

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH - NHẬT**

**Sinh viên : Bùi Thị Phương**  
**Giảng viên hướng dẫn : Nguyễn Thị Thu Hương**

**HẢI PHÒNG 02 – 2023**

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**A STUDY ON DIFFICULTIES IN PRACTICING KET  
LISTENING OF NON- ENGLISH MAJORED  
FRESHMEN AT HAI PHONG MANAGEMENT AND  
TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**  
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Tên đề tài: A study on difficulties in practicing KET listening of non-English majored freshmen at Hai Phong Management and Technology

## NHIỆM VỤ ĐỀ TÀI

**1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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**2. Các tài liệu, số liệu cần thiết**

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**3. Địa điểm thực tập tốt nghiệp**

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## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

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*Hải Phòng, ngày tháng năm 2023*

**XÁC NHẬN CỦA KHOA**

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**1. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

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**3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ

Không được bảo vệ

Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

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Đề tài tốt nghiệp: .....

**1. Phần nhận xét của giáo viên chăm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm .....

**Giảng viên chăm phản biện**

(Ký và ghi rõ tên)

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Hai Phong, February 2023

Student

**Bùi Thị Phương**



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## **PART 1:INTRODUCTION**

### **1.1. Rationale**

Currently, English is one of the most popular languages in the world. It is used by many people as a mother tongue and plays a very important role in life and for everyone's future needs. English has four basic skills: listening, speaking, reading and writing. In which, listening is the most difficult skill to master for most learners. A lot of first-year non English majored students of Hai Phong University of Management and Technology complain that they cannot be confident with their listening skill, especially when taking the Ket test because of many reasons such as lack of grammar, vocabulary, strategies, etc.

From the bad results of some interviews, the researcher decide to conduct a study with the tittle ''*A study on difficulties in practicing KET listening of non-English majored freshmen at Hai Phong Management and Technology*'' for the graduation paper. With the research, the writer hope to give proposed solutions to help students and lecturers learning and teaching listening better.

### **1.2. Aims of the study**

This study aims at:

- ✓ Find out difficulties faced by non- English majored freshmen in practicing KET listening at Hai Phong Management and Technology University.
- ✓ Give solutions to help students overcome their problems

### **1.3. Research questions**

The study focuses on answering the two following questions:

1. What difficulties do first-year non-English majors face in practicing KET listening at HPU?
2. What are suggested solutions to help first-year non-English majors minimize their problems?

#### **1.4 Scope of the study**

The research only focuses on subjects as non- English majored freshmen while they practice KET listening.

#### **1.5. Methods of the study**

In order to achieve the aims of the study mentioned above, the quantitative method (survey questionnaire) was used to collect information and evidence for the study. All the recommendations included in the study were based on the data analysis.

Interviews were also made to increase the reliability of all data collected.

#### **1.6. Significance of the study**

The research was conducted to find out problems in listening KET of non-English freshmen at HPU. With the findings, the researcher hope to help HPU non- English freshmen overcome some problems they face and recommend several useful suggetions for teachers in order to teach listening more effectively.

#### **1.7 Design of the study**

There are five parts in my graduation paper as follows:

Chapter I is Introduction including rationale, aims of the study, research questions, scope, significance, methods and designs of the study.

Chapter II is Literature Review consisting of theoretical foundations of listening and KET

Chapter III is Methodology. In this chapter, participants, instruments, data collection and data analysis are mentioned

Chapter IV includes Data Analysis, Findings and Solutions

Chapter V is Conclusion which aims at summarizing the main findings and giving suggestions for further research

## **PART 2:DEVELOPMENT**

### **CHAPTER 1: LITERATURE REVIEW**

#### **1.1. Theoretical backgrounds of listening**

##### *1.1.1.The definition of listening*

Listening is considered an important part of English. Listening is receiving sound, it is a passive thing. Listening is an active process. Listening takes up about 45 percent of a person's communication time. Its figure is much larger than speaking (30 percent), reading (16 percent) and writing (9 percent). In fact, there are some definitions given by linguists.

According to Brown (2013), listening is a spoken or written response from the students that indicates correct (or incorrect) auditory processing. In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.

Nation and Jonathan(2007) pointed out that “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening.”

Brown defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help to ease the difficulty of listening: training students in different types of listening.

According to Lorena Manaj (2000) listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process

### *1.1.2. Types of listening*

According to Brown(2003) , there are four types of listening as follow:

- Intensive: Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larnger stretch of language.
- Responsive: Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.
- Selective : Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, grammatical categories, directions (in a map exercise), or certain facts and events.
- Extensive: Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

According to Vishwanath Bite (2001), some types of listening are based on objective and manner in which the listener takes and respond to the process of listening. There are different types of listening.

