



## **The Development of Thai Listening Comprehension of Chinese Students Using Feedback and Peer-Assisted Learning**

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This research seeks to develop an improved teaching method in the Thai-listening comprehension through feedback and peer-assisted learning. The researchers studied the developing result of Chinese students who had different roles and levels of self-regulation in the learning. Single subject research has been adopted in this research with 31 undergraduate Chinese students participating in the study. These students were 2nd year students majoring in the Thai language. They had all registered in the Listening course at - Level 2. The researchers measured the student's abilities and self-regulation to make precise conclusion in their listening comprehension over 9 practices. To data were analyzed using content analysis and repeated measurement with independent variables. The research result revealed that using feedback providing method for homework No. 1 - 9 given to individual and using learning method as peer-assisted in doing homework for No. 4-5. After that, let each student did his/ her homework by himself/ herself or No. 6-7 and back to learning method using peer-assisted again on doing homework for No. 8-9. The developing result of listening comprehension shown that in general, the students have improved in listening comprehension skill. The "High and Medium" student group develops better listening comprehension skill than "Develop and Low" student group. The students with different self-regulation had the diversified scores for 9 homework not statistically significant.

Keywords: listening comprehension, Thai language, feedback learning, peer-assisted learning, Chinese student, Self-regulation

### **INTRODUCTION**

Listening has been defined by many researchers. As defined by Hamouda (2013), listening is the ability to recognize and understand what others are telling. It is thus a vital because it is the most widely used language skill in normal daily life. By

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proportion, listening takes up 40-50% in the process of communication, while speaking, attributes to 25-30%. Reading, on the other hand accounts for 11-16%; and writing has about 9% (Gilakjani & Ahmadi, 2011). Listening is not a passive process but rather a complex cognitive process whereby the listener constructs the meaning of what is in the mind of the speaker and the reflection of the speaker's beliefs, attitudes and emotions (Inamova, 2019; Rost, 2011). Understanding the importance of listening, developing listening strategy will help to narrow knowledge gaps particularly for foreign language learners who do not have strong listening comprehensive skill. Listeners need to acquire and apply strategies which they are familiar with based on the knowledge from their first language. Subsequently, they will transfer and adapt successfully to the second or foreign language, (Field, 2002). One of the essential parts in learning a language is listening to comprehension. If students are unable to interpret what they have listened, it will create much misunderstanding and confusion in their learning (Osada, 2004). However, teaching listening has not gained attention as it should while most of the listening classes spend time conducting listening tests rather than teaching (Oxford, 2011). Therefore, the improving the way listening comprehension is taught becomes important.

Listening comprehension is a higher order skill that requires multiple language (including vocabulary) and cognitive skill to enable listening for general understanding, predictive listening, evaluative listening, intensive and extensive listening, etc. (Kim & Phillips, 2014 Georgiou & Pavlou, 2003; Kirkland & Saunders, 1991). Significantly, a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning (Gilakjani, 2016). Noticeably, listeners must reorganize the ideas that are formed while listening. This process plays a dual function, as "a means" and "an aim" of instruction (Kirkland & Saunders, 1991; Polvanova, 2019). Listening comprehension is also the most important point that the speaker wishes to express. It plays an important role in Thai communication development for the Chinese students, who learn Thai as the second or a foreign language. Students will be able to generate the central idea of an informative paragraph. The ability to restate information in one's own words is crucial because summarization skill means that the student has internalized knowledge and made it his or her own. As Listening comprehension is highly complex skills, the students should be advised in the right methodology and informed when he or she improper practices.

Feedback is a method that improves learner's listening comprehension because giving feedback could enable the learners by self-learning, (Nicol 2010; Price et al. 2010) by correcting the mistakes, and building the right strategic by themselves (Fazio, Huelser, Johnson, & Marsh 2010; Kornell & Rhodes, 2013; Wang, Gong, Xu & Hu, 2019). Good feedback should have an understandable content, providing result and answer that aligns with the target and method leading to that solution (Gardner & Wood 2009; Thurlings, Vermeulen, Bastiaens & Stijnen, 2013; Wang, Gong, Xu & Hu, 2019). The feedback providing method should interact between teacher and learner by giving feedback instantly when the learner makes a mistake because it will enable the learner to distinguish between right and wrong and learn the right structures immediately (Wang, 2016). Furthermore, giving feedback should not be too strict, nor official, and nor using

the language which could lead to self-positive image. This will increase the learning result (Van der Kleij et al. 2012; Wang, 2016). However, providing feedback from one teacher to several learners may not be effective to develop listening comprehension for all students.

