

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

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ISO 9001:2015

# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Vũ Hoàng Long**  
**Giảng viên hướng dẫn: Ths. Nguyễn Quỳnh Hoa**

**HẢI PHÒNG - 2019**

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**A STUDY ON WAYS TO IMPROVE IELTS LISTENING SKILL**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**  
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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: A study on ways to improve ielts listening skill

# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

### Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày ... tháng ..... năm .....

Yêu cầu phải hoàn thành xong trước ngày .... tháng ..... năm .....

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày ..... tháng.....năm 20..*

**Hiệu trưởng**

**GS.TS.NGƯT *Trần Hữu Nghị***

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Nội dung hướng dẫn: .....

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**2. Đánh giá chất lượng của đồ 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)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

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**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**

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HaiPhong, October 8<sup>th</sup> , 2019

Vu Hoang Long

# **PART I: INTRODUCTION**

## **1.1. Rationale**

(Moore, 2005) said IELTS s' growth is obvious to be unavoidable because of the increasing number of universities that require students to use IELTS and because of the large number of students who want to take a course in English-speaking countries. IELTS has become one of the prerequisites for graduation at a number of universities and colleges in Vietnam. Therefore, the demand for learning IELTS is increasing. IELTS comprises two modules: general and academic. The IELTS assessment includes four language competencies: listening, reading, speaking and writing. Although some EFL Vietnam students have taken the IELTS test, they were unable to get an appropriate band score. One of the explanations for the challenges facing students in this examination is listening. Unlike others skill in IELTS, there is no rewind in listening. For example, in reading skills, candidates can turn over an entire reading to find key words or have time to consider a topic before putting pen in writing skills. Moreover, points could be regained in speaking test by examiner's factors. Since it can be the most difficult skill in language learning, most studies have been carried out in many aspects in order to look at it. Therefore, this study is conducted for the purpose of adding more data in the endless gap of the local context of teaching and learning the IELTS test in Vietnam.

## **1.2. Aim of the study**

My graduation paper focuses specifically on the investigation of method used by the teachers at AMES center and give some suggestions for applying the new methods to enhance the students' self - learning for improvements in their listening skills. The specific aims of the research are as follows: To investigate the teachers' and students' attitudes towards the application of listening methods in self-learning. To find out the most common technique contents exploited by the teachers at AMES center. To examine the students' preferences for the model practice. To give some suggestions for using the up-to-date solution to enhance students' self-listening learning.

## **1.3. Research questions**

As a basis for my investigation, the following research questions were formulated:

1. What is the difficulties of IELTS listening ?
2. What are the techniques to improve the listening skill in IELTS ?

## **1.4. Methods of the study**

To seek answers to the research questions, the data are analyzed from material collection and were collected from survey questionnaires. First of all, for the theoretical basis, a lot of reference materials on listening skills and portfolios have been collected, analyzed and synthesized carefully with the due consideration for the teachers' and students' teaching and learning situations. Secondly, the questionnaires are carried out with the teachers and the students to collect the most reliable data for the study.

## **1.5. Design of the study**

The thesis is divided into three parts :

Part I : Introduction ; Part II : Development ; Part III : Conclusion

Part I: Introduction

This chapter provides an overview of the study such as the rationale, the aims, research questions, design and methods of the study.

Part II: Development

Chapter 1: Theoretical background

This chapter conceptualizes Ielts test and the nature of the listening comprehension, the importance of listening and the importance of students' self-access listening

Chapter 2 : devoted to Research methodology

Chapter 3 : deals with findings and discussion.

Part 3: Conclusion

Conclusion summarizes all the obtained results and includes suggestions for further study.

# **PART II: DEVELOPMENT**

## **CHAPTER 1: THEORETICAL BACKGROUND**

### **I. Listening comprehension**

#### **1.1. The definition of listening**

To begin with, listening is the selection and assignment of meaning to sound. When we listen we attempt to give importance to what we recognize and what we want to hear. In different words, we pick what information is essential to pay attention to, in order to strive to be capable to recognize the message any one is giving us in order to respond (Brewster, Ellis & Girard, 2002).

According to Rivers (1981), listening is an innovative skill. The innovative part of it happens when you recognize what action (or non-action) to take to guide what you hear, meaning that listeners must have an energetic function when listening in order to meet a specific purpose.

Lindsay and Knight (2006) claim that people have different purposes when they listen. To study a new language, for instance, it is essential to outline what listening reason you have – listening for precise details, listening for universal which means or thinking – to assist beginners prepare their thoughts and use shrewd guesswork to ensure beginners meet your listening cause. Consequently, for this examine the focus became on developing listening for gist and listening for specific records skills. Listening is the important skill that permits learners to use their other abilities.

Listening is the primary ability that permits beginners to apply their other abilities. Listening is the primary ability that permits beginners to apply their other abilities. If a learner is capable of recognise what they hear they'll have much less trouble speaking, as Rost (1994) mentions, because listening is absolutely important since it affords input for the learner. Furthermore, if novices do no longer recognize the enter they acquire, the mastering process virtually cannot begin.