- Active listening is listening in a way that demonstrates interest and encourages continued speaking.
- Appreciative listening is looking for ways to accept and appreciate the other person through what they say, and seeking an opportunity to praise.

-Attentive listening is listening obviously and carefully and showing attention.

-Biased listening is listening through the filter of personal bias i.e the person hears only what they want to listen.

Seller (1995) also gave some types of listening as follows:

-Casual listening is listening without obviously showing attention. Actual attention may vary a lot.

- Comprehension listening is listening to understand.

-Critical listening is listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

- Deep listening is seeking to understand the person, their personality and their real and unspoken meanings and motivators.

According to Silla (1982), three types of listening include :

- Reflective listening is listening, then reflecting back to the other person what they have said.

- Relationship listening is listening in order to support and develop a relationship with the other person.

- Sympathetic listening is listening with concern for the well-being of the other person.

According to I.S.P. Nation and J. Newton(1997), one-way listening and two-way listening are kinds of listening.

- One-way listening is typically associated with the transfer of information (transactional listening).

- Two-way listening is typically associated with maintaining social relations (interactional listening).

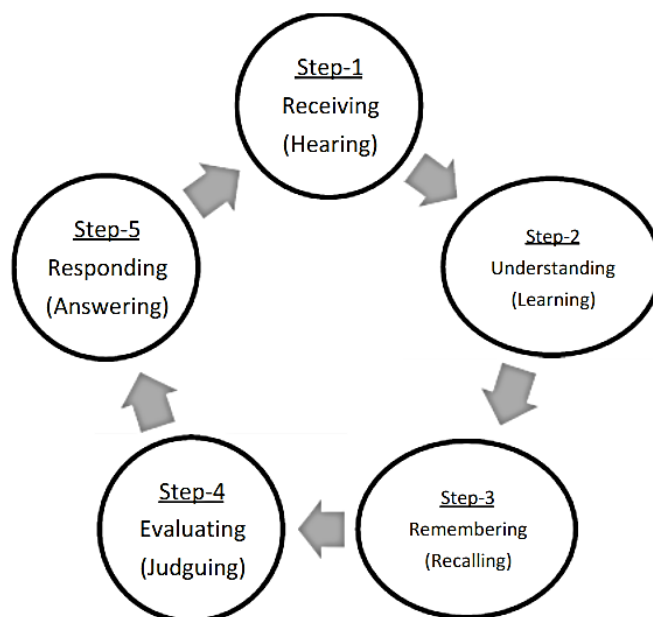
### 1.1.3 Listening process

According to I.S.P. Nation and J. Newton(1989), there are two types of listening processes.

-Bottom-up Processes :These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive .

-Top-down Processes: Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

According to Vishwanath Bite (2001), the process of listening occurs in some stages. They are hearing, understanding, remembering and evaluating and responding





- Receiving (Hearing): Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear. Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

- Understanding (Learning): Understanding this step helps to understand the symbols we have heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

- Remembering (Recalling): Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. What is remembered may be quite different from what was originally heard.

- Evaluating (Judging): only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she does not begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

-Responding: This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has

#### *1.1.4. Difficulties in learning listening*

##### *\* Language problems*

Fheal (1975) argues that students face linguistic problems in listening. As English pronunciation has many sounds and accents that can be difficult for language learners to understand, especially when listening to different English-speaking countries or regions. Besides, grammar and vocabulary are obstacles for listeners at all English levels.

According to Qlyer and Xillay (1988), listeners understand speech messages through isolated word recognition in the audio stream phrases that identify formulas, clauses or sentences, and extended speech embrace. That means that students are active in one or two of these areas simultaneously depending on many factors. For beginners, they find difficult to recognize isolated words and put the meanings of words together.

##### *\* Knowledge problems*

In listening skill, students face many difficulties in knowledge. According to Xeyla (1999), argues that content-specific vocabulary can in some cases be related to technical or specialized vocabulary not commonly encountered in everyday speech. Learners may have difficulty understanding these terms.

According to Aelza (2000), cultural reference is the understanding of cultural references, idioms or jokes that can be difficult for learners who are unfamiliar with the cultural context of the language when language they are learning.

According to Xalle (1885), the basics of listening comprehension can be more difficult for learners who lack basic knowledge of the topic being discussed. Learners who are not familiar with the topic may have difficulty understanding the main ideas or key details.

*\* Materials – related problems*

According to Calle (2000), it is argued that poor audio quality can make it difficult to hear and understand what is being said.

According to Dalley (1999), the length and complexity of material such as long listening passages or complex spoken material can be difficult for learners to follow, especially if the content is unfamiliar.