Peer-assisted learning is another strategy that helps learner improving listening comprehension skill for both advanced and non-advanced students because a partnership learning helps practicing, re-teaching and creates clarity in the contents by pairing 1 - 1 among friends who are in the same status, not a professional teacher (Chan, et al., 2016 ; Bettens, et al., 2018). Teachers still has a role to educate, make instructional media, follow and provide feedback to respond individual's need (Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; McMaster & Fuchs, 2016). This learning method helps boosting memory, understanding contents, and increasing learning skill. In the society, it will increase engagement, reduce stress, build happiness in learning, and be confident for the learner in academy (Hodgson, Benson & Brack, 2014; Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; Crowe, et al., 2017; West, Jenkins & Hill, 2017).

Listening is a key skill that helps reflect the correct understanding of listening to foreign languages. This research is aimed to develop the listening comprehension skills of the 2nd year Chinese students, Major in Thai language, Academic Listening level 2, in amount 31 which is a small group of students with different ability levels. The research team conducted learning methodology i.e., providing feedback and peer-assisted learning to practice listening comprehension skill for the students. How should the training of those skills for Chinese students be? And how should the learning by providing feedback and peer-assisted learning help developing this skill for students? The result of this research will lead to the method of teaching in listening comprehension by providing feedback, conducting peer-assisted and understanding the learning outcomes that occur to students throughout the 1<sup>st</sup> semester course. This finding is useful for teachers in academy foreign languages listening comprehension and will be a guideline in administrative planning for the foreign language program curriculum development in the future.

### **Research objectives**

1. To develop methods for teaching in Thai listening comprehension by providing feedback and peer-assisted learning for Chinese students who studying in Thai language.
2. To study the developing result of listening comprehension skill for Chinese students who have different roles and different levels of self-regulation in Thai listening classes.

### **Literature Review**

#### **Teaching listening comprehension**

Many students feel unease when they must practice listening comprehension because they have to focus on listening, comprehend and remembering what they have heard at the same time (Graham, 2006). This sense of anxious aggravates when listening to a

foreign language. Very often a listener is advised to memorize the information based on their learning experiences as well as their linguistic knowledge (Schwartz and Beichner, 1998). Generally, listening comprehension allows listeners to give responses to the speakers during the learning process (Hasan & Hoon, 2013). As such, listeners need to understand what they are listening to be able to respond to the speaker accordingly. Importantly, the understanding facilitates effective communication among them. Listening comprehension requires summarizing, which is a strategy that students reprocess information and reproduce it in their own words (Jones, 2007). A summary is always shorter than the original material and is based on the main ideas (LeBauer, 2000). To summarize the complete textual, the students must practice notetaking as well. Note-taking is defined as writing down the essential words and notions in abbreviated verbal, graphic or numerical form with the aim of facilitating the performance of a language task (O'Malley & Chamot, 1995). Therefore, it can be claimed that listening comprehension is a useful method in teaching listening to the language learners.

There are two categories of listening comprehension strategies. Firstly, cognitive strategies which can be presented in bottom-up or top-down processes (Carter & Nunan, 2001). Bottom-up process uses the smallest unit of a text to find the meaning of the whole text. Meanwhile, top-down process starts by knowing the background knowledge to interpret the messages, using inferencing, or predicting the information from the listeners' background knowledge and expectations. Secondly, meta-cognitive strategies are indirect strategies used during listening process for example: planning, monitoring, and evaluating. Learning is the top-down strategy. (O' Malley & Chamot, 1995).

