

USING LISTENING DIARY TO TRACK NON-ENGLISH-MAJORED STUDENTS' ONLINE LEARNING ON LEARNING MANAGEMENT SYSTEM

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Abstract: This study was carried out to examine if second-year non-English-majored students' online listening learning in learning management system (LMS) can be improved through using listening diary and to investigate students' attitudes towards this method. The action research used survey questionnaires with 53 students, group interviews with 30 students, an analysis of students' 53 listening diaries in 10 weeks and teachers' diaries at a Vietnamese university. The findings of the study showed that listening diary could be utilized as a pedagogical tool to help teachers understand and control students' online listening activities. Besides, the data revealed that listening diary gave students a chance to identify their problems, encouraged them to be active in finding appropriate strategies for their listening as well as contributed to raising students' interest in learning listening. It is recommended that this method should be widely recognized and applied to non-English-majored students to enhance the effectiveness of online learning.

Keywords: action research, listening diary, listening skill, online learning, learning management system

1. Introduction

The fourth industrial revolution has changed the world for the better. Accordingly, education or the way of teaching and learning need to evolve to keep up with the times as well as meet the demand of the society. Thus, online learning has gained a firm foothold in educational institutions over the years. This approach has become commonplace because of its potential for offering rich educational resources in multiple media and the capability to support both real-time and asynchronous communication between instructors and learners as well as among different learners (Alawamleh et al., 2020).

In particular, it gives learners more flexible access to content and instruction, provides simple and efficient ways for teachers to respond to student needs, thereby putting students at the center of the learning process (Saiyad et al., 2020). Obviously, the online learning environment allows educators and students to exchange ideas and information, work together at any time, from any place. That is the reason why it has been increasingly adopted in various universities inside and outside Vietnam (Tran, 2016). A blended learning model in teaching and learning English has been applied to non-English students at Hanoi University of Industry (HaUI) since 2015. This model

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means mixing classroom-based education with online learning on the internal LMS, namely eop.edu.vn. Before class, the students have to do various tasks of vocabulary, grammar, listening, reading and writing involved in each topic with their accounts on the LMS. Then, face-to-face classroom activities are designed to offer more opportunities for interaction among students as well as teachers and students.

Even though online learning breaks down the traditional walls of teaching, assuring quality of online learning is still a matter of concern among educators in general and lecturers in particular. In fact, in the context of the researchers' university, they found that the academic dishonesty of online learners might be the most serious problem. This is because current online reports extracted from eop.edu.vn cannot give detailed information on students' learning process as well as lack interaction between teachers and students. Thus, it is hard for teachers to track the quality of their students' self-study on the LMS or identify students' problems as well as provide any support for them to improve. Besides, among four English skills, listening seems to be the most difficult one for HaUI non-English-majored students. Although most of them have been exposed to English since primary school, they have few chances to practice speaking and listening skills. To ensure the effectiveness of the online learning environment, students' online listening skills are assessed by online unit tests, offline mid-term and end-of-term tests in which the listening section accounts for 20 out of 50 points. To encourage students to learn online, 30% of listening tests are taken from online resources on the LMS. However, it seems that the listening scores are of little importance for non-English majors, some of them are even willing to skip the listening section in the test to spend more time on other skills. Therefore, listening diary was employed on trial with

the hope of quality assurance in online learning on the LMS, especially for listening skill and improving students' ability as well as attitude towards this skill.

In order to achieve the study objectives, the following research questions are raised:

(1) To what extent can listening diary promote HaUI non-English majors' online learning of listening?

(2) What are the learners' attitudes towards using listening diary in online learning?

The article contributes to understanding the benefits of listening diary in terms of assuring and improving online learning quality in Vietnam.

2. Literature Review

2.1. Online Learning

So far there have been a lot of definitions of online learning given, each deals with one aspect; however, they all state that online learning refers to educational environments supported by the Internet. According to Abou El-Seoud et al. (2014), it is "anything delivered, enabled, or mediated by electronic technology for explicit purpose of learning" (p. 20). It is also defined as learning experiences in synchronous or asynchronous environments using smart devices with internet access. In these environments, students can be anywhere to learn and interact with instructors and other students (Dhawan, 2020). Fully online learning must be supported by the existence of a LMS which allows teachers to organize academic materials or activities, processes and evaluation (Giatman et al., 2020). The LMS is also considered as a portal that increases interaction between students and faculty, students and students out of the classroom (Al Rawashdeh et al., 2021).