Language mastering relies upon greatly on listening because the fact that it's far the ability that provides the primary impulse that initiates first, 2nd and foreign language learning that sustains the getting to discover manner (Morris &

Leavey, 2006). In addition, more than three quarters of what children learn in school happens through listening in the classroom (Hunsaker, 1990).

## **1.2. Types of listening**

A widely wide-spread categorization of listening has been brought by Wolvin and Coakly ( 1988,1993).

### **1.2.1. General Listening Types:**

The two main types of listening - the foundations of all listening sub-types are:

- **Discriminative Listening**
- **Comprehensive Listening**

#### **a. Discriminative Listening**

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to ‘listen’ to body-language enables us to begin to understand the speaker



more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

*“ Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.”*

#### **b. Comprehensive Listening**

Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

### **1.2.2. Specific Listening Types**

Discriminative and comprehensive listening are prerequisites for specific listening types. Listening types can be defined by the goal of the listening.

The three main types of listening most common in interpersonal communication are:

- **Informational Listening (Listening to Learn)**
- **Critical Listening (Listening to Evaluate and Analyse)**
- **Empathetic Listening (Listening to Understand Feeling and Emotion)**

#### **a. Informational Listening**

Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer.

Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.

Developing your informational listening skills is a great way to set yourself up if you’re starting a new job, beginning a new academic adventure, or fancy doing some self-development studies around things that really interest you.

#### **b. Critical Listening**

Critical listening involves just that – being critical about what is being said, taking the important bits and making a judgment as needed. Essentially, this type of listening is great in the business world – it helps listeners get to the point quickly and keeps things streamlined and efficient.

By using critical listening as a skill, we can make decisions sooner as well as coming up with solutions to problems and analysis of situations much quicker. ‘Critical’ can often have a negative connotation, but in this context, it simply means cutting through what is being said to lift out the most important, relevant parts.

This is a great skill to learn when it comes to business meetings, anything involving finances, and any kind of high-stress situation.

By taking on board the most crucial information from what someone says, we can learn to reach a conclusion much sooner and more easily.

‘Critical’ also means to scrutinize what is being said and take some things with a pinch of salt. It requires us to seek the truth amongst the noise of opinion and exaggeration.

Critical listening is a key part of the critical thinking process.

### **c. Empathic Listening**

This is really similar to sympathetic listening, but takes things to a new level. Rather than looking on as an observer and feeling for the person (be it sadness, anger, or joy!), empathetic listeners essentially experience the feelings for themselves. This is a sign of a really close friendship or relationship – to feel someone’s pain or happiness is to love them and care deeply for them. It can be quite intense at times and can really weigh deeply on the listener if they are not careful. This style of listening is also known as Therapeutic Listening, and for obvious reasons. By putting ourselves in someone else’s shoes, we’re better able to help them through their situation.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings

We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar

perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

### **1.3. The importance of listening**

Listening is getting increasingly more critical in lots of foreign language contexts, that have tillied tremendously currently focused their efforts at the development of different language skills including writing abilities. This growing significance is reflected within the proliferation of commercially listening guides. The importance of listening in second and foreign language gaining knowledge of is admirably summarized in the latest e-book via Rost (1994): “ Listening is crucial in the language classroom as it gives input for the freshmen. Without information enter on the proper stage, any learning actually cannot start ”. Brett (1997: 39) additionally states that "listening is a key language skill. It has a crucial role inside the language acquisition procedure".

In assessment with other language abilities, a few research on listening shows that on average human beings can expect to concentrate "two times as plenty as we talk, four times greater than what we read and five times extra than we generally write" (Morley, 2001).

Greater importantly, there is an increasing number of research indicating the sheer importance of listening in the communicate and language studying (Anderson and Lynch, 1988; Dunkel, 1991). What's greater, Michael Lewis (1993: 32) highlights "almost all the international's natural language output is spoken rather written". Being an critical ability for almost interaction, listening is therefore the maximum primary medium for input in language gaining knowledge of technique and with the aid of speeding up the scholars' capacity to understand speech, the amount of enter they get will increase and hence aid students' language acquisition. It is obvious that we listen for many different purposes in and out of the classroom; this has an effect on the way we listen. Yule and Brown (1983) make a useful distinction between interactional and transactional communication.

Mccarthy, (1991) in discourse, defines transactional talk (and listening) as verbal exchange for buying commercial enterprise achieved. Interactional verbal exchange, then again, has to do with lubricating the social wheels. In listening (1988) Anderson and Lynch illustrate them as (transactional) listening when the

main purpose is to reap a successful transfer of information, whilst interactional listening is described as listening for social reasons, and to set up or maintain pleasant relations among interlocutors. In short, listening is essential not only as receptive skill but also to the development of spoken language proficiency.