According to Xalli (1955), speaking styles of different speakers may have different speaking speeds, accents and pronunciations, which can affect learners' ability to understand the materials. Also, there is a lack of visual cues as listening tasks may not always be accompanied by visual cues, such as facial expressions or gestures.

According to Grin(2000), the listening activities of non-native speakers may not be clear to students due to differences in pronunciation. The pronunciation and accent of the speaker is the core in understanding. The speed of the speaker's communication is also a key factor in listening comprehension. If you communicate too quickly, learners may have difficulty understanding.

According to Lily (2014), the level of vocabulary and grammar of the document largely affects comprehension. Instructors should ensure that the level of the material matches the level of the learners.

According to Cerly (2011), the content of the document needs to attract the attention of the learners. Concepts in the document should be easy to understand. Long listening activities can be frustrating for learners and they may not understand. At the same time, poor quality material may not be helpful for learners to develop their listening comprehension. Listening material with a lot of technical words will not bring any benefit to the development of listening skills of learners.

### *\*Other problems*

Some other problems are teacher – related and environmental ones. Cerly ( 2011) points out that the listening environment should be quiet. There should not be any interference or bad background noise while listening. Besides, some detrimental factors from lecturers can be their qualities, qualification, teaching methods.

## **1.2. Theoretical backgrounds of KET**

### *1.2.1. What is KET?*

KET stands for Key English Test which is an English certificate equivalent to level A2 in the Cambridge competency framework. Each KET certification exam is held on paper or computer. KET is an internationally valid certificate, recognized by many agencies and schools around the world.

### *1.2.2 Parts of KET test*

The Ket test consists of four skills with written test (3 parts: reading and writing, listening ) and speaking test.

The written test (reading and writing) is 70 minute long. It consists of nine parts in which there are eight reading tasks in various kinds and just only one writing one. The writing is about a note, a message or an email using clues suggested.

The KET Listening test has 5 sections. For each section, learners will listen to a recording twice and answer some questions.

<b>Parts</b>	<b>Content</b>	<b>Number of questions</b>	<b>Score</b>
1	5 short conversations, each with 1 question and 3 pictures (A, B or C). You have to listen to find the right picture.	5	5
2	Listen and then join two corresponding lists. For example: person with favorite food; day of the week with accompanying activities.	5	5
3	Listen and find the correct answer (A, B or C) for each question.	5	5
4	Listen and fill in blanks with suitable words/ numbers/ names,etc	5	5
5	Listen and fill in the blanks	5	5

Speaking test lasts from 8–10 minutes and there are two contestants at the same time. There are two parts of a KET speaking test.

Part 1. (examiner –student): Students answer the questions raised by the examiner.

Part 2. The examiner gives one card to one student and asks him or her to make questions depending on words given, then gives the card to the other to

find out answers. After the first questions and answers, their roles of two students are exchanged.

### *1.2.3. How to prepare for KET listening*

In any listening, there is a lot a listener can do to prepare himself or herself before the teacher plays the recording. If a learner is well prepared *before* hearing the first word of the text, listening tests are likely to be listened better.

*\* Preparation for KET listening is the same as preparation for listening*

The first thing is knowledge preparation. It is very necessary because without knowledge of the topics in the listening, misunderstanding happens.

The second is language such as recalling or improving words or grammar related to the listening texts. English teachers often do this by providing such many pre-activities.

Thirdly, that is thinking of strategies which may be utilized.

The last thing is listen to teachers' guidance or read the questions carefully and get motivated to listen.

*\* It is important that students prepare for KET listening in its five separated parts*

Part 1: Choosing the correct picture

Students should read the questions carefully, notice the tense of questions and underline key words in the questions and look at all pictures.

Part 2: matching 2 lists of items by identifying simple information in the dialogue.

Learners read the instructions and notice what two columns are about, underline the letter chosen in the example and remember not to choose it again, try to stick all words/ phrases in mind, do not forget that questions and content mentioned are in the same order.

### Part 3: Multiple choice

Students read the questions carefully, underline key words in the questions and answers, try to remember as many choices as possible, may guess the answer.

### Part 4 + 5: Form completion

Freshmen need read or listen to the question, underline key words and guess what are filled in the blanks ( part of speech, content, etc)

### *\* Preparations for KET exam*

To prepare well for the Ket exam, our students cannot lack review materials. The following are materials to help students get high scores in the Ket exam:

A2 Key For Schools Trainer: includes 4 complete tests with instructions on how to do each test, transcripts, sample written answers, scripts for the speaking test, helping students get familiar with the structure, exam topics and techniques.

Key English Test: content includes exam preparation exercises, test-taking tips. The book also provides yes or no question types to help students avoid the "traps" that the exam questions often give, helping their chances of success in the exam.

A2 Key For The Revised 2020 Exam: the book provides 4 different tests based on the updated 2020 KET exam questions, including full knowledge and solutions for learners to self-assess their level and familiarize themselves with actual exam.

