Developing English Listening Skills by Using Audio-Lingual Method Techniques in Listening for Specific Purposes Course: Case Study, Ban Non-Wat Archaeological Site

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Abstract:- *The aim of Education was while listen for the specific purpose of Bachelor of Arts Students English major Faculty of Humanities and Social Sciences Nakhon Ratchasima Rajabhat University, in listening courses for specific purposes teaching which is a compulsory course for the 3rd year students last academic year, it was found that some of the students were capable of listening skills to memorize words. and is not used as efficiently as it should be referring to the scores from the last 2 academic year final exams with such subjects. This research aims to improve listening skills. 3rd year, the sample group used in this research consisted of 10 people. Which were students whose achievement in English listening skills was at a moderate level and who wishes to develop better listening skills to enhance English listening skills by using content from Thai cultural learning resources. To create a feeling of love for the homeland and to learn to Improve your English listening skills at the same time. The tool used for this data collection was a test. It was a four-answer choice, using a listening skill test set of 3 topics, and a pre-and post-study satisfaction scale. The content is referenced from Ban Non-Wat Archaeological Site, Non-Sung Subdistrict, Nakhon Ratchasima Province. Data were analyzed by using the analytical software package, mean, and standard deviation. One-way ANOVA test the difference between the mean t-test statistics. The results of the research found that (1) The achievement of learning activities to develop listening skills using techniques Audio-Lingual Method after learning activities higher than before the learning activities statistically significant at the .05 level. (2) The students were satisfied with the learning activities to develop listening skills by using the technique Audio-Lingual Method at a high level (Mean= 4.41, S.D. = 0.49).*

Keywords: Listening Skills; Audio-Lingual Method; Specific Purposes Course

Introduction

The English language is now spreading around the world, and it appears in various media such as newspapers, television, radio broadcasting, advertisements, the Internet, official language, economics, social activity, and education (Crystal, 2011; Graddol, 1997). Boyd (2006) and Khondker (2004) asserted that glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and contexts. The importance of embedding a critically reflective examination of socio-economic and political concerns within a glocalization framework to assess its collective and individual impact on local and global learning communities cannot be ignored.

The Bachelor of Arts program in English, the faculty of Humanities and Social Sciences at Nakhon Ratchasima Rajabhat University. The education aimed to produce and support the students to gain knowledge and take competency in all of the skills in the English language. There has been a project that is in the 3rd strategy, the fiscal year 2022, "Project Integration of Teaching and Research to Promote English Language Learning and Thai Culture. And in teaching and learning in listening courses for specific purposes which is a compulsory course for the 3rd year students. In teaching and learning Last academic year, it was found that some of the students were capable of listening skills to memorize words. and is not

used as efficiently as it should be referring to the scores from the last 2 academic year final exams with such subjects. There is still teaching every academic year.

Researchers as teachers, therefore, have an idea to improve students' English listening skills. using Ban Non-Wat archaeological site in Phon Songkhram Sub-district, Non-Sung District, Nakhon Ratchasima Province. It is a learning resource and allows students studying English to learn and have a positive attitude toward Thai culture. Listening-speaking teaching method (Audio-Lingual Method) is a teaching method based on linguistic principles and a structured teaching method. It is a teaching based on natural principles, i.e., listening, speaking, reading, and writing, teaching all the elements in order from easy to hard.

Listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing. It has been taught since the students entered junior high school until at higher education level however, there are some difficulties faced by vocational school students to listen to the recording.

Teaching and learning management is an additional teaching series, that emphasizes content, vocabulary, idioms, and sentence patterns. into the culture as an alternative for students to develop listening skills and learn the cultural Traditions of Ban Non-Wat Archaeological Site in English. This is the way to encourage students to have a feeling of love for the beautiful Thai culture and include the opportunity to increase their potential of listening skills soon.

The research is the pilot and development of this test kit to be the most efficient. Before being used in teaching management in the next academic year. It also trains students to plan and participate in research. This is a good opportunity to prepare for research and has worked in real life between students and teachers in the course which will have unity as well.