#### **1.4. The difficulty of listening**

It is quintessential to acknowledge that listening can be quite challenging, mainly for young rookies. When supplied with a new language, inexperienced persons attempt to apprehend it in terms of cues of their first language (Cameron, 2001), which is still in a growing technique itself. As human beings aren't always communicating face-to-face listeners can not expect the verbal exchange because there is no visible guide, nor can they ask someone to copy or try and provide an explanation for it in a different way, for example, while you concentrate to a cd. For that reason, listening is regarded as one of the most tough competencies to learn and therefore to educate (subject, 2008) because of the reality that listening is pretty complicated and calls for an active process of interpretation wherein listeners must attempt to understand the messages they pay attention with using the expertise they already possess (rost, 2002).

Further, they can not manipulate the selection of vocabulary, structure or rate of conveyance of the speakers. As language instructors we must additionally ensure that children are aware that regardless of their best attempt, at times, they will nevertheless stumble upon some problems and challenges as improving listening is a process that requires time and exercise and that they're not predicted to recognize each phrase on every occasion that they're asked to do listening activities (Brewster, Ellis & Girard, 2002).

According to Bloomfield et al. (2011), there are some other elements concerning the traits of the listeners that can additionally have a main impact on their capacity to hear efficiently. Namely, listeners' working memory capability which is mirrored by using their capability of understanding more of what they hear when they are listening to L2 (**A person's second language**) language. In addition, more than a few of factors pertaining to listeners' enjoy with the L2 impact their listening talents, which include the amount of publicity to the language, familiarity and ability to apprehend the phonology of the goal

language, the quantity of vocabulary supplied and history information approximately the subject.

Bloomfield et al. (2011) also claim that it is necessary to be aware that listeners' nervousness affects their capability to apprehend what they can hear, specifically young newbies who have a tendency to succumb to distractions every now and then and are unable to focus their attention for long duration of time on the same activity, which makes it even extra difficult for them to hear efficaciously.

Therefore, we ought to strive to maximize our students' getting to know capacity in class thru listening (Rivers, 1981) as this ability is the first segment that connects language with that means. Furthermore, speaking, proceeds listening cognitively (Bozorgian, 2012) as a consequence, listening affords the input that resources the premise for language acquisition and lets in beginners to interact in spoken verbal exchange.

### **1.5. The types of problems in listening**

Fan Yagang (1996) has conducted a study on "Listening: Problems and Solutions". It has been indicated that in teaching listening comprehension one must be careful not to go to extremes, either by being concerned too exclusively with theories without thinking about their application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It has been suggested that a teacher should have an overall understanding of what listening is, why it is difficult for foreign language learners and how to bridge the gap between analysis of listening and actual classroom teaching. In his study, the evidence that shows why listening is difficult divided into mainly four sources:

- **The message**
- **The speaker**
- **The listener**
- **The physical setting.**

### 1.5.1. The Message

Content. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc.

Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like

### 1.5.2. Linguistic Features.

- Liaison is the linking of sounds or words. When we say a sentence in English, we join or “link” words to each other. Because of this linking, the words in a sentence do not always sound the same as when we say them individually. .

E.g : Make-up /meik: Δp/ > /'meikΔp/

More ice /mɔ:r ais/ > /mɔ: rais/

- Elision is the omission of a sound (a phoneme) in rapid speech. More specifically, elision may refer to the omission of an unstressed vowel, consonant, or syllable.

E.g : potato /pə'teitou/ > /p'teitou/

polite /pə'lait/ > /p'lait/

Two things on above are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions. In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

### **1.5.3. The Speaker**

Ur (1984:7) points out that “ In ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know.” This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to “tune in” to the speaker’s voice and speech style. Learners tend to be used to their teacher’s accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.



#### **1.5.4. The Listener**

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that rosy often collocates with cheeks nor to predict the last word will be something like rage when they hear the phrase he was in a towering. This is a major problem for students. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch 1988).

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Even our college students majoring in English have no more than four hours' regular training per week. Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

#### **1.5.5. Physical Setting**

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

## **1.6. Teaching listening**

Even when listeners have good listening abilities, there is still a possibility that they might not be able to understand what is said in every situation if they do not actively use their listening ability effectively in each listening situation (Rost, 1991).

Therefore, as language teachers, it is important to conceive ways to incorporate listening into our teaching and provide opportunities inside and outside the classroom for our students to be exposed to significant listening input. Linse (2005) claims that “Learners can and should be actively engaged in listening tasks and activities.” (p.25), meaning that a purpose for listening in a particular task must be defined such as listening for specific details or the main idea. Knowing the purpose for listening helps to reduce the burden of comprehension since listeners are listening for something very specific, which, in turn, will help them determine the type of listening required and the necessary approach to a given task (Richards, 1990).