It can be seen that both teachers and students get benefits from LMSs-based

learning or online learning. A few proponents are in support of online learning. For example, Bakia et al. (2012) stated that online learning has a lot of advantages including broadening access to resources, engaging students in active learning, maximizing teacher and student time, increasing the rate of learning and reducing educational costs. Besides, online learning can also promote students' critical thinking skills, deep learning, collaborative learning and problem-solving skills (Cairns & Castelli, 2017). However, there remain arguments in opposition to online education. Some opponents even questioned the quality of online courses when students do not actually attend classes and have face-to-face interaction with teachers (Chankova, 2021; Fuller & Yu, 2014). They also argued that academic dishonesty has been a rising concern for teachers and institutions of higher education as students work and take learning tasks and tests away from the eyes of instructors.

2.2. Quality Assurance in Online Learning

To ensure quality in an online environment, Cabrera (2013) offered one preventative measure to reduce academic dishonesty in online learning that is mixing objective and subjective questions (as cited in Paullet, 2020, p. 329). The purpose is to determine a student's ability to recall and organize information, to evaluate his or her critical thinking skills, and to make sure that students have to complete tasks themselves. Another way to mitigate students' cheating in online courses is to combine assessment techniques including interactive discussions, writing assignments, quizzes, projects with online exams (Hill, 2016, as cited in Paullet, 2020, p. 329). In addition, using laptops installed cheat-resistant software, a lockdown browser, automated plagiarism checker and never using textbook-derived questions are also methods of preventing cheating given by Paullet et al. (2016) and

Goldberg (2021). It can be seen that a variety of solutions such as employing technological advancements and mixing different assessments have been done to manage and evaluate students' online learning as effectively as possible. However, they are quite general for online learning. Besides, some measures as described above just focus on online tests or exams rather than the process of online learning. Therefore, it is necessary to find out a method to monitor and control students' online learning journeys effectively.

2.3. Listening Diary

Diaries or journals have long been used to record the process of language learning and teaching (Bazir, 2016; Chen, 2016; Nascimento, 2018). There is various research using diaries as an introspective data collection method (Cottingham & Erickson, 2020; Morrell-Scott, 2018; Nicholl, 2010; Thomas, 2015). This reflective practice is defined as an active, action-based and ethical set of skills, implemented in real time and dealing with real, complex and difficult situations (Pavlovich, 2007). The aim of this activity is to intensify learners' understanding of their own experiences and engage themselves actively in learning (Williams & Wessel, 2004). Adding to the point, Nunan and Bailey (2009) affirmed that learning diaries help students to self-evaluate their own thoughts, feelings, motives, reasoning process and mental states. Thus, keeping diaries is actually considered a learning process as it becomes a discipline for capturing personal experiences, a tool of maintaining the relationship with the instructors, a comfortable way out for learners' concerns and frustration (Spalding & Wilson, 2002). Besides, Varner and Peck (2003) found that diaries boost students' ability of self-orientation and self-realization on what they want to focus on during the learning process, from that they will be able

to identify their own learning objectives and self-achieve their goals. In line with this finding, Vinjamuri et al. (2017) confirmed that diaries assist students to discover themselves and their learning processes. It enables them to get to know more about what their strengths and weaknesses are, what they could do, what they need to know more and at which level they are.

Thanks to its benefits, diary has been applied widely in the learning process, especially in language learning, which requires learners much effort of active engagement and self-reflection. Some previous studies on listening diary showed its benefits such as developing greater sense of students' responsibility (Goh, 2002); giving students a chance to recognize their needs and problems in their listening skills (Mukminatun et al., 2009); and contributing to the development of future study plans, linguistic knowledge, listening and writing skills, and self-confidence (Chen, 2016). It can be seen that prior researchers just mainly focus on the effectiveness of listening diary on helping students to self-reflect on their listening process, thereby improving their listening skills. This review aims to fill this gap in the literature. Thus, this paper is to investigate whether this method can be used as a pedagogical tool to assist teachers to manage students' self-learning online and to help raise students' autonomy in online learning.