Cambridge Key English Test Extra: training book for candidates with 4 basic skills of listening, speaking, reading and writing. Along with the given answers, learners can self-check and choose the most suitable test method. The form, content and method of conducting the test in the book are similar to the

real test, helping learners to become familiar and more confident when taking the official test.

Some websites are:

Basic listening: <https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=listening&level=basic&rows=12>

<https://www.cambridgeenglish.org/vn/learning-english/>

<https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>



## CHAPTER 2: METHODOLOGY

### 2.1. Participants

The participants for the survey questionnaires were 34 first-year non-English majors who were selected randomly from nearly 200 HPU students. They were at A1 level and had been practicing KET for at least two months and. They were at the age of between 18 and 20. The number of male and female students were not equal. Male students accounted for almost 80% of the population. Most of the participants (60%) had been studying English for less than 5 years while the rest had been doing that for a longer period of time.

### 2.2. Instruments

#### *\* Survey questionnaire*

The survey questionnaire was used to collect more information about students themselves and their experiences in practicing KET listening. It was translated into Vietnamese to help the learners understand all questions better and then answer them more easily and reliable.

The survey questionnaire consists of two parts:

Part 1 is personal information including gender, age and English learning experience.

Part 2 is about students' opinions on Ket listening.

#### *\* Interview*

The researcher interviewed students for more reliable information for the study.

### 2.3. Data collection

The researcher came to two classes Basic English 2 ( DC-MT26 and QTM-DL26) On Monday morning in February 2023 to get the data. 34 students from the classes were present in class and they indicated that their participations were voluntary and their opinions expressed honestly.

Some students were also asked to answer the questions in interviews when they had short breaks in that morning.

#### **2.4. Data analysis**

After collecting the data, the information were calculated and analyzed according to the purpose of the study to elicit answers for the proposed research questions.

## CHAPTER 3: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

### 3.1. Data analysis and findings

#### 3.1.1. Data analysis

##### \* Question 1 and Question 2

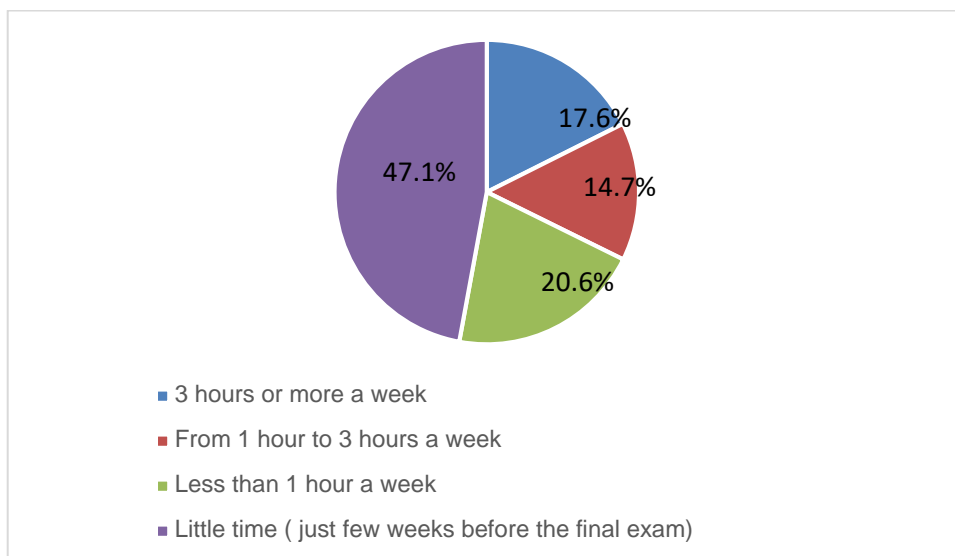
Options	Number of students	Percentage
Very important	21	61.7%
Important	12	35.3%
Not important	1	3%

**Table 1: The importance of listening skill**

It can be seen from the table that nearly 100 % of the participants knew the importance of listening skill. Just one student did not admit that.

However, all of the learners found difficult to listen to KET. There were noticeably high percentages of “ very difficult” and “ difficult” options, at 64.7% and 35.3%, respectively.

