a strong correlation between students' listening ability and their use of varied listening strategies.

Using a mixed-method approach and focusing specifically on the use of metacognitive strategies by non-English major students, Tran (2012) found that participants employed metacognitive strategies at a high level during the TOEIC listening section, with planning being the most frequently used strategy. Moreover, there did not appear to be a quantitative relationship between students' use of metacognitive strategies and their achievement in listening comprehension; however, qualitative findings revealed differences in students' use of metacognitive strategies with listening comprehension.

Listening comprehension concerns were the focus of the research undertaken in Vietnam by Duong and Chau (2018). The data collected via a questionnaire and a semi-structured interview were examined quantitatively and qualitatively. The presence of uncommon language, slang, idioms, colloquial phrases, and complex sentence structures in the listening texts was the most significant factor contributing to the 115 students' poor listening comprehension. Furthermore, the listeners had trouble understanding what was being said since the speaker spoke too quickly with terrible pronunciation, various accents, and lots of background noise.

Dang et al. (2021) examine the listening habits of English majors at Tay Do University. In this research, 64 college students from two disciplines responded to a questionnaire on their preferred language-learning strategies. On 31 survey questions, participants were asked to score their employment of metacognitive, cognitive, social, and emotional strategies. The results show the majority of students applied listening strategies and illustrate the connections between the various listening strategies. This research concludes with suggestions for improving the teaching and evaluation of listening skills in a Vietnamese school system.

Vo and Nguyen (2021) employed a Likert-scale questionnaire to evaluate the listening strategies of 81 Vietnamese English majors, who were divided into two groups based on their IELTS scores: effective and ineffective listeners. The metacognitive group of listening techniques was used more often than the cognitive and socio-affective groups. The most often used were individual strategies for anxiety reduction, forecasting and planning, resource allocation, repetition, and teamwork. Although there were no significant differences in the groups' use of the three broad strategy categories, there were various discrepancies in

their use of individual strategies, which has substantial implications for modifications in listening pedagogy in this context.

2. Participants and Methodology

2.1. Setting and participants

This research examined students' cognitive, metacognitive, and socio-affective strategies in their listening classes. Fifty-six non-English majors, including 39 females and 17 males, participated in quantitative research at a public university in Hanoi. The participants' ages range between 19 and 21. Additionally, the population displays a variety of English learning backgrounds. Remarkably, 32 students (57%) studied English for between 4 and 5 years. Ten more students (18%) had studied English for 6-7 years, and the remaining students (25%) had studied English for at least eight years. Aside from high school listening classes, they had few opportunities to converse sincerely with English speakers. Non-English-major students have to complete English 1, 2, 3, and 4 as a compulsory subject. Participants attend English 2 and use Market Leader, Elementary as their coursebook. Hence, they are considered to be at an elementary level of English proficiency. All students consented to participate in the study once the researchers provided them with pertinent information about the listening course and learning approaches. To ensure confidentiality, the students' identities were encoded and given pseudonyms.

2.2. Data collection instrument

The research employed a 31-item, five-point Likert-scale questionnaire to discover what listening strategies individuals used during their listening process. Thirty-one questions were designed and adapted by Dang et al. (2021) based on the theoretical framework of language learning strategies by Oxford (1990); O'Maley and Chamot (1990). The cognitive group comprises twelve items; the second main subject, meta-cognitive, comprises ten questions. The third category, socio-affective strategies, has nine items.

Due to major non-English major speakers, the questionnaire was designed in a bilingual language to avoid misunderstandings. The first version of the questionnaire was delivered to five other lecturers in English for clarity and validity, and then edited with comments and feedback.

2.3. Data analysis

The researchers employed SPSS version 25 as the central platform to calculate and analyze the quantitative data. Before being officially administered, the questionnaire was piloted to 20 participants although the research consisted of 56 participants. With the pilot questionnaire, the researchers could possibly evaluate how reliable and valid it was; as a consequence, we could edit the items if necessary. The reliability result was 0.91 Cronbach's Alpha, which indicated that the questionnaire used in the study is highly reliable. A summary of descriptive data was provided for each variable. The researchers developed a framework for evaluating the efficacy of cognitive, meta-cognitive, and socio-effective strategies. On a

scale from 1 to 5, each statement was given a value between 1 and 5, where 1 meant "strongly disagree," 2 meant "disagree," 3 meant "neutral," 4 meant "agree," and 5 meant "strongly agree." The questionnaire results were reviewed to highlight the investigation's main aspects. A descriptive statistical approach was applied to summarize the student's demographic data and survey responses. Means and standard deviations were computed to shed light on the problems under investigation.