3. Research Methodology

3.1. Research Site

As mentioned earlier, the research was conducted at HaUI, where non-English-majored students had been provided with blended learning courses in English for specific purposes. Accessing the LMS, the students could do online English tasks of vocabulary, grammar, listening, reading and writing skills again and again. Apart from in-class speaking lessons, teachers were in

charge of supporting their students' online learning anytime, but most students just contacted their teacher when they had problems related to technical errors and no questions about online tasks were raised. Teachers only knew the number of online learning tasks students had finished from online reports on the LMS. The reports barely recorded the tasks completed by the students. As a result, teachers could not make sure the students' academic honesty in online learning and understood their difficulties when doing online tasks, particularly listening tasks, so it was difficult to give possible solutions to help students overcome their problems. Although tests such as online unit tests, progress tests and mid-tests were given to control students' academic quality, these tests seemed to focus on the final product rather than the process of online learning. Therefore, the researchers employed listening diary to keep track of students' online learning more effectively. Not only listening tasks, but they had to interact with their teachers to submit their listening diaries in which they noted what they learned from tasks, their troubles and solutions by themselves. Accordingly, teachers gave feedback to them.

3.2. Research Methods

The study was carried out in the form of an action research by two teachers at their English classes. Action research was chosen because it enabled the researchers to investigate problems from their own context by the solutions they believed to be necessary and important at the right moment (Hinchey, 2008). In the research's context, after online learning on the LMS had been applied for years as a part of the blended learning system, there was a problem that the teachers could hardly track the quality of their students' online learning. Besides, the first- and second-year students' listening skill was evaluated as weaker than other language skills because most of them came

from rural areas, in which reading and writing skills were more focused to get good marks at the university entrance exam. Therefore, it was difficult for them to study listening online without further guide from the teachers. After considering the benefits of listening diary, the researchers decided to apply this approach in their listening class with the hope to improve the current situation. Listening diary was implemented in 5 listening lessons, after each time of collecting students' listening diaries, the teachers did observe and reflect the results through the teachers' diaries and students' work which also provided a lot of useful insight data for this research. In the end, together with data from students' questionnaires and interviews, the researchers drew some evaluation of the listening diary application mentioned in the following part.

3.3. Subjects

The subjects of this study included 53 non-English-majored students at the intermediate English level during 10 weeks with 5 listening lessons in the second semester school year 2021-2022. They are second-year students from two different classes; their major is Chinese and they learn English as a second foreign language. The participants are from 18 to 20 years old, including five male and forty-eight female students. The students have two English lessons every week. Each lesson is taught with one language skill among listening, speaking, reading and writing skills for two contact hours.

3.4. Instrumentation

Questionnaire

The questionnaire was adapted from Farrah (2012) to get an insight into students' attitudes towards the application of listening diary as well as their recommendations to improve it. The questionnaire consisted of five main parts namely A. Personal

information (Question 1-3), B. The process of doing listening diary (Question 4-10), C. Teacher's support (Question 11-13), D. Students' attitudes towards listening diary (Question 14-16) and E. Recommendations (Question 17-19). Most questions were designed with multiple choice questions and Likert's five-point scale from Strongly disagree, Disagree, Neutral, Agree and Strongly agree. Others were open-ended questions to collect further ideas from the students (Appendix A). The questionnaire was completed by 53 students in class in week 10 through an online Google Form. Because the questions were basically multiple choice and scale rating, they are quite easy to understand, the researchers kept them in English when delivered to the students. The data were then sorted into the same themes namely: the process of doing listening diary, students' opinion about the teacher's support, students' attitudes towards listening diary

Focus group interview

A focus group interview was employed with 30 students to collect data about the students' process of keeping listening diary and their evaluation of this activity. The interview questions were adapted from Shak (2006) with 7 questions (Appendix B). The questions are then translated into Vietnamese and the interviews were carried out in Vietnamese to avoid any misunderstanding and difficulties in expressing themselves from the students. The interview was carried out at the end of the course after the students finished the questionnaire. The participants formed five groups; each group involved six students from two different classes. This enabled the researchers to get a rich source of data from various points of view when the participants were encouraged to share more. The interviews were tape-recorded and then transcribed into the same themes including students' engagement, students' ability of self-learning online and students' ability of

listening comprehension. The students' answers from the interviews were translated into English by the researchers themselves.