##### \* Question 3



**Pie chart 1: Time spent practicing Ket listening**

It is clear that students spent just little time practicing KET before the test, at 47.1%, followed by one – hour practice a week, at more than 20%. Besides, there were low figures for more than three hours per week and one hour to three hours a week, at 17.6% and approximately 15%, respectively. *The result showed that participants practiced KET listening in a limited amount of time.*

**\* Question 4**

<b>KET listening parts</b>	<b>Number of students</b>	<b>Percentage</b>
Part 1	5	14.7%
Part 2	5	14.7%
Part 3	1	2.9%
Part 4	7	20.6%
Part 5	16	47.1%

**Table 2: Problems in Parts of Ket Listening**

*According to the table, learners suffered various obstacles in different listening sections. Nearly a half considered part 5 as the most challenging; however, the percentage of part 3 was lowest, at 2.9%. The remaining parts accounted for from 14.7 % to nearly 21%.*

**\* Question 5**

<b>Listening strategies</b>	<b>Number of students</b>	<b>percentage</b>
Activate your previous knowledge to understand what is spoken	12	35.3%
Listen for key words stressed or repeated for several times	11	32.4%
Concentrate on key information	9	26.5%
Guess answers	8	23.5%
Guess unknown words based on the known words or the listening context	5	14.7%
Predict about you are going to listen for	4	11.7%

**Table 3: Strategies used in Ket listening**

According to the table, students (35.3%) admitted that they used to activate your previous knowledge to understand the listening passage, followed by listening to stressed or repeated key words, at more than 32%. More than one fourth focused on key information while listening KET. On the other hand, only 11.7% of students predicted the content of the listening text. This figure was a bit lower than those for guessing answers and less common words. *Obviously, students did not use listening strategies much in KET listening, which prevented them from listening well.*

**\* Question 6**

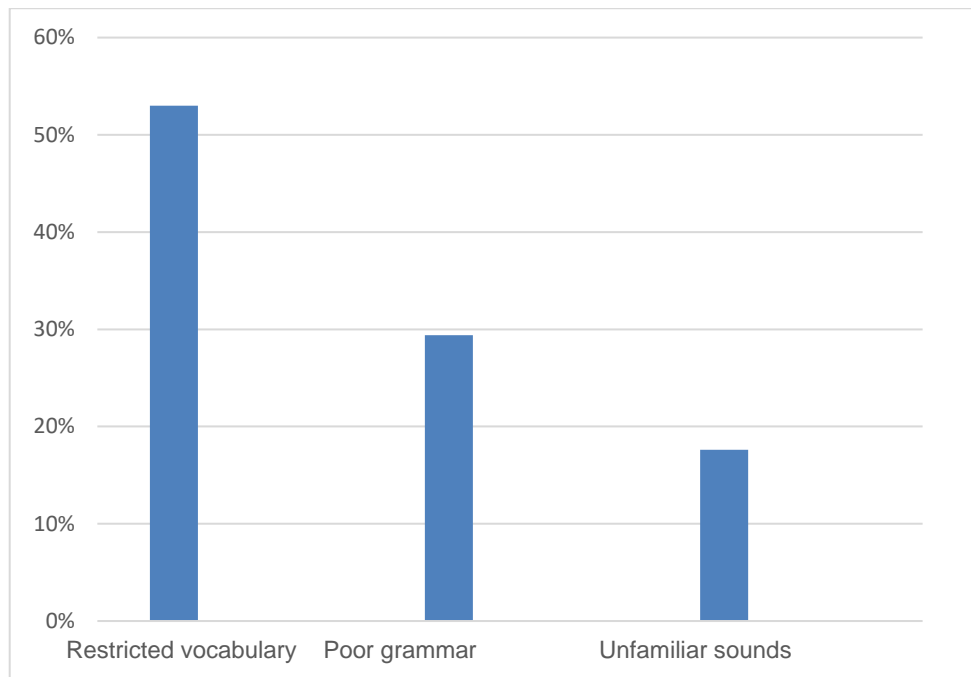
<b>Difficulties</b>	<b>Number of students</b>	<b>Percentage</b>
Lack of equipment	5	14.7%
Bad learning habits	6	17.6%
No guidance	6	17.6%
Linguistic challenges	15	44.1%
Inability to concentrate	10	29.4%
Lack of motivation	7	20.6%
Limited background knowledge	15	44.1%

**Table 4: Difficulties in practicing KET listening**

*Obviously, language and background knowledge were the most obstacles for undergraduates in KET listening, at 44.1%. On the other hand, equipment was the least challenging, at about 15%. The other problems ranged at around 20%. This showed the fact that if learners wished to listen KET well, they had to improve both background knowledge and English first.*

**\* Question 7**

The bar chart below shows subtypes of linguistic problems including restricted vocabulary, poor grammar and unfamiliar sounds. *In all the obstacles, it is easy to see that lack of words caused bad KET listening most. By contrast, uncommon sounds accounted for the least percentage, at nearly 20%.*



