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| RESEARCH ARTICLE

Self-Learning Techniques in Chinese Students in English as a Second Language

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| ABSTRACT
This research investigates the listening issues and techniques that Chinese students deal with in English as a Second Language (ESL) listening comprehension lessons. This study employs semi-structured interviews with three Chinese students who are learning ELC at a Malaysian university. The study found that Chinese ELC students used certain self-learning techniques and had issues that needed to be addressed before, during, and after listening. As a result, this study will provide teachers with crucial knowledge about how to support these students' ELC in a way that is effective, efficient, and enjoyable.

| KEYWORDS

Self-learning, ESL, listening issues, listening techniques

| ARTICLE INFORMATION

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1. Introduction

In China, English studies have always been crucial for intercultural communication. Additionally, English is the language of about 90% of scholarly publications that have been published (Crystal, 1997). Language has always been viewed in China as a test of English listening comprehension. Chinese University Students' Issues Chinese students are expected to start learning English as a Foreign Language (EFL) in secondary school. Learning English is a subject that is covered in Malaysian academics. Nevertheless, the issue has persisted over time because the main objective of English instruction in China has been to prepare students to pass a variety of tests, with a focus on entrance exams for high schools and colleges (Lee, 1991). Both junior high and senior high schools frequently employ traditional grammar-translation methods (Chen, 2003). Most students struggle to master real-life communicative English as a result of examination-guided EFL instruction that places a strong emphasis on lecturing from chosen textbook contents (Wang, 2008). The study's results should help the language centre at Malaysian University make and teach better English as a Second Language (ESL) listening comprehension lessons.

1.1 Background of the study

Although listening is a crucial part of language learning, Chinese students often struggle with it, particularly if English is their second language in Malaysia. On the one hand, Wang (2009), a young language scholar in China, calls ELC learning "stupid English" since it is centred on the examination-oriented method as a result of the Examination Education System (EES). The researcher discussed two scenarios in which a Chinese student at ELC may find themselves in the opening section of this introduction: English listening skills among students need to be improved. This is due to the fact that proficient vocabulary usage and correct grammatical knowledge are two things that many Chinese students lack. The narrow and restricted English-speaking environment has significantly reduced the capacity of Chinese students to speak English with confidence. That is to say, English-speaking gamers cannot experience an immersive environment. When Chinese students try to speak English, even in English sessions, they are afraid of being laughed at and put down by the teacher or other students.

However, ELC is crucial for learning English. It is well acknowledged that listening is a skill that has been neglected due to poor pedagogical development and maybe even poor teacher preparation (Mendelsohn, 1998; Takahashi, 1999). In Malaysian classrooms where Chinese pupils are learning English, writing, reading, and speaking are given far less emphasis (Mathai, 2005).

The most crucial communication skill that Chinese students need to master in order to succeed and graduate is most likely listening. This research investigates the listening issues and techniques that Chinese students deal with in this circumstance. The major objective is to increase their general listening abilities. The researcher felt it was important to assess Chinese students' ELC speaking and listening abilities since there are an increasing number of Chinese students attending higher education institutions in Malaysia. It is crucial to emphasise the self-learning approach as a core skill in language acquisition in order to accomplish this aim. Chinese students have long lacked adequate communication skills in English. This is crucial when children's ELC proficiency has not significantly improved. Thus, study is required to discover a better method of teaching English. Asking kids how they feel about their ELC abilities is one approach to accomplishing this. The following research questions served as the study's compass: What ELC problems do Chinese students in Malaysia encounter? Why have these ELC difficulties not yet been addressed in practise? What effects do these problems have on pupils' listening strategies and listening speed?

2. **Literature review**

According to Cheng (2012), the Test of English as a Foreign Language brought the English listening class to China in the 1970s (TOEFL). ELC has been on the list of courses for Guangdong Province's college admission exams since 1999. Students' abilities for independent study, notably speaking and listening, should be encouraged and strengthened, according to the College English Curriculum Requirements (for Trial Implementation), issued in January 2004. Chinese students' postgraduate entrance English listening comprehension issues now include ELC. With the introduction of a standardised test for English proficiency in Malaysia in 2006, the percentage of ELC courses included in the College English Test (CET) has increased to 35%. As a result, the ability of students to listen was gradually recognised in English teaching in Chinese higher education; however, exam-oriented education and ELC instruction remained in one set.