#### *Providing Feedback*

Providing feedback helps to reduce the gap in achieving target performance by providing information related to that person's ability or his/ her understanding (Tan, Whipp, Gagné, & Van Quaquebeke, 2019). Feedback can be provided for both writing and speaking. Silence is also feedback that shows confirmation of correct answers (Wang, 2016). Feedback is useful for both teachers and students. It corrects communication errors between teachers and students (Wang, 2016). Feedback builds capacity for learners by training them to learn by themselves (Nicol 2010; Price et al. 2010). Most feedback is effective for learning. With very effective information, it enables the students to correct errors and create the right strategy to do it correctly by themselves (Fazio, Huelser, Johnson, & Marsh, 2010; Kornell & Rhodes, 2013; Wang, Gong, Xu & Hu, 2019). Feedback influences the intelligence and emotional reactions which the students make to correct mistakes. This will lead to improvement in learning achievement (Wang, Gong, Xu & Hu, 2019).

Feedback can be divided into 3 categories as follows:

1. *The feedback content.* The feedback content has the greatest influence in learning (Shute, 2008). In feedback with uncomplicated content or providing the correct answers, students will respond correctly (Wang, Gong, Xu & Hu, 2019). Feedback with too much content and repetitive can be detrimental to learners' perception and learning process (Vander Kleij et al., 2015). There are 2 forms of correct feedback: 1) giving answers

and 2) providing guidelines that lead to answers. The instructor will support and lead the learners to get the right answers (Thurlings, Vermeulen, Bastiaens & Stijnen, 2013). In addition, the research by Gardner & Wood (2009) found that providing feedback with the correct answer can improve the learner's ability more than feedback that just only informs an error or gives the result.

2. *The feedback providing time.* Feedback can be given immediately or later (Thurlings, Vermeulen, Bastiaens & Stijnen, 2013). Besides, the research studying feedback for learning a second language reveals that when students have errors, they should be given feedback immediately because it will help learner learning the wrong word and its structure (Wang, 2016).

3. *Feedback providing method.* Unofficial feedback with fair language, specific information and relevant to the goal increases the positive outcomes of students (Van der Kleij et al. 2012).

The feedback method should be in form of 2-way communication because students may learn from wrong concepts (misconceptions) in one-way messages. The 2-way interaction feedback can affect the learning process at various levels. Interaction feedback in the 2 ways consists of asking questions, giving an opportunity to ask questions, and listening intently. Besides, it includes emotions, relationships and social perspectives between teachers and learners. This feedback encourages to achieve the higher-order learning outcomes. (Higher-order learning outcomes) (Tan, Whipp, Gagné, & Van Quaquebeke, 2019). In the second language teaching research with feedback and interactive teaching, this feedback will encourage students and teachers to interact with each other. To support participation in learning, the students can observe the language patterns by creating questions about the second language patterns (Mackey, 2006; Wang, 2016).

**Hypothesis 1.** Feedback providing with interaction type. The content matches the desired result providing both the correct answer and how to get the correct answer. This has a positive effect on the development of listening comprehension skill of students.

#### **Factors affect providing feedback and learning outcomes**

Good feedback encourages further systematical exploration for the learner which is positive learning reflected and increase ability of self-regulation by learner. This will moderate the feedback result to the learning result (Fonseca et al. 2011; Gardner & Wood, 2009). In contrast, the feedback using too many symbols, limited appreciation or hard to understand for the students has a negative effect on learners' ability (Tan, Whipp, Gagné, & Van Quaquebeke, 2019).

**Hypothesis 2:** Self-regulation is a variable factor that makes the feedback result differently on the development of students' listening comprehension skill.

#### **Peer-assisted learning**

Peer-assisted learning is a teaching strategy that increases knowledge, academic achievement and/or skills development by learning from help and support between

people of the same status or being friends in the same society which is not a professional teacher (Bettens, et al., 2018; Chan, et al., 2016). This strategy is believed that individuals will learn through society rather than learning alone because people use academic environments to support their self-learning outcomes (Crowe, et al., 2017).