According to Miller (2003), one of the major advancements to come out of research into listening strategies was the understanding that listening exercises could be divided into three main parts. This division has proved very fruitful for the learners as well as teachers. For example, in the pre-listening stage, a teacher can start a short discussion with the learners with the aim to know their views about the topic which she/he is going to start. In this way, she/he will be activating their world/personal knowledge about the topic.

The previous studies (Thilaphan, Kanokkamalade & Klinchan, 2021) claimed that the result of judging the improvement of students' English listening ability and the difficulty of listening to English. Regarding the results of students' listening skills improvement, the middle average was "Frequency of using English listening from social media". The findings have shown that an analysis of English listening ability from social media revealed that respondents tried to understand each word they heard, followed by the most important word, students who tried to learn with different accents, and different voices. Followed by students who understood the difference. The final point was that the students were convinced of their listening tenacity. Sari & Susilowati (2019) said that listening is one of the basic skills of English. Many students find it difficult to learn to listen, especially in English. The use of multimedia as an educational medium is important in this process. You can draw the student's attention to the lesson. Thirty-nine students participated in this survey as survey respondents. The study used the Learn English By Listening application to improve students' listening skills. Students' scores for listening comprehension on the pretest and posttest were 6.34 for the pretest mean and 6.97 for the posttest mean. The previous rating increased to 8.18. The students were very enthusiastic about this learning. Moreover, Hadiyah & Shalawati (2016) claimed that being a good listener means having the ability to understand information during a listening activity. The results of this study showed that students had trouble listening because they had not yet completed basic listening skills on the test. In addition, most of them found listening lessons difficult for them due to some problems and difficulties during teaching and learning activities. There was also one factor. Lack of practice, limited vocabulary, native accent and pronunciation, and uninteresting learning materials. In addition, they supported their knowledge of the structure of the English language and good equipment in their listening classes, allowing them to identify some challenges in listening activities. In addition, students

were aware of the importance of listening activities. but needed support from teachers and other students during teaching and learning activities.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984: 345-348). (Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination, and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Research Questions

- How does the Audio-Lingual Method can help to improve students' academic achievement and boost their attitude in listening for specific purposes course?

Research Objectives
1. To develop students' listening skills to a higher level.
2. To create a good attitude towards learning in listening for specific purposes course.

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The benefit of the study
- Students develop listening skills to be more effective.
- Students have a sense of love for the culture or Thai tradition through learning English.

Scope of the study

The researcher will collect the data with the students studying in the English Department Bachelor of Arts, 3rd Year at Nakon Ratchasima Rajabhat University. They enrolled in everyday listening for specific purposes courses. The statistics used were: t-test dependent.

Definition of terms

Audio Lingual Method (ALM) – The one of techniques in English teaching to improve the student's Effectiveness in listening skills.

Listening for specific purposes course – The core course contains the curriculum of the English Department Bachelor of Arts at Nakhon Ratchasima Rajabhat University.

Ban Non-Wat Archaeological Site - An archaeological learning center in Nakhon Ratchasima Province that reflects the way of life and The history of Thai culture such content is used to improve students' listening skills and promotes Thai awareness.

Literature Review

1. English Listening Skills

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984). (Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning

through involvement, imagination, and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Listening exercises necessitate more than just the learners' capacity to acquire basic language skills and information. They must deal with a variety of difficulties, but they must also Prepare listening methods to help them understand what you're hearing. assist them in determining some issues they will encounter in the future. For instance, consider the listening process. The students face challenges in completing their assignments. Specific information in the audio and compare to their previous knowledge according to Liu (2008), knowledge there is a connection between the two. Listening strategy, style, and habits of students, levels of competence, in conclusion, the pupils a few listening exercises that are related to the kids' ability to understand what they are hearing, they might use an approach that can help them. Assist them in finishing the work. In this scenario, students may use a note, planning to notice key things, and points obtained from the audio. Then they'll be able to use them to answer all the questions. They had made some notes that they didn't want to share.