2.1 ELC Learning in Malaysia

Because English is becoming more and more important, many students choose educational settings where English is used as a first or second language. Malaysia has a multiethnic population and is multilingual. The Chinese make up 24.2% of the population, followed by Indians at 7.1% and Malays at 50.3%. English is often used as a second language despite Malay being the dominant tongue.

English education was strongly pushed by British colonial authorities for more than a century, and the English language predominated in the political, economic, and legal sectors. After 1957, Malaysians began using the Roman Script to write Bahasa Malayu, the nation's official language. There are various linguistic writing norms that are shared by English and Bahasa Malayu. The government, business administration, and educational systems all adopted general English as a result of the English environment and the British Commonwealth system. English is widely spoken in Malaysia and is generally a second language for natives in addition to their native tongue. Nevertheless, there are some obvious differences between Malaysian and British English.

Even though the previous section described what goes into the skill of hearing, the particular challenges that teaching listening brings are not immediately apparent. Despite the paucity of research on the subject, a number of reliable sources accurately describe the challenges of teaching listening. The unique characteristics of listening that set it distinct from other receptive abilities are highlighted by Lund (1991). In other words, listeners are required to take in the information in real time rather than having a text to read and analyse. Lund (1991) uses cognates as an example to demonstrate how this works. Because of the way they sound, analogies may help you grasp what you read but may not help you understand what you hear.

Along with stressing the emotional and cultural aspects of listening difficulties, Anderson and Lynch (2003) also discuss the necessary skills for listening that may pose difficulties for listeners who are weak in these domains. They describe three talents, the first of which is "the capacity to identify the subject of conversation from the native speaker's initial comments." Jing (2022) finds out that the teaching effect is affected greatly by the student's educational background and the choice of listening materials. In order to maximize the training effect, the writer first analyzes the factors which affect the English listening teaching effects and then puts forwards a teaching method based on the Cognitive Theory. Anderson and Lynch (2003) say that the second important skill a listener should have is the ability to guess what will happen next with the topic to which he will have to respond.

This emphasises the simultaneous nature of all of these skills and how they are related to one another, as well as how they might happen at any point when listening. The ability to recognise and explain when he has not understood enough of the information to make a prediction or reply is the third most significant skill. These obvious indicators are important because they typically prompt the native speaker to repeat or reformulate, giving the listener another chance to react properly.

According to studies, successful listening acquisition depends on the metacognitive skills of self-monitoring and self-evaluation, which is why they are an additional teaching emphasis in language classrooms. Brindley and Slatyer (2002) found further problems in similar research. Here are a few instances: speech rate, passage length, vocabulary, discourse, noise level, accent, register, propositional density, amount of repetition, and other factors. How much background information is given, how clear the instructions are, how the answers are formatted, whether a preview of the question is given, etc., as well as the listener's memory, interest, prior knowledge, motivation, etc.

Similarly to this, a listener must combine both systemic knowledge and schematic information in order to effectively combine both abilities for the ultimate goal of comprehension (Anderson & Lynch, 2003). Schematic knowledge encompasses both procedural and background information. This is combined by listeners with systemic language knowledge, which comprises semantic, syntactic, and phonological information; awareness of the situation's context, which is impacted by the setting and participants; knowledge of what has been said; and the capacity to forecast (Anderson & Lyuch, 2003). A second-language learner must cope with some of the practical obstacles before he can start listening correctly, according to a modern model of listening where the final goal is understanding rather than recollection.

2.2 Listening skills evaluation

Furthermore, Brindley and Slatyer (2002) note a few useful implications for the creation of reliable listening comprehension assessment tasks. They assert that it is challenging to achieve an accurate evaluation of listening skills due to issues about construct validity, pointing out that the test creator is required to describe the listening abilities that affect test performance and then devise a task to elicit them. The degree to which distinct talents may be recognised or matched to particular hearing objects, however, has come under scrutiny in a number of research studies because interactive processing during listening may include the contemporaneous practise of a number of abilities.

Another interesting conclusion of the research is that the impact of item feature combinations on difficulty may either be amplified or diminished. The creators of the aforementioned taxonomy of listening abilities, Brindley and Richards (1982), claimed that many listening activities place more emphasis on recovering information from long-term memory than on the processing tasks themselves.