Teaching listening can therefore be one of the hardest tasks for teachers mainly because listening skills are acquired over time and through practice. However, listeners who are taught and encouraged to use effective strategies, such as avoiding mental translation, for instance, are more likely to have a better L2 listening comprehension (Bloomfield et al., 2011)

### **1. 6.1. Teaching listening strategies to develop learners’ listening skills**

Effective language teachers help learners adjust and adapt their listening behavior to deal with a variety of situations, namely, different types of input and listening purposes, helping them develop a set of listening strategies and match appropriate strategies to each listening situation. Listening is regarded as a thinking process (Rost, 1991).

Thus, effective listeners think about the meaning of what they hear. In order to successfully make use of the listening ability, listeners have to make effective decisions regarding what they are about to listen to, and these decisions can be called listening strategies.

An example of a listening strategy used in a classroom context can be listening activities that give students an idea of what to expect and then listen for

confirmation. According to Ellis and Brewster (2014), the objective is to focus children's attention not only on what they learn but also how they learn as a means to encourage them to become aware of how to develop their own strategies when it comes to learning, leading them to become more effective and independent learners. This can be achieved if teachers support children's understanding more effectively, in other words, if they manage to steer learners' attention to specific points of activities that actively support their understanding and guide their attention to specific parts of what they listen to (Brewster, Ellis & Girard, 2002).

It is also believed that children's learning depends highly on connections made between what they know and what they are able to understand in the speech they hear (Wells, 1987). However, they do not learn only by listening. If learners do not actively search for meaning, learning will not necessarily occur. Therefore, teaching learners listening strategies can be an opportunity to help learners become better listeners (Harmer, 1998), in the sense that they will be actively engaged in the listening process, improving their chances of acquiring new and solid knowledge of the target language.

However, not all the problems described above can be overcome. For instance, certain features of the message and the speaker are inevitable. But this does not mean that the teacher can do nothing about them. S/he can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies (Fan Yang, 1996).

### **The Message**

1. Grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semiauthenticity that displays most of the linguistic features of natural speech to

total authenticity, because the final aim is to understand natural speech in real life.

**2.** Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously. As Ur (1984:25) has said, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding." She has suggested some such tasks: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Compared with traditional multiple-choice questions, taskbased exercises have an obvious advantage: they not only test the students' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.

**3.** Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

Brown and Yule (1983) categorize spoken texts into three broad types: static, dynamic, and abstract. Texts that describe objects or give instructions are static texts; those that tell a story or recount an incident are dynamic texts; those that focus on someone's ideas and beliefs rather than on concrete objects are abstract texts. Brown and Yule suggest that the three types of input should be provided according to the difficulties they present and the students' level. They draw a figure, in which difficulty increases from left to right, and, within any one type of input, complexity increases from top to bottom.

**4.** Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

### **The Speaker**

**1.** Give practice in liaisons and elisions in order to help students get used to the acoustic forms of rapid natural speech. It is useful to find rapidly uttered

colloquial collocations and ask students to imitate native speakers' pronunciation.

2. Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in extensive listening.

3. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. It has been reported that elementary-level students are not capable of interpreting extra information in the redundant messages, whereas advanced listeners may benefit from messages being expanded, paraphrased, etc. (Chaudron 1983).

### **The Listener**

1. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.

2. Give, and try to get, as much feedback as possible. Throughout the course the teacher should bridge the gap between input and students' response and between the teacher's feedback and students' reaction in order to keep activities purposeful. It is important for the listening-class teacher to give students immediate feedback on their performance. This not only promotes error correction but also provides encouragement. It can help students develop confidence in their ability to deal with listening problems. Student feedback can help the teacher judge where the class is going and how it should be guided.

3. Help students develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, listening for intended meaning, listening for attitude, etc., by providing varied tasks and exercises at different levels with different focuses.

## **1.6.2. The development of listening skills**

### **1. Listening for the gist**

Even though it is possible to understand the overall sense or presentation of a situation when listening, learners are aware that information comes in a sequence (Ahmed, 2015). In that sequence of information, there are content words that can help them form the ‘bigger picture’ of what they are listening to. This is often called listening for gist, meaning that, when learners listen for gist they become aware that just by gathering broad information of what they can hear they are already able to obtain a general understanding of a topic or situation and use it to discuss it further.

### **2. Listening for the specific information**

When listening for details, learners are interested in listening for a specific kind of information – a number, name or object – therefore, ignoring anything that sounds irrelevant for that particular situation (Ahmed, 2015). This way they are able to narrow down their search and obtain the details they need.

## **II. IELTS comprehension**

### **2.1. Comprehension**

The International English Language Testing System, or IELTS, is an international standardised test of English language proficiency for non-native English language speakers. It is jointly managed by the British Council, IDP: IELTS Australia and Cambridge Assessment English, and was established in 1989. IELTS is one of the major English-language tests in the world, others being the TOEFL, TOEIC, PTE Academic, and OPI/OPIc.

IELTS is accepted by most Australian, British, Canadian, Irish and New Zealand academic institutions, by over 3,000 academic institutions in the United States, and by various professional organisations across the world.