2. A Brief History of the Audio-lingual Method

Any short seek on the Internet will lead you to loads of motives of the audio-lingual method (ALM). Most of these motives will inform you that the ALM fell into disuse via a notably seen critique and fashionable dissatisfaction with the effects of the method.

Though the use of the audio-lingual technique commenced with a perceived want to present troops with simple survival verbal exchange equipment earlier than sending them to the front traces throughout World War II (our courageous boys might have the ability to shop for bread, interrogate prisoners, deliver orders, meet girls), the real technique rose from the paintings of structural linguists like Charles C. Fries and Robert Lado.

Basing their paintings on a mixture of the take a look at English language shape and simple ideas of behavioral psychology, specifically the paintings of B. F. Skinner, those linguists evolved a technique that centered on listening and speaking. Reading and writing have been relegated to later tiers of language look at. Although the effects of the look at English shape have been revolutionary, the creators of the ALM had little realistic teacher training. The study room strategies drew the eye of tough critics. This grievance might result in an evolution in the direction of different, extra-revolutionary techniques of language teaching.

As with any "method," the audio-lingual method probably suffered more than anything because it was just that: a method. When teaching is based upon "a systematic plan followed in presenting material for instruction," that teaching can become dogmatic, leaving teachers little room for improvisation.

In the early days of the use of the ALM, structure, rules, and procedures were closely monitored and practiced, in part to standardize the teaching process as well as to evaluate its effectiveness. Those on the audio-lingual bandwagon pointed out lots of advantages. These include students practicing beneficial language from the first actual class, better pronunciation and multiplied participation because of the drilling exercises, and the use of visible cues, which became an idea to assist broaden vocabulary on the opposite hand, critics felt that the approach had these disadvantages:

3. Theoretical Part

Bushra (2001: cited in Hijrah, 2013) describes the principles of the Audio-lingual method as follows: (1) Instructions are given in the target language. (2) Language forms occur within a context. (3) Students' native language interferes as little as possible with the students' attempts to acquire the target language. (4) Teaching is directed to provide students with a native speaker like a model. (5) Analogy provides a better foundation for language learning than analysis. (6) Errors are carefully avoided because they lead to the formation of bad habits. (7) Positive reinforcement helps the student to develop correct habits. (8) students are encouraged to learn to respond to verbal and non-verbal stimuli. (9) The teacher is regarded as an orchestra leader conducting, guiding, and controlling the students' behavior in the target language. And (10) learning a foreign language is treated on par with the native language.

Techniques of the Audio-Lingual Method by Larsen-Freeman (2000: 45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio-lingual Method. The listing here is as follows: (1) Dialogue memorization. Students memorize an opening dialogue using mimicry and applied to role-play. (2) Backward Build-up (Expansion Drill). The teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backward through the sentence, adding each part in sequence. (3) Repetition drill. Students repeat the teacher's model as quickly and accurately as possible. (4) Chain drill. Students ask and answer each other one by one in a circular chain around the classroom. (5) Single-slot Substitution drill. The teacher states a line from the dialogue and then uses a word or phrase as a "cue" that students when repeating the line, must substitute into the sentence in the correct place. (6) Multiple-slot Substitution drill. Same as the single slot drill, except that there are multiple cues to be substituted into the line. (7) Transformation drill. The teacher provides a sentence that must be turned into something else, for example, a question to be turned into a statement, an active sentence to be turned into a negative statement, etc. (8) Question and Answer drill. Students should answer or ask questions very quickly. (9) Use Minimal Pairs. Analysis, the teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students to pronounce and differentiate the two words. (10) Complete the dialogue. Selected words are erased from a line in the dialogue-students must find and insert. And (11) Grammar games. Various games are designed to practice a grammar point in context, using lots of repetition. Follow the table below

Table 1 The specification of ALM Techniques

Topic No.	Objective	Text Type	No. of Items
1	Listen for the main idea - To listen to the dialogue and identify words and phrases - To listen to the dialogue and answer the questions	Words, Phrases	10
2	Listen for the main idea - To listen to the dialogue and identify the main idea - To listen to the dialogue and answer the questions	Dialogue	10
3	Listen for details - To listen to the dialogue and identify details - To listen to the dialogue and answer the questions	Dialogue	10

Research Methodology

The research title Developing English listening skills by using Audio-Lingual Method Techniques in Listening for Specific Purposes Course: Case Study, Ban Non-Wat Archaeological Site, we design the research process as follows;

Research Procedure

1. Participants – The students in the Bachelor of Arts program English Language Branch, the 3rd year, Nakhon Ratchasima Rajabhat University.