For example, a comprehension exercise in which you listen to a passage and answer "true" or "false" questions about it often puts more emphasis on memory than on understanding. Richards (1982) asserts that we may change two aspects of listening instruction that both help students become more proficient in certain skill sets. We can change the input—the language that the learner hears—or the tasks that we give the student by manipulating elements like grammatical difficulty, topic, and delivery speed. The manipulation of either aims to impart certain micro-skills. Such comprehension is necessary when dealing with listening skills in order to avoid, for instance, judging memory or past knowledge. Experts in language can use insights like Richard's (1982) to come up with more specific lists of competencies, standards, and microskills to evaluate listening in a fair and efficient way that takes into account its fundamental processes.

2.3 Models of Listening

Even more recent sources raise the same point, despite the fact that Morley's distinction was stated in the early 1970s, showing little historical advancement on the topic. Even though listening is the communication action in which we spend the bulk of our time, teaching speaking historically takes up more time than teaching listening, claims Janusik (2002). The lack of a common understanding of what constitutes a listening model is one of the problems that educators must deal with. According to Mendelsohn (1998), many academics believe that the notion of listening is not universally accepted. Janusik (2002) defined listening as the act of hearing oral and nonverbal signals, deriving meaning from them, and reacting to them. Aside from the absence of a single definition, listening has been described using two models. The dual models run the risk of misinterpretation unless the listening viewpoint under research is explicitly indicated. One method focuses on the internal processes a listener goes through while listening. Janusik (2002) said that one of the problems with teaching listening is that there is no consistent idea or model. The first model is categorised as cognitive by Janusik (2002) because it only takes the listener into account, but the second model is categorised as behavioural since it also takes the listener into account. These examples were used by Janusik (2002) to emphasise the complexity of listening as a process, including both behavioural and cognitive processes, as well as the tendency of researchers to concentrate on various aspects of the process.

This difference has a tremendous influence on how the skill is approached and examined since the listener's capacity encompasses so much. At the very least, the models we have talked about here and other models might need to be combined to make a complete model of listening skills in ESL learning. Recent listening models tend to see the skill as more active than earlier models due to changes in educational philosophy and teaching methodologies. Andersen asserts, among others, Lynch (2003), the author

of a hearing textbook, claims that the tape-recorder viewpoint of listening is "an erroneous and poor description of the listening process."

The transitory character of listening input, which restricts quick verbatim reproduction but does not necessarily prevent internalisation, is overlooked from this "tape-recorder" viewpoint. To put it another way, much of the listening process happens on the inside, including quickly identifying key ideas and creating assumptions about unfamiliar vocabulary. The "tape-recorder" approach to hearing does not effectively measure several essential listening skills, such as determining the speaker's attitude. On the other hand, Anderson and Lynch (2003) promoted the listener as an active model builder who requires a consistent message and an interpretation, describing listening as an active skill. With the listener and environment both actively shaping the process, the goal of listening is to produce meaningful knowledge and memory. This is crucial because methods like rote memorising are inadequate to support the challenging process of listening to a second language if language acquisition has the underlying purpose of students functioning in the target culture. Listening, on the other hand, is so tied to the speaker's environment and accent, among other things, that it must be done carefully.

2.4 Listening process

According to Anderson and Lynch (2003), listening calls for a variety of reciprocal abilities; therefore, it's a good idea to look into some of the complex characteristics that are built into the active action that it implies. The talents can then be pinpointed, focused on, and improved, giving them the attention needed to be aware of, integrate, and apply them more effectively. In their article, Anderson and Lynch (2003) give a summary of the listening process and all of its various elements in the context of face-to-face communication. This "basic, step-by-step" list (Anderson & Lynch, 2003) calls for doing a number of cognitive tasks for each item. Distinguishing spoken messages from background noise is the first of these steps. Tasks like separating discourse markers from morphemes—linguistic units of meaning like a prefix or a root word—could fall under this category. To put it another way, when learning a second language, one initially hears a stream of continuous, unstructured sounds that, as the language becomes more comprehensible, transform into sentences and words. The continuous stream of speech is divided into components that can be recognised as known words in the second phase (Anderson & Lynch, 2003). To be able to talk about this knowledge, you need to know the basics of the language's vocabulary.