The teacher will arrange to pair the advanced learner (tutor) for the non-advanced learner (tutee). In some classrooms, roles are rotated between the tutor and the tutee using the ability of making good scores as a criterion. This type of learning occurs in form of the practicing of teaching, repeating, and creating clarity in the content which will be useful for both tutor and tutee (Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; Chan, et al., 2016). Since the students work in pairs, the teachers can create teaching materials and give feedback according to the needs of students, in pairs and in individual. The teachers must always follow and encourage the positive effort to the students to ensure that the learning of both the tutor and the tutee is as planned. (Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; McMaster & Fuchs, 2016).

Peer-assisted learning can create memory and correct misunderstanding of the content, increase learning and transferring skills through interaction and assistance between the tutor and the tutee. This type of learning continues to build engagement, reduce stress and create happiness in school including creating confidence for the tutors as well (Hodgson, Benson & Brack, 2014; Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; Crowe, et al., 2017; West, Jenkins & Hill, 2017). The results of research studying learning method by friend-help-friend found that the tutees have boosted effectiveness in learning outcomes and tutors have possessed more motivation and confidence (Bettens, et al., 2018). In particular, Silmawati, Muslem, & Samad (2018) research has found that the groups of learners using peer-assisted learning with Podcast will be more success in listening comprehension than those using only Podcast. Moreover, the peer-assisted learning will increase listening fluency for a small group of non-advanced students. This learning process also focuses on working in groups of friends or working in pairs which opens up opportunities for positive social interaction.

**Hypothesis 3:** Peer-assisted Learning has a positive effect on the development of listening comprehension skill of non-advanced students.

## **METHOD**

Carr et al (2016) recommends a mixed-method study for peer-assisted learning. This research combines qualitative and quantitative, using qualitative data to support experimental research. This research used the experiment type “Single Subject Design, ABAB” which divided the experiment into 4 periods as follows: 1) Teach by only providing feedback, 2) Teach by providing feedback and using peer-assisted, 3) Teach by only providing feedback, 4) Teach by providing feedback and peer-assisted. The experiment was carried out with a single sample group. The details in each topic are as follows:

### **Population and Sampling**

The population was the 2<sup>nd</sup> year of 123 Chinese students, Majoring in Thai Language, Baise University. The samples comprised the 31 students who enrolled in the Listening Class, 2nd level and the researcher who taught the students. The enrollment of the students could not be selected by the teacher. Therefore, it was considered as automatically random. The sample group consisted of 5 males and 26 females.

### **Measurement**

The comprehensive listening skill was measured by the scores of 9 homework. The 5-point score is for each homework. The homework consisted of 1) the drawing according to the instruction, 2) Listening and Summarizing from Conversations, and 3) Listening and Summarizing from Short Stories. The scoring criteria are classified as 2 following categories: 1) Completeness with answering keywords, and 2) Concise of the summarized content.

Self-regulation means doing something by oneself without interference or obeying the others' instructions. The researcher conducted the questionnaire of self-regulated learning by Barnard, Lan, To, Paton & Lai (2009) to measure students' self-regulation. There are 24 items with a 5-point Likert response format scale, ranging from strongly agree (5) to strongly disagree (1). It consists of 6 sub-scale including: Goal setting, Environment structuring, Task strategies, Time management, Help seeking, and self-evaluation. This research yielded the Cronbach alpha of 0.890.

### **Data Analysis**

Content analysis is used to answer the research objective No. 1, to explain teaching methods and summarize feedback from both teachers and learners about teaching results of listening comprehension skill.

The analysis of repeated measurement with IV is used to answer the research objectives No. 2, to confirm the results of listening developing skill on listening comprehension of Chinese students whether it differs, according to their roles and self-regulation, or not.

### **FINDINGS**

The research results are categorized into 2 topics to answer the research objectives as follows:

#### **The results of the teaching development in Thai listening comprehension by providing feedback and peer-assisted learning.**

The teaching in Thai listening comprehension determines the learning outcomes that while listening, the learners can understand and thoroughly capture the important key points with concise content. The teaching methods, based on providing feedback and use peer-assisted learning, will enable all groups of students to develop their skills to their full potential. The teaching methods are classified in Table 1.