IELTS is the only Secure English Language Test approved by UK Visas and Immigration (UKVI) for visa customers applying both outside and inside the UK. It also meets requirements for immigration to Australia, where TOEFL and Pearson Test of English Academic are also accepted, and New Zealand. In Canada, IELTS, TEF, or CELPIP are accepted by the immigration authority.

No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all test takers with a score from "band 1" ("non-user") to "band 9" ("expert user") and each institution sets a different threshold. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that they have worked to maintain their level.

In 2017, over 3 million tests were taken in more than 140 countries, up from 2 million tests in 2012, 1.7 million tests in 2011 and 1.4 million tests in 2009. In 2007, IELTS administered more than one million tests in a single 12-month period for the first time ever, making it the world's most popular English language test for higher education and immigration.

### **2.1.1. History**

The English Language Testing Service (IELTS), as IELTS was then known, was launched in 1980 by Cambridge English Language Assessment (then known as UCLES) and the British Council. It had an innovative format, which reflected changes in language learning and teaching, including the growth in 'communicative' language learning and 'English for specific purposes'. Test tasks were intended to reflect the use of language in the 'real world'.

During the 1980s, test taker numbers were low (4,000 in 1981 rising to 10,000 in 1985) and there were practical difficulties administering the test. As a result, the ELTS Revision Project was set up to oversee the redesign of the test. In order to have international participation in the redesign, the International Development Program of Australian Universities and Colleges (IDP), now known as IDP: IELTS Australia, joined Cambridge English Language Assessment and the British Council to form the international IELTS partnership which delivers the test to this day. This international partnership was reflected in the new name for the test: The International English Language Testing System (IELTS).

IELTS went live in 1989. Test takers took two non-specialised modules, Listening and Speaking, and two specialised modules, Reading and Writing. Test taker numbers rose by approximately 15% per year and by 1995 there were 43,000 test takers in 210 test centres around the world.

IELTS was revised again in 1995, with three main changes:

There was ONE Academic Reading Module and ONE Academic Writing Module (previously there had been a choice of three field-specific Reading and Writing modules)

The thematic link between the Reading and Writing tasks was removed to avoid confusing the assessment of reading and writing ability

The General Training Reading and Writing modules were brought into line with the Academic Reading and Writing modules (same timing, length of responses, reporting of scores).

Further revisions went live in 2001 (revised Speaking Test) and 2005 (new assessment criteria for the Writing test)



### **2.1.2. Characteristics**

IELTS Academic and IELTS General Training are designed to cover the full range of ability from non-user to expert user. The Academic version is for test takers who want to study at tertiary level in an English-speaking country or seek professional registration. The General Training version is for test takers who want to work, train, study at a secondary school or migrate to an English-speaking country.

The difference between the Academic and General Training versions is the content, context and purpose of the tasks. All other features, such as timing allocation, length of written responses and reporting of scores, are the same.

IELTS Academic and General Training both incorporate the following features:

IELTS tests the ability to listen, read, write and speak in English.

The speaking module is a key component of IELTS. It is conducted in the form of a one-to-one interview with an examiner. The examiner assesses the test taker as he or she is speaking. The speaking session is also recorded for monitoring and for re-marking in case of an appeal against the score given.

A variety of accents and writing styles have been presented in test materials in order to minimise linguistic bias. The accents in the listening section are generally 80% British, Australian, New Zealander and 20% others (mostly American).

IELTS is developed by experts at Cambridge English Language Assessment with input from item writers from around the world. Teams are located in the USA, Great Britain, Australia, New Zealand, Canada and other English-speaking nations.

Band scores are used for each language sub-skill (Listening, Reading, Writing, and Speaking). The Band Scale ranges from 0 ("Did not attempt the test") to 9 ("Expert User").

### **2.1.3. IELTS test structure**

#### **Modules**

\* There are two modules of the IELTS:

- ✓ **Academic Module and**
- ✓ **General Training Module**

\* There's also a separate test offered by the IELTS test partners, called IELTS Life Skills:

- IELTS Academic is intended for those who want to enroll in universities and other institutions of higher education and for professionals such as medical doctors and nurses who want to study or practise in an English-speaking country.
- IELTS General Training is intended for those planning to undertake non-academic training or to gain work experience, or for immigration purposes.
- IELTS Life Skills is intended for those who need to prove their English speaking and listening skills at Common European Framework of Reference for Languages (CEFR) levels A1 or B1 and can be used to apply for a 'family of a settled person' visa, indefinite leave to remain or citizenship in the UK.

#### **The four parts of the IELTS test**

- Listening: 30 minutes (plus 10 minutes' transfer time)
- Reading: 60 minutes
- Writing: 60 minutes
- Speaking: 11–14 minutes

The test total time is: 2 hours and 45 minutes.

Listening, Reading and Writing are completed in one sitting. The Speaking test may be taken on the same day or up to seven days before or after the other tests.

All test takers take the same Listening and Speaking tests, while the Reading and Writing tests differ depending on whether the test taker is taking the Academic or General Training versions of the test.