This typically involves unavoidable "skill-getting" tasks, such as learning lexical and grammatical material; for beginners, this may involve memorising vocabulary words or verb conjugation rules. Understanding both the speaker's intended meaning and the statement's syntax constitutes the third level (Anderson & Lynch, 2003). There is a lot of room for imagination regarding what happens during this process, how many stages there are, and the specifics of how they operate, given the two responsibilities in this third step. For instance, step three can happen when the listener mentally translates the utterance into the first language to ensure comprehension or when they connect the spoken utterances to words they already know in the target language. Due to the fact that tactics can be used both for and against the learner, this step of the listening process is challenging.

For instance, after hearing about an "activity" and having previously heard it employed as a verb, a learner might be able to infer that the noun "auction" refers to selling. Students may benefit from using a similar approach for words since they can piece together the actual meaning from numerous pieces. However, language learners can significantly suffer when utilising the same approach to comprehend false cognates, idiomatic expressions like "give me a break," and difficult terminology like "eyesore." According to Anderson and Lynch (2003), in order to provide a proper and appropriate response to what has been said, learners must use their language proficiency in the last phases. This level necessitates a variety of activities related to language learning, interpersonal skills, and a basic understanding of the conversational conventions of the target culture. According to Anderson and Lynch (2003), there is proof that these abilities are engaged simultaneously rather than sequentially. Due to this, listening becomes even more challenging.

As a result, although this process is described as having a number of steps, all of the tasks mentioned are likely to overlap and work together.

Although collecting and analysing information from auditory and visual cues was once thought of as a "passive" process, hearing is now thought of as an "active" one. Research has identified a number of actions that make up "listening." The listening process includes the following steps: deciding why you are listening; taking the raw speech and storing an image of it in short-term memory; trying to organise the information by identifying the type of speech event; occasionally anticipating information to be included in the message; recalling background information to interpret the message; giving the message a meaning; determining whether you understood the message; and storing the original message in long-term memory. The listener is hardly ever aware that these stages are being followed, despite the fact that we are unaware of how or in what order this occurs. It is a teacher's manual for the procedures that take place when a message is understood.

Anderson and Lynch's (2003) and Holly's (2008) points of view are generally similar, but neither takes into account the influence of other environmental factors, particularly situational context. According to Richard's taxonomy of listening micro-skills, the context of the hearing circumstance determines how these skills are used. The distinction between his "conversational" and "academic" listening micro-skills is broken down in length in Appendix E. While the author's focus on listening as context-dependent merits special attention since it gives students and instructors more specific and maybe more effective abilities when applied to the appropriate listening setting, each list contains similarly worded microskills. The research of the listening skill is further muddied and complicated by a number of additional factors, in addition to the skill's fusion of numerous separate abilities, inputs, and processes. Students may move through the stages of listening at different rates depending on a number of factors, such as their level of proficiency, how well they know and use their listening skills, their age, and whether or not they have learned to listen to a new language before.

The process of defining a listening objective may take more time and mental effort for students with lower proficiency levels, whereas it may go more swiftly for individuals with greater proficiency levels. As their understanding of a listening scenario develops, lower-proficiency youngsters might have to double back on a few skills in this way, appearing to move backwards and forwards through the continuum of the multiple listening skills. Younger students who have recently learned their first language through language learning techniques may use their listening skills more intuitively and naturally than older ESL students, demanding less effort to master those specific listening skills. Furthermore, bilingual kids may have developed better listening skills than monolingual kids because they have previously learned a second or third language.

The relevant target culture provides additional variables. In comparison to, say, a student with a well-memorized lexicon but less time spent in the target culture, a student with lower ability who has more experience in the target culture may require less attention to and review of prior information during the listening event. Because listening is ephemeral and language learners are different, hearing skills are likely to be highly specialised and complex.

Students' listening processes can, of course, be influenced by other factors, such as the teacher's proficiency in both the students' first and target language. To give just one example, a teacher might not have the terminology necessary to explain mental listening techniques to novice-level students who are also illiterate in English. Natural variations in each student's learning preferences and aptitudes can make it very difficult to listen to a second language, requiring more specialised and time-consuming instruction to improve listening abilities. For instance, a learner may rely more on visual or kinaesthetic inputs than an auditory learner, who may benefit more from listening simply because they process information differently. Some auditory learners—even those who might be more sensitive to learning about pitch and tone—might be more sensitive to learning about music. However, having a natural aptitude for an auditory skill, such as the ability to distinguish between speech and discourse cues, may be more beneficial for learning a language.