Table 1  
Teaching methods in Thai listening comprehension using providing feedback and peer-assisted learning method

Week	Objective	Content	Activities	Evaluation
1	Listening comprehensively and be able to follow directions	- Vocabulary figure, location and surrounding environment	- Explain vocabulary using pictures and gestures - Draw the picture according to the instruction	Observing and scoring individual homework
2-3	Summarize textual from cartoons video clips	- Items in the market - Health care - Tourism - Thai manners	- Explain vocabulary using pictures - Open video clips step by step - Demonstrate each sentence summary - Practice summarizing textual	Observing and checking individual homework scores
4-5	Summarize textual from the dialogue.	- Greetings and ask someone's health with deep concern - Introduction - Compliments and thanks - Apologies and condolences - Travel	- Explain vocabulary with Chinese vocabulary as part of them - Display the audio clip of Q&A - Demonstrate textual summary for each sentence - Practice summarizing textual - Pair with friend, conduct peer-assisted by considering homework scores No. 2 and 3	Observing and checking homework scores, both individually and in pair (peer-assisted)
6	Summarize audio clips from short stories which are consistent with Chinese culture.	- Part of the content in Chinese novels "Zhou Ji beauty comparison"	- Explain vocabulary with Chinese vocabulary - Open audio clips for students to summarize each sentence at a time.	Observing and scoring individual homework
8-10	Summarize audio clips from short stories that related to Thai culture.	- The short story, "Wonderland", The father has 3 children travel and return to tell a lie about the land that has been found.	- Explain vocabulary with Chinese vocabulary components - Open an audio clip for students to summarize the message one by one at a time. - Pair with a friend, conduct peer-assisted based on mid-test scores	Observing and scoring homework, both individual and in pair as peer-assisted

Note: Pre, mid, and post-test examinations in weeks 1, 7 and 12, respectively

Feedback from the teacher: Students have improved their summarizing skills with a smaller number of feedbacks and less topic problems. Providing feedback to the individual helps students develop and reduce the gap in achieving the goals set by the teacher. Providing relevant information about the learner's understanding in summarizing is shown in Table 2.

Table 2  
Development of feedback from teachers

	Week 2-3	Week 4-5	Week 6	Week 7	Week 8-9
Feedback	- Incomplete contents - Too many details, like transcribing the tape - Some issues are misunderstood - Question sentences cannot be summarized into sentences.	- Too much detail, write every issue	- Too long, not concise - Some people are lack of a few contents to complete.	- Some people are lack of a few contents to complete	- Too long, not concise - Some people misunderstand some points

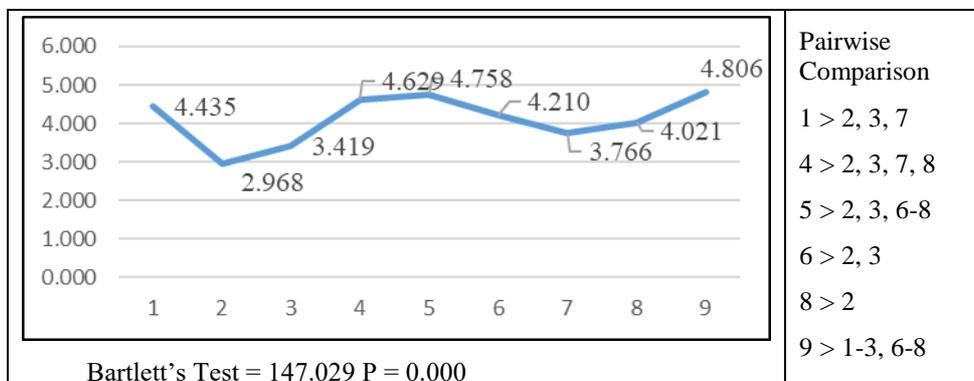
Feedback from 6 students (2 talented, 2 weak and 2 fast developers): Students recognize that listening comprehension is an important skill. Also, there is a progress in developing such a skill. Summarizing the message from the cartoon video clip is easily doable because there is animation but summarizing the textual from the short story is too hard. There are new words which are barely seen. The story is in the context of Thai society. In addition, the listened clip is too long and difficult to understand. It's proposed that the content about student life is easy to understand. The teaching methods are in good sequences. However, students cannot remember the vocabulary before beginning to summarize the textual.