### 2.1.4. Scoring

Test takers receive a score for each test component – Listening, Reading, Writing and Speaking. The individual scores are then averaged and rounded to produce an Overall Band Score.

#### Band scale

There is no pass or fail. IELTS is scored on a nine-band scale, with each band corresponding to a specified competence in English. Overall Band Scores are reported to the nearest half band. The following rounding convention applies: if the average across the four skills ends in 0.25, it is rounded up to the next half band, and if it ends in 0.75, it is rounded up to the next whole band.

The nine bands are described as follows:

9	Expert User	Has full operational command of the language: appropriate, accurate and fluent with complete understanding
8	Very Good User	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good User	Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent User	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited User	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely Limited User	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent User	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non User	Essentially has no ability to use the language beyond possibly a few isolated words.

0	Did not attempt the test	No assessable information provided at all.
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## IELTS and the CEFR

IETLS Band Score	CEFR Level
9.0	C2
8.5	
8.0	C1
7.5	
7.0	
6.5	B2
6.0	
5.5	
5.0	B1
4.5	
4.0	

## 2.2. IELTS listening

### 2.2.1. Comprehension

There are four sections in the listening test. Each section has 10 questions, making a total of 40 questions. The sections become progressively harder. The answers to the questions come in the same order as the information on the recording. The whole test lasts about 30 minutes, including the instructions, your reading and listening time, and the time allowed for transferring your answers from the questions paper to an answer sheet. The instructions are included on the recording. Each section is heard only once.

**Section 1:** This is usually a conversation between two people. Typically, the conversation will involve a basic exchange of information. For example, someone might be placing an order over the phone, or confirming details for a reservation. The topic will be a daily-life situation.

**Section 2:** This is usually a monologue (one person speaking). Passage two will also come from a common daily situation. For example, you might hear

someone providing directions, or presenting basic information about a place or an event.

**Section 3:** The topics become noticeably more challenging in Section 3. This will be a conversation, often among several people, about an academic topic. You might hear a few students discussing something from class, or a professor providing feedback about an assignment, for example. Passage 3 is tougher because the vocabulary is more difficult, the topics are more complicated, and there are more speakers involved in the discussion.

**Section 4:** This will be a lecture from a professor. It could cover any topic from a typical college course. You are not required to have specialized knowledge about the subject matter. However, the language will be difficult and the lecture will be complex. This is the toughest passage on the Listening exam for most students.

### 2.2.2. Type of question

This chapter will familiarise you with the most common task types of the IELTS Listening test.

#### **FORM COMPLETION**

Tasks test your ability to predict what is missing in the gaps. You need to listen for important details like names, dates, places, and times. Sometimes, these are spelt out. If they are not, you still have to spell out. If they are not, you still have to spell the answers correctly.

#### ✓ **Strategies**

- Listening carefully to the instructions as they can help you to know about the topic.
- During the time of 30 seconds given:
  - Read the instructions, imagine the situation, and underline the number of words you are allowed to write for each answer(e.g. NO MORE THAN THREE WORDS).
  - Read the heading of the form
- Underline or highlight the keywords around each gap, and use these to help you to listen for the answer.

- While you are listening, write down your answers because you will hear the recording once only.

\*

Request for Special Leave Form	
Name: (Example) <b><u>Vivian Adams</u></b>	
Student number: 1 _____	
Address: Unit 5, 2 _____ ,Dee Why	
Contact phone: 3 _____	
Course: 4 _____	
Coordinator: 5 _____	
When to take leave: 6 _____	
Number of days missed: 7 _____	

\*\*\*

FREE-TIME HOLIDAYS BOOKING FORM		
Holiday reference number 1	Departure date 2	Number if nights 3
Passenger's name 4		
Accommodation 5	A. hotel	
	B. apartment	
	C. villa	
Meal plan 6	A. room only	
	B. room with breakfast	
	C. half board	
	D. full board	
FREE-TIME HOLIDAYS BOOKING FORM		
Cost( per person) 7		
Supplements (per person)	Accommodation8	Total price 11
	Meals9	
	Departure 10	

## TABLE COMPLETION

In this task type, candidates are required to fill the gaps in an outline of part or of all of the listening text. A table is used as a way of summarizing the information which relates to clear categories – e.g. place/time/price. Noticeably, note form can be used when completing the gap; this means that articles, auxiliary verbs, etc. may be omitted when they are not necessary for meaning.

✓

### Strategies

- Predict the kind of word or phrase you would need (place, number, name, etc.).
- Keep in mind that there will be times when you have to write a measurement word or an abbreviation (cm, in, hours, etc.).
- Write the word or words as you hear them. Do not change them just to make them fit.
- There is no need to write articles. (a, an, the).
- Always remember the word limit.