3. Results, discussions and conclusions

3.1. Students' general use of listening strategies

Table 2 presents the results of particular categories of listening strategies in terms of mean score and standard deviation.

Table 2. The mean score and standard deviation of listening strategies

Listening strategy use	N	Mean	SD
Cognitive strategies	56	3.63	.451
Meta-cognitive strategies	56	3.68	.462
Social–affective strategies	56	4.06	.539

Most listening strategies, spanning from metacognitive to socio-affective, were used extensively, and the mean scores were above the predicted range. Social-affective strategies had the highest mean score (M =4.06; SD =.549). In addition, cognitive and meta-cognitive strategies are the second most commonly adopted strategies. The mean score for cognitive strategies is 3.63 (SD =.451), whereas the mean score for meta-cognitive strategies is 3.68 (SD=.462).

Table 3 demonstrates the learners' overall usage of listening strategies via a one-sample T-test.

Table 3. Descriptive statistics of overall listening strategy use and One-sample T-test

	Mean	Std.	Max score	Min score
Listening strategy use	3.54	.389	4.36	2.75

			One-sample T-test			
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
Listening strategy use	12.34	55	.000	5.570	.497	.682

Table 3 additionally demonstrates that the one-sample T-test was conducted to assess whether the mean frequency of participants' use of listening strategies varied significantly from the test value of 3.0, reflecting the average frequency of participants' use of listening strategies. The sample mean (M = 3.54, SD = 0.389) deviated considerably from the test value (t = 12.34, df = 55, p = 0.00), which implies that institutions' English majors utilized listening strategies to complete listening exercises at a relatively high level. The findings

corroborate with Liu (2008), Le (2011), Tran (2012), Duong and Chau (2018), Yulisa (2018), Dang et al. (2021), Vo and Nguyen (2021), Tosun (2021) that most of the listening strategies were applied at a different level of use. It is reasonable to assume that various students' background knowledge, learning styles, habits, or studying environments are the main causes of their various strategies.

3.2. *Students' use of specific groups of listening strategies*

3.2.1. Cognitive strategies

Students' use of cognitive strategies is presented in Table 4 below.

***Table 4.** Students' use of cognitive strategies*

Items	Mean	SD
I try to translate words or sentences into Vietnamese while listening to the audio	3.87	.994
I can apply new lexis and structures I have learned while listening to the audio	3.79	.981
I listen to English every day, for example, listening to English news, songs, and native speakers on media	4.02	.905
I notice the content with Wh-questions while listening to the audio	3.35	.808
I try to understand every single word while listening to the audio	3.51	1.079
I always repeat words or phrases softly or mentally while listening to the audio	3.64	.903
I concentrate on words or sentence stresses to improve my understanding	3.94	.738
I listen to the main content first, then the details	3.83	.926
I predict or make hypotheses on texts by titles	3.75	.809
I guess the meaning of words based on the contexts	3.42	.951
I try to think in English instead of Vietnamese	2.93	1.002
I form pictures mentally to help me comprehend texts while listening to the audio	3.36	.935

Almost all the mean scores are more significant than the average scale (M = 3.0), except for students' thinking in English instead of Vietnamese (M = 2.93, SD = 1.002). It can be indicated that participants acknowledged the advantages of cognitive strategies. In particular, most of the respondents realized that listening to English regularly could enhance their listening skills since this item was calculated with M = 4.02, SD =.905. The second-ranked cognitive strategy was students' attention to words or sentence stresses, which enabled them to understand the listening audio (M = 4.94; SD =.738). The following were the students' habits of translating the information into Vietnamese while listening to the tapes (M = 3.87; SD =.994). This result matched their other strategies, which included attempting to comprehend the material by comprehending individual words (M = 3.51, SD = 1.079) or focusing on words or sentences to improve their knowledge and mental repetition

(M = 3.64, SD =.903). The statistics show that the students emphasized the roles of words so extensively that they believed expanding their vocabulary and sentence structures was critical to comprehensive listening. The research by Le (2011) shared a similar conclusion: the authors confirmed the identification of keywords in discourse transitions, grammatical linkages between sentence parts, and the use of stress and intonation to identify words and sentence functions. Thus, vocabulary and grammar could be improved using cognitive strategies.

Furthermore, students agreed that they initially listened for general and essential ideas, followed by details (M=3.83, SD=.926), and they predicted or developed predictions about the content (M=3.75, SD=.809). In addition, they determined the meaning of words based on the contexts (M=3.42, SD=.951) and utilized mental pictures to aid comprehension (M=3.36, SD=.935). As mentioned above, not many students were used to thinking in English, but their mother tongue slowed their listening comprehension. Consequently, students needed more outstanding teacher support, as in Duong and Chau (2018).