Students have different methods to summarize. A talented child listens many times, opens the dictionary, writes all down and summarize the message. Likewise, another talented child does not write all down but writes down only important sentences after listening. Also, if there are new words, then go to search in the dictionary. On the other hand, the other 4 children write every word first, just like the first talented child. While taking examination, the smart children and those who develop quickly will listen and capture only the important sentences by just knowing who, does what and what is the effect. The non-advanced child will write only the words that has been heard or understood and then re-compose later.

### **The result of developing listening comprehension skills of Chinese students with different roles and self-regulation**

#### *Developing listening comprehension skills of Chinese students*

All groups were assigned with 9 set of homework. Students would receive 5 full scores for each homework. The analysis indicated that at least 1 time is significantly different by statistic from other times (Wilks' Lambda = 0.099, P = 0.000). Students start their textual summary in the 2<sup>nd</sup> homework which has lower scores than others. Students get more homework scores up to the 5<sup>th</sup> homework, and then the teachers change the problem from listening to the simple dialogues to listening to the short stories. Students' homework scores decrease again in No. 6-7 and increase again in No. 8-9 (picture 1).



Picture 1

Average homework score No.1-9 and testing for significant differences

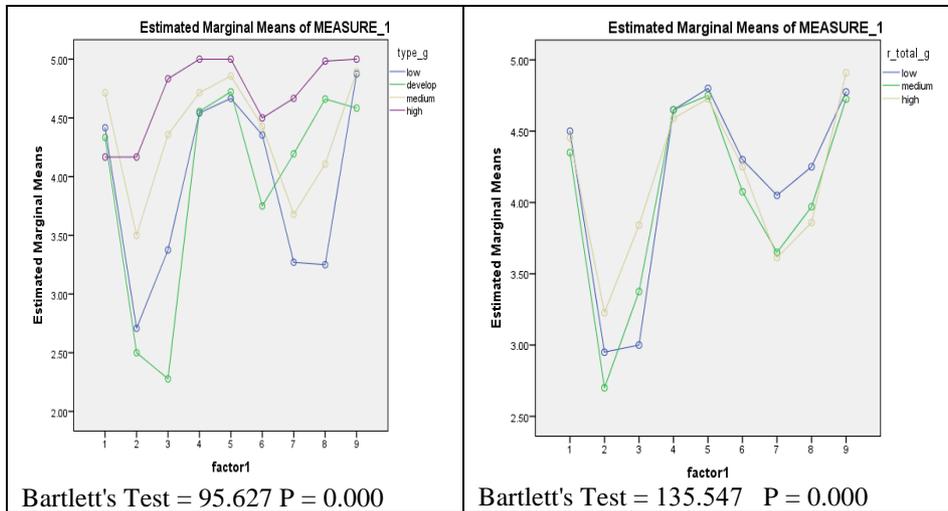
*Developing listening skill of listening comprehension of Chinese students*

Comparing among students' roles, students are classified into 4 roles (typing) as follows: 1) Low is the one who needs help from friends, 2) Develop is the one who can develop both by himself/ herself and from friends, 3) Medium is the person who always has medium scores, and 4) High is the person who has high scores and helps friends. Each group has 12, 9, 7 and 3 people, respectively.

Homework scores of all 4 groups, at least 1 group, were significantly different ( $F = 11.350$ ,  $P = 0.000$ ,  $\text{Eta} = 0.558$ ). The student group could explain the variance of the scores by 55.8%. The High and Medium groups had the average homework score higher than the Develop and Low groups significantly (Pairwise  $P = 0.000$ ,  $0.001$ ,  $0.008$ ,  $0.017$ ).

When considering each homework score, the high group was able to summarize the textual at the first time; therefore, the scores in the second time is the same but the other 3 groups have lower scores. At homework No. 4-5, they use peer-assisted learning, the scores of all 4 groups continued to increase until their scores are closed.