**Bar chart 1: Linguistic problems in practicing Ket listening**

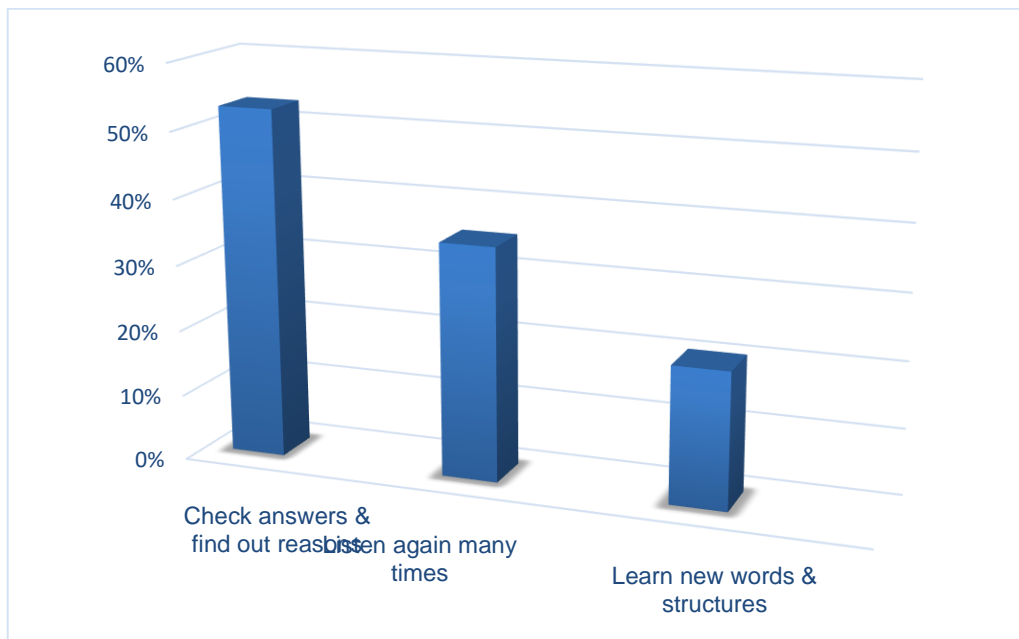
**\* Question 8**

<b>Ket listening materials</b>	<b>Number of students</b>	<b>Percentage</b>
Unfamiliar topics	9	26.5%
Different accents	10	29.4%
Length and fast speed of speech	15	44.1%
Linking words	8	23.5%
Stress and intonation	10	29.4%
Hesitation	4	11.8%
Poor sound quality	5	14.7%

**Table 5. Obstacles from listening materials**

Looking at the table, *length and fast speed of speech had the highest negative influence on understanding the spoken text of the listeners, at 44.1%, followed by different accents, stress and intonation, at a bit less than 30%. Uncommon topics and others were regarded as less influential ones, ranging from 11.8% to 26.5%.*

**\* Question 9**



**Bar chart 3: Students' post-listening activities**

Based on the chart above, more than a half of students liked to check their answers and find out the reasons why they were wrong while 35% of population opted to listen to the listening lesson many times. Learning new words and the structure of the listening lesson were not appreciated.



### \* Question 10

Options	Number of students	Percentage
Expand your vocabulary and grammar	23	68%
Equip you with essential KET listening strategies	15	44.1%
Provide various KET listening tasks in classroom	8	23.5%
Recommend more supplementary KET listening materials	8	23.5%
Give tests including more KET listening parts	4	11.8%
Encourage you to work in group and individual	6	17.6%

**Table 6: Students' expectations from teachers**

When asked about the expectations from English teachers, a large number of subjects ( 68%) hoped to be expanded more about vocabulary and grammar and about a half wanted to be equipped with KET listening strategies. The four remaining options were chosen less than the first two ones, at from 11.8% to 23.5%.

From all the data above, students met different problems in KET listening. Thus, it is important that they know them and take time and effort to deal with them suitably to ensure good learning outcomes.

#### **3.1.2. Findings**

After analyzing the data, it was found that there are some main findings.

First, out of the factors investigated, language problems and background knowledge are the best responsible for bad KET listening. Difficulties in language problem are found in vocabulary, grammar, unknown sounds in

descending order. From the result, it is obvious that boosting vocabulary, expanding grammar as well as increasing background knowledge are prior to done first.

Second, lack of listening strategies is big problem for learners because they do not utilize these strategies in while-listening so that they can not understand the texts. Thus, English teachers need to instruct more carefully and equip listeners with necessary ways before listening.

Third, in terms of listening materials, fast speed and length of listening text prevent learners from understanding most. Besides, other negative factors are accents, stress and intonation, uncommon topics and linking words. The fact shows that freshmen should choose ( or be assigned) KET listening materials that are suitable for them, which is the good way to help them have better learning outcomes.

The last and less influential factors are unsuitable equipment, bad learning styles, distraction and motivation.