Students' diaries

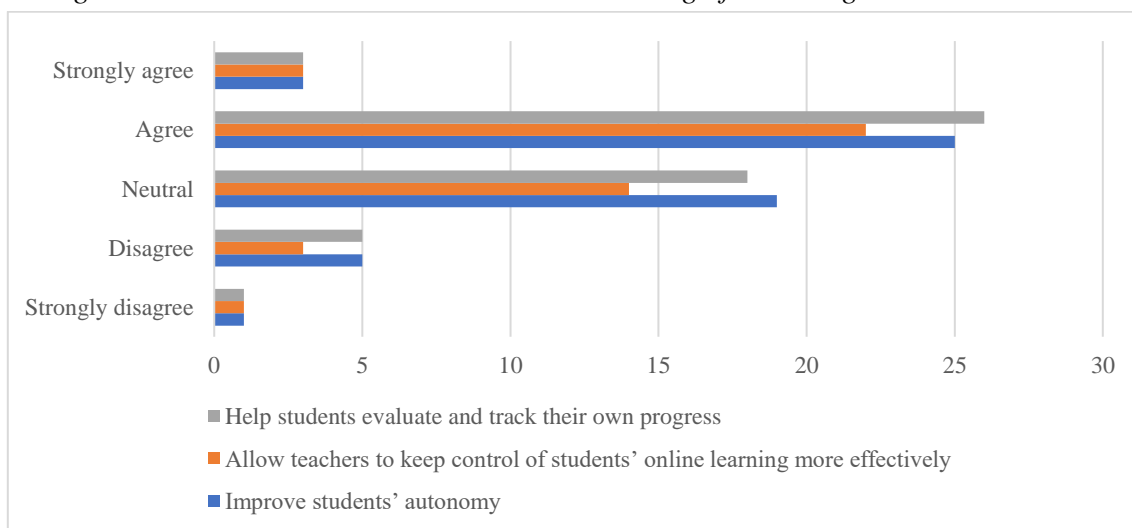
The students' diaries were used in this study to collect data about the participants' ability to self-evaluate their listening, which informed the researchers about their learning progress or any difficulties when they listen. The students' listening diaries were collected every two weeks after they finished their online listening lesson on the LMS.

Teacher's diaries

This method was employed to record the teachers-researchers' insights and reflections during the process listening diary was applied including the ability to keep track of students' online learning, the learners' listening ability, the learners' engagement and any recommendations to make this activity better in the future. Each

Figure 1

Listening Journals as a Tool to Control Online Learning of Listening



It is clear that students who agree and strongly agree with 47-55% outnumber those disagreeing to strongly disagreeing (8-11%) about the statements that listening diaries can help them know more about their learning process, assist them in self-study skills and allow teachers to control their

teacher's diary was written after the teacher collected students' listening entries. The data from this method were put into the same themes, and were also used to triangulate data from students' group interviews, questionnaires and students' diaries.

4. Results

The following section presents the key findings of the study.

4.1. Research Question 1: To What Extent can Listening Diary Promote HaUI Non-English Majors' Online Learning of Listening?

The data show that listening diary can be used as an effective tool to keep track of students' learning of listening in LMS. Figure 1 below illustrated students' opinions from the questionnaire regarding to their evaluation of this activity to self-study online.

online learning. This result is also in line with students' answers in group interviews. One student said in group interview 1: "the thing I like most in keeping listening diary is that it helps me to control my online listening better. Before this activity, I just listen to complete the tasks. I often listen

once only, even when I cannot answer the questions, provided that I cover the exercises. However, now in order to have something to write in the diary, I have to listen more carefully” (Interview 1, Student A). Another student in the same group agreed: “Listening diary is like something that pushes me to study harder. It seems to me that now I study for myself, not for