A rather thorough review of many of the most popular listening strategies is given by Bacon (1992). The survey for this study was inspired by her list, which categorises listening comprehension techniques into cognitive, pre-listening, during listening, and post-listening activities. It also includes outlines indicating which cognitive strategies are top-down and bottom-up. The research seems to allude to a number of other factors to take into account, in addition to the general effectiveness of using metacognitive strategies to enhance listening abilities. When examining strategies and the listening skill, these elements—such as Goh's (1998) emphasis on approach quality, Vandergrift's observation of the significance of the listening process, and Richard's focus on micro-skills—give good suggestions of what to expect and where to start.

3. Research Methodology

Compbell and Cleland (1999) claim that qualitative research is conducted with minority cultures, with small sample size, and that it focuses on the transitional stage between cause and effect. Several details must be grasped in this process.

For this study, the researcher found three Chinese students taking ELC at a Malaysian university. These three people range in experience with ELCs and English proficiency. According to Vandergrift (1999), ELC is a separate and important part of language learning. It is necessary for students to grasp a particular level of grammar and vocabulary. As a consequence, the researcher selected four-level Chinese students from Malaysian University's Language Center.

This research uses in-depth interviews to learn more about people's specific experiences and viewpoints. Three steps make up the data collection process. In the first stage, the researcher gathered data on wide exposure, such as readings and issues, from common study conversations. Due to the dispersed nature of the subjects, the researcher largely relied on interviewing strategies. The results showed that the children had ELC problems and came up with their own solutions. As a result, stage two of the research employed techniques like semi-structured interviews with research questions and observations. The second step involves going over the information from the participants' exposure to the previously mentioned ELC learning and research subjects. The third

level involved a much more in-depth and narrowly focused analysis. The acquired field notes and data must be forwarded for analysis, interpretation, and presentation as the last step. Later, the results of this analysis will be made public.

The research sample comprises three students from Malaysian universities, as was previously mentioned. These three pupils, all of whom are Chinese, were randomly selected from the level four class at the Language Centre. And the researcher is using the identifiers PTC1, PTC2, and PTC3 to replace the identities of the three people. PTC 1 and PTC 3 have just been in Malaysia for six months, yet they are already enrolled in English courses at a Malaysian university's school of languages. They are both 18 years old; PTC 2 is 19 years old, has spent eight months in Malaysia, and has passed English level 4. They are all Chinese high school grads. They must achieve at least 5.5 IELTS (International English Language Testing System) points or a grade of B in an English level 4 class at Malaysian University's language centre to meet the institution's degree entrance requirements. As a result, these three individuals place a high priority on studying English, especially in ELC. According to Silverman (1993), interviews are useful in qualitative research for gathering information, evaluating theories about facts, identifying attitudes and intentions, commenting on the standard of action, present or previous behaviour, and eliciting explanations and explanations.

Due to the subjects' propensity to say what they think the researcher wants to hear during interviews, the effect may have an impact on the research findings. In addition, the interviewer only used Chinese to start conversations. The data from the interview will be translated into English by the researcher. The researcher thinks that using Chinese will encourage participants to provide more detailed information and could really affect the research's conclusion. This study used semi-structured interviews as a method of acquiring information. Open-ended questions are used in semi-structured interviews, and the conversation is guided throughout by the researcher's primary research topics.

The setting for the interview can be formal or casual, and it may be scheduled or impromptu. The researcher needs to find the participants and schedule interviews with them in order to perform the study and gather data. The initial planning is essential in order to build a positive working relationship between the researcher, the participants, and the setting. Additionally, it would outline a fitting position for the researcher and the subject and serve as an introduction and background for the research (which will be discussed in Chapter One). In two weeks, the first planning was finished. The second stage, or data gathering, takes place over the course of one month. The process of gathering data is currently being analysed. The interview is the main way to get data.

4. Results and Discussion

The purpose of the research questions, like with any qualitative study, is to direct the researcher's first steps and further development of the study. These initial research questions are replaced when the researcher gains more knowledge about the issue with newer, more important, relevant, and pertinent ones. The first research question will be used to spur the flow of more pertinent queries, but only for the sake of report coherence and consistency. As part of the original study questions, these questions are addressed. The answers to these queries determine the direction of the research.