3.2.2. Meta-cognitive strategies

The results of meta-cognitive strategy used during the listening process are displayed in Table 5.

Table 5. Students' use of meta-cognitive strategies

Items	Mean	SD
I am ready to concentrate on listening the audio before listening	4.34	.589
I think about how I improve my listening skills before listening the audio	2.85	.978
I clearly identify the purpose of the language activities before listening	4.11	.670
Speaker's unfamiliar accent makes me incapable of listening to the audio	2.77	1.104
I check what part I do not understand while listening to the audio	3.59	.993
I double-check my answers while listening to the audio	3.83	.830
I control my inattention and correct it while listening to the audio	3.41	1.049
I reflect on my problems, for example, the key words that I do not understand after listening to the audio	3.84	.945
I evaluate how much I could understand after listening to the audio	4.12	.652
I will write down the words I do not understand and look up the dictionary after listening to the audio	3.79	.923

Prior to listening, most students (M=4.34, SD=.589) indicate focusing intensively on the task at hand. In addition, students often identify language activities' objectives before listening (M=4.11, SD=.670) to comprehend the listening text's substance. On the contrary, students were less enthusiastic about their English-learning progress (M=2.85, SD=.978). These findings align with Tran (2012), Dang et al. (2021), and Tosun (2021), when preparation for listening might boost their confidence and understanding. Furthermore, it could be explained that previewing questions before listening to the materials could enable listeners' motivation and readiness. Individuals may simply contemplate a few factors that

may aid in their comprehension of the text's content, such as calming the mind in preparation for focus or recognizing the goals of the language activities. They do not care about their English performance. Hence, they could listen actively.

Most students paid close attention throughout the listening phase, as shown by their willingness to examine unfamiliar information (M=3.59, SD=.993) and the repeated checks of their answers (M=3.83, SD=.830). As data was collected, it became evident that many students believed they often lost concentration when listening but recovered it during listening tests (M=3.41, SD=1.049). However, due to unfamiliar accents, students tended to listen to the audio inefficiently (M=2.77, SD=1.104). This result parallels Duong and Chau (2018), Vo and Nguyen (2021), in which most participants attributed their listening difficulties to speakers' accents. The possible cause might be students' lack of listening to various sources of authentic materials from British or American speakers.

Students made use of all available opportunities in the post-listening stage. The method with the highest average score was students' evaluation of how much they could comprehend the audio (M=4.12, SD=.652). After listening to the texts, students were asked to assess their level of comprehension, which enabled them to become better listeners the next time. Students also adopted active strategies when they reflected on their problems with unknown vocabulary and wrote them down for checking later, although their mean scores were lower than for the evaluating strategy. Almost all students were aware of their challenges, such as a language barrier (M=3.84; SD=. 945). A similar finding was stated and analyzed in Le (2011), Tran (2012), and Vo and Nguyen (2021) that ESL listeners had a restricted vocabulary, leading them to get disoriented when exposed to fresh terms. Besides, they indicated that checking up on unfamiliar words in dictionaries was an ideal way to expand their lexical size.

3.2.3. Social-effective strategies

Table 6 indicates how students applied socio-affective strategies in their listening process.

***Table 6.** Students' use of socio-affective strategies*

Items	Mean	SD
I will ask English speakers to repeat if I do not understand what they say	4.15	.923
I ask English speakers to correct me when I talk	3.45	1.081
I ask English speakers to slow down when they are too fast	4.19	.757
I ask my teacher or friends if I do not understand after listening	4.09	.489
I hope to be taught more skills to enhance my listening comprehension	4.30	.684
I encourage myself through positive self-talk	3.68	.799
I am confident in understanding the whole contents	2.42	.869
I can keep calm while listening to the audio	3.89	.850
I try to relax whenever I feel afraid of using English	3.86	.806