Table 1

Students' Online Reports in LMS

No.	Students	Latest content	No. items	Last visited on	Total time
1	A	Unit 2: Aging Writing – Task 1	64	14/03/22 15:13	2 hours 36 mins
2	B	Unit 2: Aging Speaking submission	68	11/03/22 16:18	2 hours 20 mins
3	C	Unit 2: Aging Vocabulary – Task 4	41	12/03/22 21:41	1 hour 52 mins
4	D	Unit 2: Aging Reading – Task 6	58	13/03/22 19:15	4 hours 33 mins
5	E	Unit 2: Aging Grammar – Task 1.2	45	14/03/22 14:49	4 hours 43 mins

Besides, in one students’ interview, a student said that thanks to diary, she could keep track of her learning progress more easily. She had a folder to keep diaries and she could realize that through time, there were fewer and fewer problems she could fill in the diaries because after receiving teacher’s feedback every two weeks she could improve herself much (Interview 4, Student A). Sharing the same point, one student commented: “The diaries helped me to self-evaluate my listening skill because I had to identify what I could learn from listening tasks, what problems I had, and how I could overcome those problems. I had to do it all by myself, which made me more active in learning” (Interview 3, Student C).

The result from teachers’ diaries also confirms the fact that listening diary is an effective tool to check the students’ online learning of listening. One teacher wrote through diaries that she could know for sure whether her students did the listening tasks seriously or not; because only when they did, they had something to write on the diaries.

completing a compulsory task” (Interview 1, Student D). This idea was also shared among students in other interviews. Most of them confirmed that they had to be more serious with their online study thanks to listening diary. This can be explained by the fact that with the current online report system, the quality of students’ work is hardly checked, especially in listening skill (Table 1).

There were some students who copied their friends’ diaries, however, because the teacher did read them regularly so she could easily detect and warn students about that (Teacher’s diary 1). The other teacher added that diary was an effective tool to help her track the progress of the students’ learning listening online. After diaries were collected every two weeks, she would give feedback on her students’ work as well as provide some advice on how they could solve their problems. She noticed that right in the following diary, her students could write down more about what they learnt and how they solve the problems rather than what problems they had (Teacher’s diary 2).

The data from students’ diaries also support this idea. In the diaries of Unit 1 topic Celebrations, one of the problems the students had was they could hardly recognize the keywords. After receiving the teacher’s advice on what to prepare before listening such as: making a structure of a talk relating to topic festivals and searching information related to that festival from the

internet, students were prepared with enough background information and they could find the listening easier. In the diaries of Unit 2 topic Celebrities, many students wrote what the teacher advised from Unit 1 in the solution part and they found it really helpful (Students' diaries). Thus, diary is a useful method to help the teachers keep track of what her students could learn and it also enables them to provide the students with prompt feedback or advice. This result is in the same line with the opinion of Spalding and Wilson (2002), Varner and Peck (2003), Chen (2016) that listening journal is a useful tool for teachers and students to better understand the listening process.

Another positive finding through the application of diary is that the students' learning of listening was enhanced thanks to their more serious attitude towards online learning on the LMS, wider and deeper exposure to English, better awareness of their problems and being more proactive in finding solutions. Firstly, regarding students' attitudes towards online learning of listening, as mentioned above, diary is an effective tool for both teachers and students to track their learning progress. Now they know that their work is checked frequently, so they have to be more serious with their learning. Secondly, by writing diaries, students are more exposed to English in

general and to listening skill in particular. Answering the interview about the way to write diaries, most students said that they listened to the audios for about two to three times to do listening tasks as normal but when they wrote diaries in the following days, they would listen again to remind them of some important points. They all agreed that in order to have something in the diaries, they had to listen more carefully than just doing the tasks on LMS. Besides, although it was not compulsory for the students to write diaries in English, all of them did. One student said "Writing down what I could learn makes me remember it much more. Sometimes, my English is not so good, I find it difficult to express myself but then I ask my friends or google translate the ideas. At least, I learn something in English" (Interview 3, Student D). It is obvious that the more they listen, write and even think in English, the better their language proficiency becomes. The result from the questionnaire in Table 1 also confirms this with the majority of students agreeing that listening journals could help them improve motivation towards listening (31/53 students), increase their listening skills (30/53 students), enhance their writing skills (30/53 students), gain new knowledge and learn new words (35/53 students).