\*

Airline	Flight Number	Departure gate	Destination
1. _____	_____	_____	San Francisco
2. _____	_____	_____	_____
3. Delta Airlines	_____	_____	_____
4. _____	_____	_____	_____
5. Cathay Pacific	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. Sabena	_____	_____	Brussels
10. Swissair	_____	_____	Zurich

\*\*

TV channels	Time	Name of the programme	Content of the programme
BBC 1	8:00	Face to Face	Talk with an American writer
BBC 1	9:00	1. _____	Titanic
BBC 2	2. _____	Sports	Live 3. _____ Of football 4.....vs.....
BBC 2	10:10	5. _____	Talk about 6 _____ in Africa
7. _____	10:15	Sounds around	Life and music of Jan Sibelius
Channel 4	8. _____	Holidays	Holidays in Germany

\*\*\*

Interesting places to visit	Things to do in each place	Where to stay in each place
Sydney	1. _____ 2 _____	3 _____
	The Sydney Opera House	
The Great Barrier Reef	Go 4. ____ See the coral reef See the 5 ____ Travel in glass- bottom boats Explore hundreds of islands	Resort hotel or guest house
6. _____ Rock in Uluru National Park	Go hiking and trekking See 7 ____ See the colours of the rock at 8 _____	
Kakadu National Park	Go hiking See all sorts of wildlife See beautiful 9 _____	10 _____



## **MATCHING**

In this task type, candidates are required to match a list of items from the listening text to a lettered set of options on the question paper. The set of options may be criteria of some kind. Many variations of this task are possible with regard to the type of options to be matched.

**Type 1: Matching words/ phrases:** This task type assesses the skill of listening for detail. It assesses whether a candidate can understand the information given in a conversation on an everyday topic such as different types of hotel or guest house accommodation. It also assesses the ability to follow a conversation involving interaction between two people. It may also be used to assess candidates' ability to recognize relationships and connections between facts in the listening text.

**Type 2: Matching with pictures/diagrams:** This task type also assesses the skill of listening for detail. Candidates are required to understand detailed information to match with pictures/diagrams given.

✓

### **Strategies**

- Before starting to listening, carefully read the numbered or lettered or list of items and the set of options.
- The numbered or letter list would almost be in the same order as you would hear it in the recording.
- The ideas in the list might not be expressed in the same way as those in the recording.
- In this type of question, you should listen for ideas; never listen for particular words or phrases.
- When you have chosen something from the set of options, put a line through it, so you will not get to use it again.

**\*May use a letter more than once**

<b>A.</b>	<b>No message</b>	<b>F. Competence</b>
<b>B.</b>	<b>Confidence</b>	<b>G. Competitiveness</b>
<b>C.</b>	<b>Lack of confidence</b>	<b>H. Mutual liking</b>
<b>D.</b>	<b>Lack of interest</b>	<b>I. Recognition</b>
<b>E.</b>	<b>Arrogance</b>	

<b>For Australian men</b>	
Weak handshake	1
Crushing handshake	2
Half handshake	3
Quickly released handshake	4
Long handshake	5
<b>For Australian women</b>	
Half handshake	6
Full, firm handshake	7
<b>For both sexes</b>	
No eye contact during handshake	8

**\*\* May use a letter more than once**

- A. People at work**
- B. Mind-reading techniques and astronomy**
- C. Group behavior**
- D. Working closely with teachers and children**
- E. Language learning and problem solving**
- F. Helping people with mental illness**
- G. Antisocial behavior and mental disorders**
- H. Hormonal changes associated with age**
- I. Behavioural changes associated with age**
- J. How the learning process works**

<b>Title</b>	<b>Main area of study</b>
Learning psychology	1.
Biological psychology	2.
Cognitive	3.
Abnormal psychology	4.

Social psychology	5.
Developmental psychology	6.
Educational psychology	7.

## CLASSIFICATION

Classification involves a list of numbered question (1, 2, 3,...) and a list of options labeled with a letter( A, B, C,...). You will match the correct options to the questions based on what you hear.

There are two types of tasks:

- **Type 1:** There are usually more possible options than question and you can use each option only once.
- **Type 2:** You will probably use all the options and you may use each option more than once.

### ✓ Strategies

- Read the questions first and decide what they have in common. Say them quietly to yourself to help you recognize them on the recording.
- Then, read the list of options, noting any handing in the box. Underline the keyword. Paraphrase each of the options in your own words.
- As you listen, match the options to the questions.
- Keep up with the recording. If you hear the keyword in any question, then answer that question first.

\*

Name of author	C = Cookery S = Sports T = Travel
Peter Adams	ST
Stephen Bau	1.
Pam Campbell	2.
C. Kezik	S
Ari Hussein	3.
Sally Innes	S
Meg Jorgensen	4.
Bruno Murray	5.
Ruby Lee	6.

Jim Wells	7.
Helen Yeung	8.

\*\*Match the state ments to the person each refers to.