At the 5th homework, the content was changed to be more difficult to listen. Therefore, it caused the scores at No 6-7 to decrease. Especially, the Low group has scores significantly decreased until No. 8-9 which they used peer-assisted learning again. Then, this resulted in increasing scores of all 4 groups (picture 1 on the left).



Picture 2

Homework scores 1-9, classified into classroom roles (left) and self-regulation (right)

*Developing listening skill of listening comprehension of Chinese students*

Comparing among self-regulation, students are classified by self-regulation level (r\_total\_g) into 3 groups, ranked in order from low to high, with 5-point score system as follows: 1) Low is the person who has score not more than 3.75, 2) Medium is the person who has a score between 3.76 to 4.00, and 3) High is the person who has a score from 4.01 and up. Each group has 10, 10 and 11 people, respectively.

The homework had 5-score system, in total of 9 homework. At least 1 homework was different from others statistically significant (Wilks' Lambda = .097, P = 0.000). However, the homework scores of all 3 student groups were not significantly different (F = 0.429 P = 0.655). When considering each homework score of each student group, it was found that homework scores of all 3 student groups increased and decreased in the same characteristic. The former student groups with high self-regulation tended to have homework scores higher than the other 2 groups. The latter student groups with low self-regulation group tended to have homework scores higher than the other 2 groups (picture 1 on the right).

**DISCUSSION**

The researcher discussed the findings from the research in response to 3-set hypotheses and provided suggestion for the development of listening skills for students and for the next research as follows:

1. Students have developed listening to comprehension increasingly because of providing feedback right after textual summarizing homework since the 2nd time. Moreover, when changing to more difficult problems in the 6th time, even if students had the lower scores but in future Students could increase their scores. Development of listening comprehension of these students were the result of providing feedback, which

the teacher provided the feedback in the next day after the students had collected and submitted their homework. Feedback was given individually, with clear, relevant points of interest. Besides, when meeting students in the next day classroom, the teacher demonstrated a textual summary to the students and gave students the opportunity to ask questions about their own feedback. When considering of the feedback in Table 2, it shown that those students had defects in the textual summary. This implied that the students could learn from feedback and improve their summary. The research result was aligned with the 1st hypothesis that providing interaction feedback having the contents match the desired result and providing both the correct answers and how to get the correct answer had a positive effect on the development of comprehension listening skills of students.

The above explanation is consistent with the research conducted by Wang, Gong, Xu & Hu (2019) and Gardner & Wood (2009), who found that the feedback with uncomplicated content or providing the correct answer can improve students' ability more than feedback that just reports errors or results alone. Students will correct mistakes and lead to improvements in learning achievement. Besides, research from Tan, Whipp, Gagné, & Van Quaquebeke (2019) found that in 2-way interactive feedback the teacher gave the opportunity to the students to ask questions and the teachers listened intently. This feedback will result in advanced learning outcomes. In addition, Wang (2016) 's study of feedback in learning a second language found that when students make an error, feedback should be given immediately because it will help the learner to realize the wrong word and its structure.

2. Students with different self-regulation did not get 9 homework scores differently. All 3 groups of students, which were High, Medium, and Low self-regulation groups increased and decreased homework scores each time in the same manner. Hence, self-regulation does not affect the feedback influence on listening comprehension skill because students who listen and summarize must focus, comprehend, and remember what they have heard at the same time (Graham, 2006). In the next step, they must reprocess information and reproduce it in their own words (Jones, 2007). This process involves advanced thinking skill but does not involve diligence, responsibility or being self-regulation. The result of this research does not align with the second hypothesis that self-regulation is a variable factor affecting the feedback result of the development of the students' listening comprehension skill to be different.

3. Peer-assisted learning helps improving the listening comprehension skill of Weak student group. The beginning of the peer-assisted learning was on homework No. 4-5 and again for No. 8-9. The students' homework scores: especially, student group with listening skills as Low had their scores increased a lot. The scoring comparison result of each homework type, pairwise found that homework score No. 4-5 is much higher than No. 2-3 statistically significant. In addition, the 9th homework score is significantly higher than the 6th and 7th homework as well. The reason is because students with high level of listening comprehension skills (talented group) can explain the method which they have used to summarize textual to the weak students. This method is different from the method which the teacher demonstrated in the classroom.