Table 2

Benefits of Listening Journals

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

No	Benefits of listening journals	(1)	(2)	(3)	(4)	(5)
a.	Improve students' motivation towards listening	1	1	20	28	3
b.	Help students identify their learning problems/ difficulties and give solutions by themselves	1	2	14	31	5
c.	Increase students' listening skills	2	5	17	25	5
d.	Improve students' English writing	0	6	17	27	3
e.	Help students increase opportunities to interact with teachers and get feedback from teachers	2	3	17	27	4
f.	Enable students to gain new knowledge and learn new words	2	1	15	30	5

Last but not least, whether or not the students want to keep diaries, most of them shared the same opinion that this activity was beneficial to their listening skills by making them more aware of their listening problems and strategies and increasing chances to receive feedback from teachers with 36 and 31 students agreeing respectively (N=53). Also, as mentioned above, in response to the interview question about the thing they liked most in this activity, many confirmed that it was the ability to identify problems and know more about strategies in listening. Although they admitted that this was the most difficult part in writing diaries, it did urge them to be more proactive in finding their problems and ways to deal with their own difficulties. One student said: “in listening lessons, we are also provided with strategies or tips, however, it seems to me that they are just the theory, I don’t remember much about them. Then when it comes to the fact that I have to find ways to deal with my problems, I find it more useful, practical and I can remember them better” (Interview 2, Student E). Another student in the same group added: “even if sometimes I cannot find out the solutions, I listen to the teacher’s feedback to my classmates’ diaries, I can learn much from that because most of us come up with similar problems” (Interview 2, Student B). Thus, it is clear that thanks to students’ proactiveness in learning and the teacher’s feedback, students were more aware of their problems and strategies to be able to complete the listening tasks better.

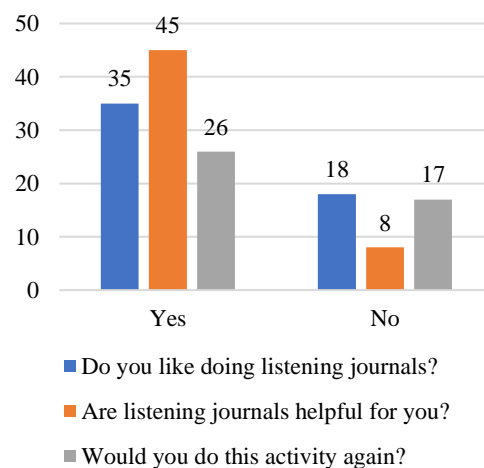
Despite students’ positive comments in the questionnaire and interview, the data from teachers’ diaries and diaries show that many students still struggled with identifying problems and figuring out solutions themselves. Some common problems were stated by students such as the speakers speak too fast, they cannot recognize the keywords, and there are words that they do not know... or common

solutions like listen many times, note down new words, learn more new words... (Students’ diaries). In the teachers’ diaries, both teachers shared that they were aware of the problems, however, they both kept the original way of conducting the activity because only when students did, could they remember. Besides, the teachers both agreed that teachers’ feedback really played an important role in supporting students with this matter. Many students answered that one of the things they liked most about this activity was receiving teachers’ feedback and they found it really helpful. These results related to benefits of listening diary support the findings from Chen (2016), Mukminatun et al. (2009), Williams and Wessel (2004), especially in terms of gaining new knowledge, improving listening skills, self-realizing their problems and solution as well as being proactive in their own learning process.

4.2. Research Question 2: What are the Learners’ Attitudes Towards Using Listening Diary in Online Learning?

Figure 3

Students’ Attitudes Towards Listening Journals



As can be seen from Figure 3, most students like doing listening journals and find it helpful. Although 18 students (N=53) answered that they did not like it, they still found this activity beneficial to their

learning (only 8 students said the activity was not helpful). Besides, as mentioned above, more than half of the students agree and strongly agree with the benefits of listening journals including increasing students' listening skills, students' motivation towards listening, providing students with opportunities to interact with teachers and get feedback from them, identifying their learning difficulties, enabling students to gain new knowledge and learn new words (Table 1). However, as seen in Figure 3, nearly half of the students (17/53) do not want to do this activity again. This might be because students feel overloaded when doing a lot of online learning tasks and listening journals. Another reason might be that students have not prioritized learning English as their major is Chinese, they are not willing to do extra work even when they know it is helpful. Besides, answering the interview, some students also said they felt bored with mistake repetition while they could not find other ways to deal with their problems. Therefore, they expected teachers to provide solutions for them or even recommend omitting the solution part in the diaries.