2. Sample group- Bachelor of Arts students in the 3rd year of the English language branch was selected by purposive sampling, totaling 10 students who enrolled in Listening for a specific course and need to use free time to improve their listening skill.

3. Materials – A package of listening skills contents (3 topics) from Ban Non-Wat Archaeological Site in various topics based on the student's need. Using One Group Pretest and Posttest design.

Listening Skill Process

Listening is not just the process of perceiving what you hear Psychomotor process that receives sound waves via sound waves as well as symbols Transmission of nerve impulses to the ear and brain (Brown,

2001: 249). That's what it means the listener captures a sound wave when the speaker makes a sound as an input Through your ears. The brain then processes the input so that it can be passed to the listener. Build the meaning of the input. According to Nunan (2001: 23), listening is listening, listening, understanding, remembering, Evaluating, and reacting to it.

1. Hearing is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need to listen to hear.

2. Paying Attention, refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

3. Understanding which consists of analyzing the meaning is what we have heard and understanding symbols we have seen and heard.

4. Remembering it means that an individual, in addition, to receiving and interpreting the message has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

5. Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion, and determine the presence or absence of bias or prejudice in a message

6. Responding, a stage in which, according to response, the speaker checks if the message has been received correctly and gives good feedback.

Listening Skill Research Preparation

1. Research books and research papers related to English listening theory.

2. Apply the theory of listening and apply it to a set of listening skills.

3. Check to verify the content's fidelity and determine the effectiveness of the listening practice package.

4. Try to use and improve until you get a set of effective listening skills.

5. Find a research tool/interview, confidence in the use of a listening skill set from well-known sources, and used to teach in many countries.

6. Experiment with the training set / find out the effect of the practice kit and the student's confidence in listening using the listening skill set. From a qualified person or an expert

7. Put a set of listening skills to the test for real use.

8. Conclusion and discussion

Data Collection

Retention period the researcher will collect the sample data. Starting from March to October 2022. The storage area is classroom number 36.05.07 at Nakhon Ratchasima Rajabhat University. The research contents were 3 topics of listening tests and a number of tests. (20 items.)

"How does the Audio-Lingual Method can help to improve student's academic achievement and boost attitude in listening for specific purposes course". The present research was aimed at finding answers to the research question as follows: 1) To develop students' listening skills to a higher level 2) To create a good attitude towards learning in listening for specific purposes course.

However, English listening tests by organizing learning through the Audio-Lingual Method.

1. Learn how to create a test from a guidebook for creating a language test and the evaluation of teaching English.

2. Study trade, and explain the course, and expected learning outcomes. To use as Guidelines for creating an English listening test based on the issues to be measured.

3. Create an English Listening Test to verify the language used in the query and to verify the conformity of the Quiz with objective fidelity of listening content and then modify it according to the recommendations.

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4. Presenting the revised English Listening Test with variable operating definitions to English language teaching professionals of three people inspected the quality of content integrity.

5. Take the results of each expert's review to determine the content validity or value. Test Conformity Index to Objectives.

6. Take a test to measure English listening for comprehension by organizing learning through revised podcasts to try out with students.

7. Take a test to measure English listening by learning management through the podcast to go live with the sample group.

Research Results

The researcher uses the Audio-Lingual Method for listening skills based on the research objectives 1) to develop students' listening skills to a higher level and 2) to create a good attitude towards learning in listening for specific purposes course.