### **3.2. Suggested solutions**

There are several solutions to help students minimize their problems in practicing Ket-oriented listening. Besides, recommendations for teachers are provided to enhance their teaching better.

#### ***3.2.1. Recommendations for teachers***

Here are some suggestions for teachers in teaching or guiding KET listening.

- ✓ Preparing good listening equipment to teach in class and encouraging learners to own necessary ones at home.
- ✓ Creating a more comfortable environment to exchange information before listening
- ✓ Designing more KET listening lessons in class
- ✓ Guiding the KET listening lessons carefully

- ✓ Providing students with listening strategies to practice better
- ✓ Recommending some websites, apps or references
- ✓ Giving more exercises of vocabulary and grammar related to KET listening
- ✓ Encouraging students to work in groups and individually
- ✓ Designing tests including parts of KET listening so that freshmen get more motivated in learning process.

### **3.2.2. Recommendations for students**

To prepare well for KET – based listening test, freshmen are highly recommended several solutions as follows:

- ✓ Spending more time on practicing KET, at least three hours a week.
- ✓ Asking to understand and apply essential strategies when listening to KET
- ✓ Setting goals for yourself to be motivated to learn
- ✓ Trying a new learning habit until finding a good one if the old learning style is not good
- ✓ Practicing listening to music or watching movies related to English to help yourself get used to many different voices
- ✓ Keeping learning vocabulary everyday
- ✓ Taking some extra grammar courses or learning from various materials about grammar by themselves
- ✓ Preparing some necessary equipment for practicing listening such as mobilephone, radio, etc.
- ✓ Reading more on a regular basis to gain more valuable knowledge.
- ✓ Asking English teachers whenever students do not understand.

## **PART 3: CONCLUSION**

### **1. Summary of major findings**

The study tried to find out the difficulties that first year English Non-major students encounter when taking the Ket test. After data analysis, it was found some problems in practicing five KET listening parts, part 5 of them exerts negative impacts most on listening. First, among difficulties, linguistic problems and background knowledge are the most difficult, in which vocabulary was the key for better listening. Second, a lot of students did not use listening strategies suitably while listening KET. In addition, listening materials especially with length and fast speed of speech causes biggest fears for KET listeners.

### **2. Suggestions for further studies**

Each study has limitations and the research is no exception. Here are some limitations.

Firstly, the research only has the subjects as non – English majored freshmen at HPU, it is necessary to study more with different subjects.

Secondly, listening is only one of the four basic skills in teaching and learning

English and KET is a kind of popular tests. Therefore, the researcher expects that this result of study can inspire other researchers to conduct more studies on other skills consisting of reading, speaking and writing and other types of tests.

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# APPENDICES

## SURVEY QUESTIONNAIRE

*( for students)*

This questionnaire is designed with the aim of finding out difficulties in practicing KET listening of non- English majored freshmen at Hai Phong Management and Technology. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose.

*Thank you very much for your cooperation!*

Please put a tick (v) or number the boxes or write the answer where necessary. You can use English and Vietnamese language.

### **I. Personal information**

\* Your gender:

Male

Female

\* Your age:.....

\* How long have you been learning English:.....year(s)

### **II. Your opinion on KET listening**

1. What do you think of the importance of listening?

Very important

Important

Not important

2. How difficult is listening skill?

- Very difficult
- Difficult
- Not very difficult
- Easy

3. How much time do you spend on practicing KET listening?

- 3 hours or more a week
- From 1 hour to 3 hours a week
- Less than 1 hour a week
- Little time ( just few weeks before the final exam)

4. Which of KET listening parts is the most challenging one?

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5

5. Which strategies have you utilized in KET listening ?

- Activate your previous knowledge to understand what is spoken
- Guess answers
- Listen for key words stressed or repeated for several times
- Predict about you are going to listen for
- Guess unknown words based on the known words or the listening context
- Concentrate on key information
- Other strategies (please specify): .....

6. In your opinion, what are the difficulties in practicing KET listening? (*You can choose more than one*)

- Lack of equipment
- Bad learning habits
- No guidance
- Linguistic challenges
- Inability to concentrate
- Lack of motivation
- Limited background knowledge
- Others (please specify): .....

7. Which of the following linguistic problems do you think is the most challenging in KET listening?

- Restricted vocabulary
- Poor grammar
- Unfamiliar sounds
- Others (please specify): .....

8. Which of KET listening materials cause your obstacles? (*You can choose more than one*)

- Unfamiliar topics
- Different accents
- Length and fast speed of speech
- Linking words
- Stress and intonation
- Hesitation
- Poor sound quality
- Others (please specify): .....



9. What do you often do after listening a text? ? (You can choose more than one)

- Check your answers and find out the reasons for wrong ones
- Listen the listening text many times
- Learn new words and structures in the spoken texts
- Others (please specify): .....