In addition, results from focus group interviews show what students liked most about listening journals. In specific, students shared that they would be able to monitor their listening ability progress, improve their listening skill, increase their vocabulary as well as motivation towards learning. Besides, listening diary also is a useful tool for themselves to recognize their strengths and weaknesses, then find out strategies to overcome them. More surprisingly, only a half of the student interviewees said that they anticipate that this activity will continue to be applied in next courses. These results completely match the survey ones.

In the teachers' diaries, both teachers shared that most of the students liked to do listening journals. Only a few students were not really enthusiastic about this activity

because there were too many listening tasks. Both teachers had the same opinion that listening journal benefits both students and teachers. For students, "Doing listening journals engages students themselves actively in learning, helps students evaluate and track their own progress, gain new knowledge and learn new words, thereby increasing their listening skills" (Teacher's diary 1). For teachers, they found that it was considered as a good channel for them to control their students' online learning more effectively, understand students' listening problems and abilities, then they could give solutions to support students overcome those weaknesses. However, both teachers also admitted that they felt pressured due to extra work.

It is understandable that the results of the survey questionnaire and students' interviews are highly consistent with those of teacher diaries in terms of students' interest towards listening journals and benefits of this activity. In order to reduce the workload for both teachers and students, it is recommended that teachers should enable students to do listening journals in groups or make oral reports in class (Interview 2, Student C; Interview 3, Student E).

5. Conclusion

The present study is an attempt to investigate whether second-year non-English-majored students' online learning of listening skills on the LMS can be enhanced via the application of listening diary and to examine the students' attitudes towards this activity. The findings showed that listening diary was advantageous to both teachers and students. Clearly, thanks to it, teachers could understand and manage students' online listening activities; students could identify their own problems and be active in seeking effective strategies for their listening. With regard to the listening problems reported by students, teachers can try to address them in

their feedback and monitor students' progress in these problematic areas. All in all, these findings demonstrate the usefulness of using listening diaries to unveil the process of students' self-study listening online and partly ensure the quality of online learning in LMS.

Though the researchers have made efforts towards conducting this study, due to the limitations of knowledge, research skills and time as well, errors and shortcomings are unavoidable. First and foremost, the action research was conducted within a short period of 10 weeks. In addition, the application of listening diary was implemented with only one cohort of students, instead of all HaUI non-English-majored students. Besides, keeping listening diaries in groups or making oral reports could be considered to make it more effective as well as reduce extra work for both teachers and students. Finally, a detailed guideline for listening diary implementation and success criteria of the action was not utilized. These limitations should be addressed in further studies.

The activity was carried out in a short period of time; however, it brought about advantages for the students in listening comprehension, tracking their online learning progress, receiving teachers' feedback and motivating their interest towards learning listening. Because of the above values, the researchers expect to be able to expand this activity widely so that all non-English-majored students at their educational institution can benefit from it. Throughout the process of conducting the study, the researchers have realised the important role of innovation and action research in improving their teaching, which encourages them to learn more and apply more teaching methods to benefit the students.

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i) Others: _____

8. What criteria did you use to choose the audios/videos to do the activity?

- Duration
- Title
- Availability of subtitles
- Views
- Channel or website
- Country
- Others: _____

9. What motivated you to do listening journal activity?

- It was the assessment tool of the course
- The possibility of keeping in touch with English outside the classroom
- The possibility of developing oral comprehension skills
- The possibility of developing listening comprehension skills
- Others: _____

10. What are the difficulties faced during the activity?

- To have time to do the activity
- To find an audio/video about the subject
- To understand the main idea of an audio/video
- To understand words that I was not familiar with
- To understand different accents
- To write the listening journal in English
- To share information during class
- I had no difficulties
- Others: _____

C. Teachers’ support

11. Before doing listening journals, did you get instructions from your teacher?

No.	Guidelines	Yes	No
a.	Purpose of listening journals		
b.	Requirements for format		
c.	Use of language		
d.	Minimum number of listening journals		
e.	Writing style		
f.	Sample		
g.	Deadline for submission		
h.	Teacher feedback form		
i.	Others: _____		

12. How often did your teacher check your listening journals?

- Usually Sometimes Rarely

13. Did you get teacher’s feedback on your listening journals?

- Usually Sometimes Rarely

Please provide your teacher’s feedback/ comments on your listening journals?