Most students agree that instructors play an important role in improving listening comprehension by teaching them different skills (M=4.30, SD=.684). The second rank of socio-affective strategies recorded participants' selection of asking English speakers to repeat (M=4.15, SD=.923) or slow down (M=4.19, SD=.757), which advocated students' positive attitude when getting listening problems. The way additionally displayed students' optimistic perception they asked their classmates or teachers for help (M=4.09, SD=.489,); or for English speakers to correct them (M=3.45, SD=1.081). Students' exploitation of social strategies could explain the difference in the mean score of these two strategies. In terms of emotional strategies, most students tried not to be nervous and reduced their anxiety while listening (M=3.89, SD=.850), such as encouraging themselves with positive self-talk (M=3.68, SD=.799). Nevertheless, students lacked confidence in the capacity to absorb the entire listening content (M=2.42, SD=.869). The usage of socio-affective approaches was consistent with Liu (2008), Le (2011), and Tosun (2021), who revealed that students cooperate with others to confirm their knowledge and minimize their anxiety. This was the case in Dang et al. (2021). One possible explanation is that students are working on their language acquisition with the assistance of other students or native speakers. It is possible that the teachers' instructional aims and curriculum design are to blame for the students' substantial use of socio-affective strategies. Educators commonly practice getting students involved in honing their listening abilities by having them work in pairs or small groups on communicative tasks.

4.   Conclusions

This study explores the listening comprehension strategies used by non-English majors. The participants in this study used a range of listening comprehension strategies for the listening procedure. They recognize the importance of listening skills and maintain a composed demeanor during the listening process.

Nevertheless, there are certain restrictions. This three-month-long research was believed to be a temporary period. In addition, the researchers employed a questionnaire to collect and analyze data for this study. No assessments or exercises were designed to evaluate students' strategy application or explore the relationship between listening strategy use and other factors such as listening proficiency, learning styles, or genders. In addition, the number of participants was limited. It examined just non-majoring students and ignored majoring individuals. The study only included a small number of participants. In the future, it should be made accessible to a more significant number of students. Furthermore, the investigation did not focus on a specific student major. Therefore, future studies should concentrate on a group of major students, such as linguists or engineers, to see whether there are variations in how different fields employ listening strategies. Based on the premise and conclusions, instructors and students may be able to enhance their classroom teaching and listening abilities. Instructors must comprehend the pre-listening, during-listening, and post-

listening teaching phases and combine them with student-enhanced activities. Teachers must also teach the value and purpose of listening to help students cultivate English-thinking patterns. The instructor must manage the phases of training. First, prepare, then teach, and last, learn after class. During these phases, instructors establish listening goals, choose information, and prepare exercises. Teachers may urge students to compare and discuss their notes and what they have learned in pairs or small groups, or they may encourage students to argue about what they have heard. Debates aid in the development of students speaking and listening skills.

To grasp the accents and intonations of native speakers, they should watch English news or music on television or online. Since they were deficient in language and communication skills and concentrated more in class or at home. The development of vocabulary and grammatical structures is aided by listening; hence, it enhances students' speaking, reading, and writing skills. Students should communicate with native speakers for two-way learning including enhanced communication and adaptability. Consequently, they will not be confused by accent differences. Students should convey their knowledge in groups or pairs to improve text readability. Additionally, they should use text-based strategies to enhance their listening abilities. Teachers use materials from other sources to coursebooks with little or even instruction on listening. In addition, textbooks should have several vocabulary and grammatical exercises.

❖ ***Conflict of Interest:*** *Authors have no conflict of interest to declare.*

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NGHIÊN CỨU KHÁM PHÁ VIỆC SỬ DỤNG CHIẾN LƯỢC
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TÓM TẮT

Nghiên cứu định lượng về chiến lược nghe hiểu được tiến hành trên 56 sinh viên không chuyên Anh ở một cơ sở công lập Việt Nam. Công cụ nghiên cứu là bảng khảo sát được điều chỉnh từ Đặng Thị Hạnh và cộng sự (2021), theo khung lí thuyết của Oxford (1990), O'Maley và Chamot (1990). Phân tích dựa vào thống kê mô tả với điểm trung bình, độ lệch chuẩn và kiểm định một mẫu T. Kết quả cho thấy sinh viên thường xuyên sử dụng chiến lược nghe hiểu, đặc biệt tần suất sử dụng chiến lược tình cảm – xã hội nhiều hơn nhận thức và siêu nhận thức. Trong đó, sinh viên sử dụng phổ biến chiến lược giảm sự sợ hãi, dự đoán, dựa vào các nguồn tài liệu, thực hành lặp đi lặp lại và tương tác. Nghiên cứu này cung cấp cho cả người dạy lẫn người học cái nhìn sâu sắc hơn về việc sử dụng chiến lược nghe hiểu và quy trình ứng dụng trong lớp học; từ đó giúp thúc đẩy và hỗ trợ quá trình nghe hiểu, áp dụng kiến thức để giải quyết các vấn đề khó khăn khi nghe hiểu.

***Từ khóa:** nhận thức; chương trình tiếng Anh (ESL); chiến lược nghe hiểu; siêu nhận thức*