10. What do you expect your English teacher will do to help you overcome the difficulties in KET listening?

- Expand your vocabulary and grammar
- Equip you with essential KET listening strategies
- Provide various KET listening tasks in classroom
- Recommend more supplementary KET listening materials
- Give tests including more KET listening parts
- Encourage you to work in group and individual

# CÂU HỎI NGHIÊN CỨU

( dành cho sinh viên)

Bảng câu hỏi này được thiết kế với mục đích tìm hiểu những khó khăn trong việc luyện nghe KET của sinh viên năm nhất không chuyên Anh tại trường Quản lý và Công nghệ Hải Phòng. Sự hỗ trợ của bạn trong việc hoàn thành các mục sau đây được đánh giá cao. Tất cả thông tin do bạn cung cấp đều có ích và chỉ dành cho mục đích nghiên cứu.

Cảm ơn bạn rất nhiều vì sự hợp tác của bạn!

Vui lòng đánh dấu (v) hoặc đánh số vào các ô hoặc viết câu trả lời nếu cần. Bạn có thể sử dụng ngôn ngữ tiếng Anh và tiếng Việt.

## I. Thông tin cá nhân

\* Giới tính của bạn:

Nam giới

Nữ giới

\* Tuổi của bạn:.....

\* Bạn đã học tiếng Anh được bao lâu:.....năm

## II. Ý kiến của bạn về bài nghe KET

1. Bạn nghĩ gì về tầm quan trọng của kỹ năng nghe?

Rất quan trọng

Quan trọng

Không quan trọng

2. Kỹ năng nghe khó như thế nào?

Rất khó

Khó

Không thực sự khó

Dễ

3. Bạn dành bao nhiêu thời gian để luyện nghe KET?

3 giờ trở lên một tuần

Từ 1 giờ đến 3 giờ một tuần

Ít hơn 1 giờ một tuần

Ít thời gian (chỉ vài tuần trước kỳ thi cuối kỳ)

4. Phần nghe nào của KET là khó nhất?

Phần 1

Phần 2

Phần 3

Phần 4

Phần 5

5. Những chiến lược nào bạn đã sử dụng trong bài nghe KET?

Sử dụng kiến thức trước đây của bạn để hiểu bài nghe

Đoán câu trả lời

Nghe các từ khóa được nhấn trọng âm hoặc lặp đi lặp lại nhiều lần

Dự đoán về nội dung bài nghe

Đoán những từ chưa biết dựa trên những từ đã biết hoặc ngữ cảnh nghe

Tập trung vào thông tin chính

Các chiến lược khác (vui lòng ghi rõ): .....

6. Theo bạn, những khó khăn trong việc luyện nghe KET là gì? (Bạn có thể chọn nhiều hơn một)

Thiếu trang thiết bị

Thói quen học tập xấu

- Không có hướng dẫn
- Khó khăn về ngôn ngữ
- Không có khả năng tập trung
- Thiếu động lực
- Kiến thức nền hạn chế
- Khác (vui lòng ghi rõ): .....

7. Bạn nghĩ vấn đề ngôn ngữ nào sau đây gây khó khăn nhất trong khi nghe KET?

- Hạn chế từ vựng
- Ngữ pháp kém
- Nhiều âm không biết
- Khác (vui lòng ghi rõ): .....

8. Tài liệu nghe KET nào gây trở ngại cho bạn? (Bạn có thể chọn nhiều hơn một)

- Chủ đề không quen thuộc
- Giọng nói khác nhau
- Bài nói dài và tốc độ nói nhanh
- Từ nói
- Trọng âm và ngữ điệu
- Nói ngắt quãng
- Chất lượng âm thanh kém
- Khác (vui lòng ghi rõ): .....

9. Bạn thường làm gì sau khi nghe ? (Bạn có thể chọn nhiều hơn một)

- Kiểm tra câu trả lời của bạn và tìm ra lý do sai

- Nghe lại bài nghe nhiều lần
- Học từ mới và cấu trúc trong bài nghe
- Khác (vui lòng ghi rõ): .....

10. Bạn mong đợi giáo viên tiếng Anh của bạn sẽ làm gì để giúp bạn vượt qua những khó khăn khi nghe KET?

- Mở rộng vốn từ vựng và ngữ pháp của bạn
- Trang bị cho bạn các chiến lược nghe KET cần thiết
- Cung cấp các nhiệm vụ nghe KET khác nhau trong lớp học
- Đề xuất thêm tài liệu nghe KET bổ sung
- Đưa ra các bài kiểm tra gồm nhiều phần nghe KET hơn
- Khuyến khích bạn làm việc theo nhóm và cá nhân