D. Students’ attitudes towards listening journals

14. Do you like doing listening journals?

Yes

No

Please give reasons why (not)?

15. In your opinion, are listening journals helpful for non-English-majored students?

Yes

No

Please give reasons why (not)?

16. Do you agree or disagree with the following benefits of listening journals?

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

No	Benefits of listening journals	(1)	(2)	(3)	(4)	(5)
a.	Improve students’ motivation towards listening					
b.	Help students identify their learning problems/ difficulties and give solutions by themselves					
c.	Improve students’ autonomy					
d.	Increase students’ listening skills					
e.	Improve students’ English writing					
f.	Help students evaluate and track their own progress					
g.	Help students increase opportunities to interact with teachers and get feedback from teachers					
h.	Enable students to gain new knowledge and learn new words					
i.	Enable students to formulate their future study plans					
j.	Allow teachers to keep control of students’ online learning more effectively.					
k.	Others:					

E. Recommendation

17. Do you have any suggestions to improve this activity?

a) Yes

b) No

18. Would you do this activity again?

a) Yes

b) No

Others:

19. If you answered "No" to the previous question, justify why you would not do the activity again.

(Adapted from Farrah, 2012)

Appendix B

Focus Group Interview Questions

1. How do you keep the listening diary?
2. What do you like most about this activity?
3. Tell one thing you do not like most about this activity
4. Do you come up with any difficulties while doing this activity? If yes, what are they?
5. What can you learn from this activity?
6. What can I do to make the activity easier for you?/ Do you have any suggestions to improve this activity?
7. Do you want to do more activities like this? Why?

(Adapted from Shak, 2006)

SỬ DỤNG HOẠT ĐỘNG VIẾT NHẬT KÝ NGHE ĐỂ THEO DÕI VIỆC HỌC TRỰC TUYẾN CỦA SINH VIÊN TRÊN HỆ THỐNG QUẢN LÝ HỌC TẬP

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Tóm tắt: Nghiên cứu nhằm đánh giá hiệu quả của việc áp dụng hoạt động viết nhật ký nghe đối với sự cải thiện học kỹ năng nghe của sinh viên không chuyên tiếng Anh năm thứ hai trên hệ thống quản lý học tập (LMS) và tìm hiểu thái độ của sinh viên đối với hoạt động này. Nghiên cứu sử dụng phương pháp nghiên cứu hành động cùng bảng câu hỏi khảo sát với 53 sinh viên, phỏng vấn nhóm với 30 sinh viên, phân tích 53 tập nhật ký nghe của sinh viên trong 10 tuần và nhật ký của giáo viên tại một trường đại học ở Việt Nam. Kết quả của nghiên cứu cho thấy rằng hoạt động ghi nhật ký nghe có thể được sử dụng như một công cụ sư phạm để giúp giáo viên hiểu và theo sát các hoạt động học kỹ năng nghe trực tuyến của sinh viên. Bên cạnh đó, dữ liệu cho thấy hoạt động viết nhật ký nghe giúp người học có thể thấy được vấn đề còn tồn tại, khuyến khích họ chủ động tìm ra các chiến lược phù hợp để cải thiện kỹ năng nghe đồng thời góp phần cải thiện hứng thú học kỹ năng nghe cho người học. Đề xuất hoạt động này sẽ được nhân rộng và áp dụng cho các sinh viên không chuyên tiếng Anh để nâng cao hiệu quả của việc học trực tuyến.

Từ khóa: nghiên cứu hành động, hoạt động viết nhật ký nghe, kỹ năng nghe, học trực tuyến, hệ thống LMS