From the discussion with the 6-student groups, it reflected the method of summarizing the homework. Only 1 person followed the method that the teacher demonstrated, listening to the word, and remembering sentences or key words and wrote them down. The other 5 students took time to write down every word to see the whole message first. Then, they reduced the sentences or words that are not important. It can be said that in this kind of learning, the group students are able to find a way to summarize textual that is appropriate for their ability level. Then, they help explaining the method to the weak group friends to learn this method. The result of this research is based on the 3rd hypothesis that peer-assisted learning has a positive effect on the development of listening comprehension skills of weak students.

Having aligned with the results of much research that used peer-assisted teaching methods, it is found that this kind of learning is a help among people with equal status or being friends in the same society. Learning occurs from practicing, repeated teaching and clarifying the content. Therefore, the trainees will earn higher learning achievement. Also, it will boost proficiency in listening skill for weak listener groups (Bowman-Perrott, DeMarin, Mahadevan & Etchells, 2016; Chan, et al., 2016; Bettens, et al., 2018; Silmawati, Muslem, & Samad, 2018).

Peer-assisted learning will be successful if the teacher builds pride and right understating concept in the classroom. Normally, students in the classroom will have different levels of ability. Therefore, after assigning homework for about 2 weeks, the teacher should be classified the students into 3 groups as follows: 1) a group that is doing well 2 times, 2) a group that is gradually starting to do well, and 3) a group that still can't do it.

For the 3<sup>rd</sup> homework if still giving the same assignment to all 3 student groups, it will not be a development for both the 1<sup>st</sup> and 3<sup>rd</sup> student groups. The teacher should use a peer-assisted method by having the 1<sup>st</sup> student group help the 3<sup>rd</sup> student group. By doing that, the ones in the 1<sup>st</sup> student group who understand a particular subject must be able to convey it to others. This is a challenge and creating pride for those students. After peer-assisted learning, the teachers should have all students come back to do their own homework again to confirm whether the weak students can do their own homework without helpers or not. In addition, teachers continue to assess students' ability levels and divide them into new groups so that all students are aware that they could develop themselves into good students, too.

## **RECOMMENDATIONS**

Learning by providing feedback and peer-assisted is important to the development of learners' skills. Especially, the listening comprehension skill which the students must listen, capture the content, and take notes at the same time. Particularly, Chinese students learning Thai as a foreign language must use their high ability to listen and summarize the textual. Providing feedback for students to learn their mistakes can help students to achieve success faster. Feedback should be provided immediately and individually before starting the next class. In addition, there should be sufficient time allowing students to ask questions about their own feedback if in doubt. Providing

feedback in this direction, the research results have confirmed that it is capable to develop a listening comprehension skill of the students.

Besides, peer-assisted learning is also important for developing listening comprehension skill as well. Listening comprehension skill is a difficult skill to practice. In one classroom, there are students with unequal ability level. Some students can immediately summarize the content from the first homework while some students are still unable to do it even though they do a few homework. Therefore, having not been frustrated by the non-advanced student group and having been challenged the ability of the advanced student group, the advanced student group should help explaining to the non-advanced student group who cannot do it in their own language and methods. This learning method is called peer-assisted learning.

Providing feedback is important in the development of students' listening skills which the teacher should report the error and propose the correct method to the student. The time providing feedback should be immediately right after the students finish work or homework. Also, the teacher should have time for students to read and give students the opportunity to ask questions before beginning the next lesson. For example, Class is available every Wednesday morning. Homework is assigned after completion of class and is due for delivery on Sunday. So, the teacher reads and gives feedback to all students by Monday. Subsequently, the teacher will give the student an opportunity to meet and ask questions individually on Tuesday, before starting the next lesson on Wednesday. The next research should study other variables to replace self-regulation. The studied variables should be related to thinking skills such as critical thinking which is an essential skill and recognized as a skill that learners in the 21st century should have.

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