The first study question, "What kinds of learning challenges do they face in the ELC? served as the inspiration for this section. What are the ELC strategies used by Chinese students at Malaysian universities as part of Study 2? This study's main objective is to increase listening comprehension, which is why these inquiries have been made. In order to help the learners, data analysis will help identify the main reason why they are having trouble listening.

The researcher will identify the listening problems based on the data supplied by the interviews. Then, it will be divided into three sections: before listening, during listening, and after hearing. The pre-listening comprehension test will mark the beginning of the data collection process. The prelisting phase was designed to gather background data on the listening challenges that students were having. A series of pre-listening questions will be employed to extract information about the participants' experiences. According to the participants' comments, terminology is the main problem. Chinese students' English is still insufficient for listening comprehension even though they started learning it in elementary school. The finding was that even students who had studied English for more than nine years, from elementary school through high school, were reluctant to use it in everyday situations. Although they read it and understand it, they respond far more slowly to hearing comprehension questions than they do to reading comprehension questions. The participants' unfamiliarity with new English words, particularly those used in the sectors of politics, science, and emerging technology, is another factor. The second section, which is scheduled to take place during ELC, will cover the pronunciation topic.

The students' insufficient background knowledge is another component of the issue. Significant social and cultural divides between the East and the West are highlighted by the divergent social, cultural, and historical origins, particularly in nations where English is the national language. As a result, there are differences in language preference, way of life, way of thinking, etc. Three individuals had the same response as the first participant in relation to this issue. Chinese researchers and educators advocated revising English listening instruction in 2008 because ELCs lacked background knowledge. The study found that Chinese students frequently

struggle with a lack of background knowledge. In the English programme at a Malaysian university, there were a number of Chinese students who were having trouble understanding the material.

All participants in the ELC process experienced the same pre-listening problems, which included a lack of fundamental prior knowledge and vocabulary. This result is in line with Wu's (2007) observation that students in China's educational system only received vocabulary and historical background information from textbooks, and their English language proficiency was only moderately developed. As a result, learners who lack prior knowledge of the subject matter find it difficult to comprehend the content of the listening materials. According to the findings of this study, Chinese students who are learning English as a second language must get a basic understanding of the course materials and expand their English vocabulary. Additionally, this study uncovered two pre-listening techniques that respondents thought were beneficial. These two strategies, which are narrative and visual, serve as "warming up" exercises. According to Zhang (2000), these "warming up" materials should be enjoyable and capable of piqueing students' interests and retaining the lesson; it also boosts students' morale to effectively study the content. The results of the interview indicate that using narrative and graphic elements as the lesson's introduction is the best strategy to motivate kids to learn.

According to Michael Berman (2003), the strategy of incorporating active participation from learners looking for questions and answers into the learning process when employing photographs, maps, and charts. When students ask questions to learn more from the teaching materials, pictures could be used to help them better understand what they are reading.

In order to support their learning in ELC, Chinese students should broaden and enhance their understanding of English vocabulary by getting useful and pertinent listening materials from the website and practising frequently. Chinese students should practise speaking English fluently with students from other countries while also honing their listening skills. Chinese students are urged to discuss their difficulties with listening with their teachers in order to learn more, as well as to ask their fellow local students for help. The student's basic language abilities must be acknowledged by the teachers. Teachers should encourage pupils to regularly improve their English language skills if they want to boost their ELC competency. Students should be made aware that this is a lengthy effort with very likely excellent outcomes. Students' interest in the cultures of other parts of the world, especially the culture of the target language, must be fostered by teachers (English). To do well in ELC, students must understand how the English language is used and how it fits into American culture.

5. Conclusion

ELC issues and approaches may be used by Malaysian universities that provide English as a second language in light of the aforementioned data and discussions. Additionally, along with the topic of students' self-learning, additional research is needed on a number of other topics, including new difficulties and strategies. In addition to being taught in ELC schools, English is also used as a media skill for intercultural communication and other language disciplines. This study highlighted seven ELC obstacles and five ELC learning styles that students encounter when learning independently. More research is needed in order to effectively find ELC techniques that will lengthen the research duration and broaden the study's focus. In conclusion, this study found that Chinese ELC students used certain self-learning techniques and had issues that needed to be addressed before, during, and after listening. As a result, this study will provide teachers with crucial knowledge about how to support these students' ELC in a way that is effective, efficient, and enjoyable.

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