1. To develop students' listening skills to a higher level.

Found that learning listening skill activities by using Audio-Lingual Method statistics of 10 students from activities the quest for knowledge for listening for specific purposes course after learning activities was significantly higher than before the learning activities at the .05 level. As well as to stimulate students to attract attention and is a facilitator by supporting students to play the role of themselves to the fullest until the idea of solving the problem as well as being able to provide feedback to students as well. Teachers create students' interests and create curiosity, and ask questions that encourage students to think and solve problems.

2. To create a good attitude towards learning in listening for specific purposes course.

Found that 2.The students had a high level of satisfaction with the learning listening skill activities by using the Audio-Lingual Method in the quest for listening for specific purposes course group on statistics of 10 students (Mean= 4.41, S.D. = 0.49.) The students had the highest average satisfaction. The students like the learning atmosphere that is fun and attractive, consistent with the advantages of quest learning activities. Seek knowledge which is a teaching style that helps build confidence and encourage students to express their opinions. As well as the students are motivated to learn, are independent, lively, and have fun learning.

Table 2: Comparison of achievement of Pretest and Posttest by using ALM Techniques

Achievement score	n	$\overline{X}$	S.D.	t	p
Pretest	10	8.40	3.20	13.47*	.000
Posttest	10	23.70	3.90		

* At a statistically significant level of .05

From Table 1, the comparison achievement score, and statistical matters of the students before and after the quest for topics of 3 learning activities, it was found that after studying (Mean = 24.03, S.D. = 3.13) were higher. before studying (Mean = 8.35, S.D. = 2.99) with statistical significance at the .05 level.

Table 3: Shows the satisfaction with the learning activities by ALM Techniques

No.	Items	$\overline{X}$	S.D.	Level of satisfaction
1	Teachers create interest with easy-to-understand questions.	4.40	0.74	4
2	I enjoy doing learning activities that give courage, courage, and self-expression.	4.80	0.81	5
3	Situations or problems make you want to talk back.	4.53	0.86	5

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No.	Items	$\overline{X}$	S.D.	Level of satisfaction
4	Prefers working in groups or in pairings.	3.90	1.24	4
5	I and my friends admire each other for working together.	4.23	1.01	4
6	I am satisfied that the teacher is helping or facilitating my learning.	4.07	1.31	4
7	I like the atmosphere of learning that is fun and inviting.	4.93	0.37	5
8	Likes to exchange ideas with teachers and classmates.	4.60	0.93	5
9	The teacher praised the group work and encouraged the students throughout the activities.	4.50	0.86	4
10	When my group made a mistake, the teacher was very willing to explain and help correct the mistake.	4.53	0.78	5
11	I know the challenges of solving problems in other situations.	4.13	1.22	4
12	Like the teacher explaining more knowledge more clearly.	3.97	1.16	4
13	Summarize the study results and discuss the results in their own language that is easy to listen to and understand.	4.43	1.14	4
14	I like to record knowledge with intention.	4.57	0.50	5
15	I like this kind of learning that can be applied in real life.	4.53	0.73	5
	Total	**4.41**	**0.49**	**4**

Table 2 shows the satisfaction with the learning activities. The student's satisfaction level, overall satisfaction level was at a high level (Mean = 4.41, S.D. = 0.49). When considering each item, the student's satisfaction was at the highest level of 7 items and at the high level of 8 items. The item with the highest average is item 7. I like the atmosphere of learning that is fun and interesting to study (Mean = 4.93, S.D. = 0.37). Followed by item 2, I was satisfied with learning activities that made me dare to think, dare to act and assertive (Mean = 4.80, S.D. = 0.81), and the item with the lowest mean was item 4, preferred group work or Match (Mean = 3.90, S.D. = 1.24) respectively.

Conclusion

The development of listening skill activities by using the Audio-Lingual Method can be summarized as follows: (1) Learning achievement from learning listening skill activities by using the Audio-Lingual Method after the learning activities is higher than before the learning activities statistically significant at the .05 level. And (2) The students had a high level of satisfaction (good attitude) with the questions for knowledge of learning activities by using the Audio-Lingual Method on statistics of 10 students (Mean = 4.41, S.D. = 0.49)

Discussion

The development of learning listening skill activities by using the Audio-Lingual Method can be summarized as follows: The researcher brought the findings to discuss the results in 3 topics according to the objectives as follows:

1. The results of learning listening skill activities by using Audio-Lingual Method statistics of 10 students from activities the quest for knowledge for listening for specific purposes course after learning activities were significantly higher than before the learning activities at the .05 level. This may be due to the quest for learning management. That is a form of learning that focuses on the learner. It encourages students to discover knowledge and connect with existing knowledge. To find a solution to the problem on

their own can apply knowledge in daily life A learning process that allows students to seek, study, do, and do research to create their own body of knowledge. Teachers play an important role in organizing the learning environment. or a learning environment that encourages and encourages students. As well as to stimulate students to attract attention and is a facilitator by supporting students to play the role of themselves to the fullest until the idea of solving the problem as well as being able to provide feedback to students as well. Teachers create students' interests and create curiosity, and ask questions that encourage students to think and solve problems. Teachers encourage students to work together in exploring, observing, and listening to student-student interactions. Teachers give students time to think about questions and problems. and serves as an advisor to students. The teacher encourages students to explain concepts and reason and students can provide evidence based on their prior experience with conceptualization. The teacher encourages students to bring what students learned to apply or expand knowledge and skills in new situations. Finally, teachers observe that students apply new concepts and skills to assess knowledge and skills. Students look for evidence that students have changed their thoughts or behaviors as well as for students to assess learning and group process skills. (Angkanapatkajorn, 2012: 95 - 96).

2. The students had a high level of satisfaction with the learning listening skill activities by using the Audio-Lingual Method in the quest for listening for specific purposes course group on statistics of 10 students (= 4.41, S.D. = 0.49.) in this regard. This may be due to the quest for learning a listening skill organized by the teacher as a learning environment. make students feel like or satisfied with learning activities as a result, students act on activities that manifest themselves through behaviors, for example, satisfaction in learning is a feeling of willingness to learn, love to learn, being happy, and having fun in learning. You can do many things for studying. That is the satisfaction of people can promote or inhibit what they can express (Saiyot and Saiyot, 2000: 54). The students had the highest average satisfaction. The students like the learning atmosphere that is fun and attractive, consistent with the advantages of quest learning activities. Seek knowledge which is a teaching style that helps build confidence and encourage students to express their opinions. As well as the students are motivated to learn, are independent, lively, and have fun learning. It was found that the students were satisfied with their learning by organizing the learning activities through a quest for knowledge at a high level.

Practice Recommendations

Teachers need to help students improve their English listening skills. Teachers should create short, concise, and clear lesson plans. Having students spend more time speaking and preparing lesson plans allows students to practice understanding English in class, even if they don't speak English outside of class. Teachers must study the details of the arrangement plan. learning to understand clearly to carry out the activities of the students in a strict order and achieve the objectives set step by step.

1. As students perform both group and pairing activities. Teachers must take care to give advice and support, especially to students who are slow to learn. When students are finished, teachers must review the work, notify students, and correct any defects as soon as they are found. So that students can understand correctly and be the basis for the next step.'

2. Teaching activities should provide students with could practice skills and practice thinking processes to find answers continuously for students to achieve higher learning efficiency.

3. Teachers can adjust the time interval as appropriate.

4. Teacher should encourage students to work together by designing activities for members of each group to have duties that promote each other's work. so that every student has a clearer role.

Further research Recommendations

We recommend conducting further research in the following areas:

1. Investigating the listening capability of non-English major students and figuring out listening techniques the students might commonly employ to improve their listening skills.

2. Comparing listening techniques used by English major and non-English major students whether they employ similar or different techniques and finding out how those techniques help them conquer their listening activity tasks.

3. Examining different listening techniques to enhance English major students and distinguishing the strengths and weaknesses of each technique affecting the study's samples.

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