- A. Barthelemy Thimonnier
- B. Elias Howe
- C. Walter Hunt
- D. Isaac Singer

1. \_\_\_\_\_ is the person usually associated with the invention of the sewing machine.
2. \_\_\_\_\_ produced the first sewing machine.
3. \_\_\_\_\_ had his business ruined by historical events.
4. \_\_\_\_\_ took action to stop people copying his invention.
5. \_\_\_\_\_ is known for the invention of another everyday object.
6. \_\_\_\_\_ was concerned about the social consequences of his invention.
7. \_\_\_\_\_ was cheated out of money due to him.
8. \_\_\_\_\_ returned sadly to his homeland.
9. \_\_\_\_\_ had to use the law in order to benefit from his invention.
10. \_\_\_\_\_ was forced to recognize the importance of another inventor.

\*\*\*

**Facilitator’s global responsibilities**

- A. \_\_\_\_\_ Blueprinting
- B. \_\_\_\_\_ Pro-integration
- C. \_\_\_\_\_ Focusing
- D. \_\_\_\_\_ Prompting
- E. \_\_\_\_\_ Friction management

Writing an agenda	1.
Defining technical terms or phrases	2.
Maintaining harmony	3.
Getting to know participants	4.

Guiding discussion	5.
Promoting agreement	6.
Encouraging everyone's participation	7.

## FLOW-CHART COMPLETION

A flow chart always represents a sequence of events or a process. You complete the flow chart by writing a few words in the gaps. Sometimes you may have a box of possible answers to choose from.

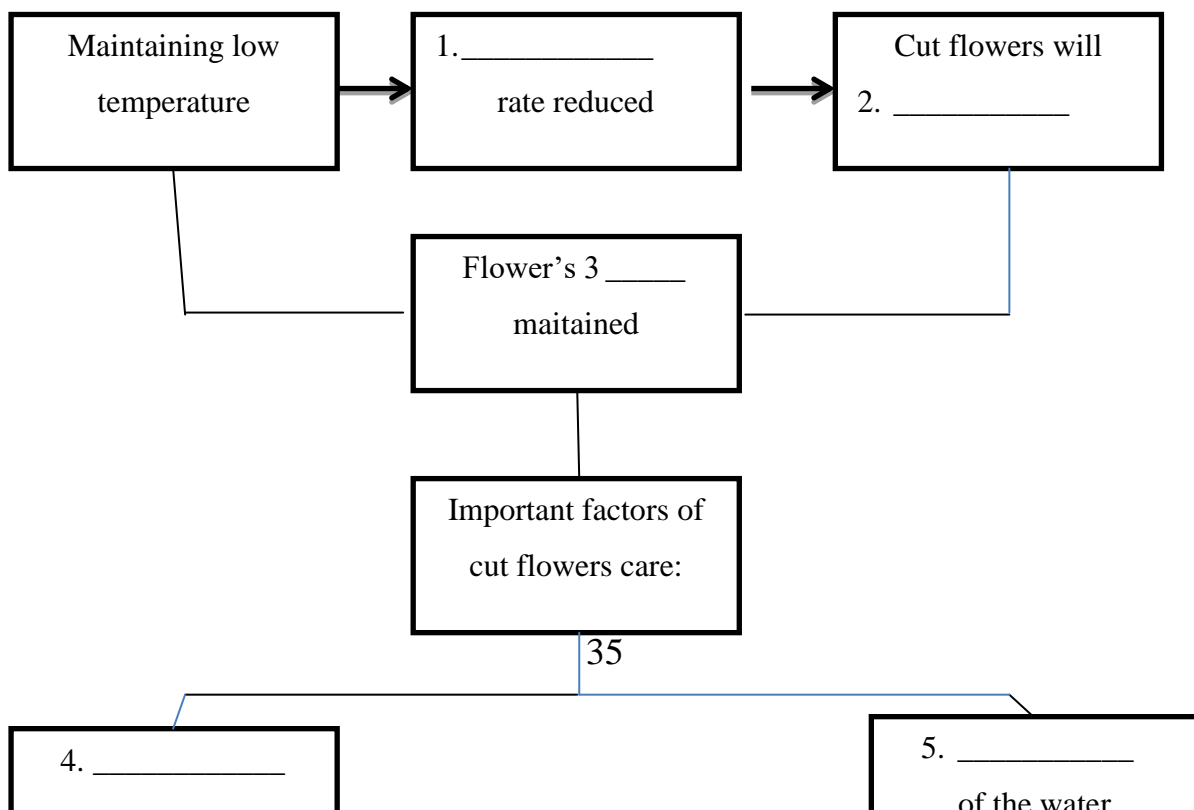
Flow chart completion is like not completion. It may not follow standard grammatical rules or layout.

✓ \_\_\_\_\_ **Strategies**

- \_\_\_\_\_ Read the chart to decide what the overall topic is. Note how the sequence works.
- \_\_\_\_\_ Look at each gap and predict the meaning and part of speech (noun, verb, adjective, etc.) of the word(s) you have to fill in.
- \_\_\_\_\_ Highlight all keywords to help you follow the talk.

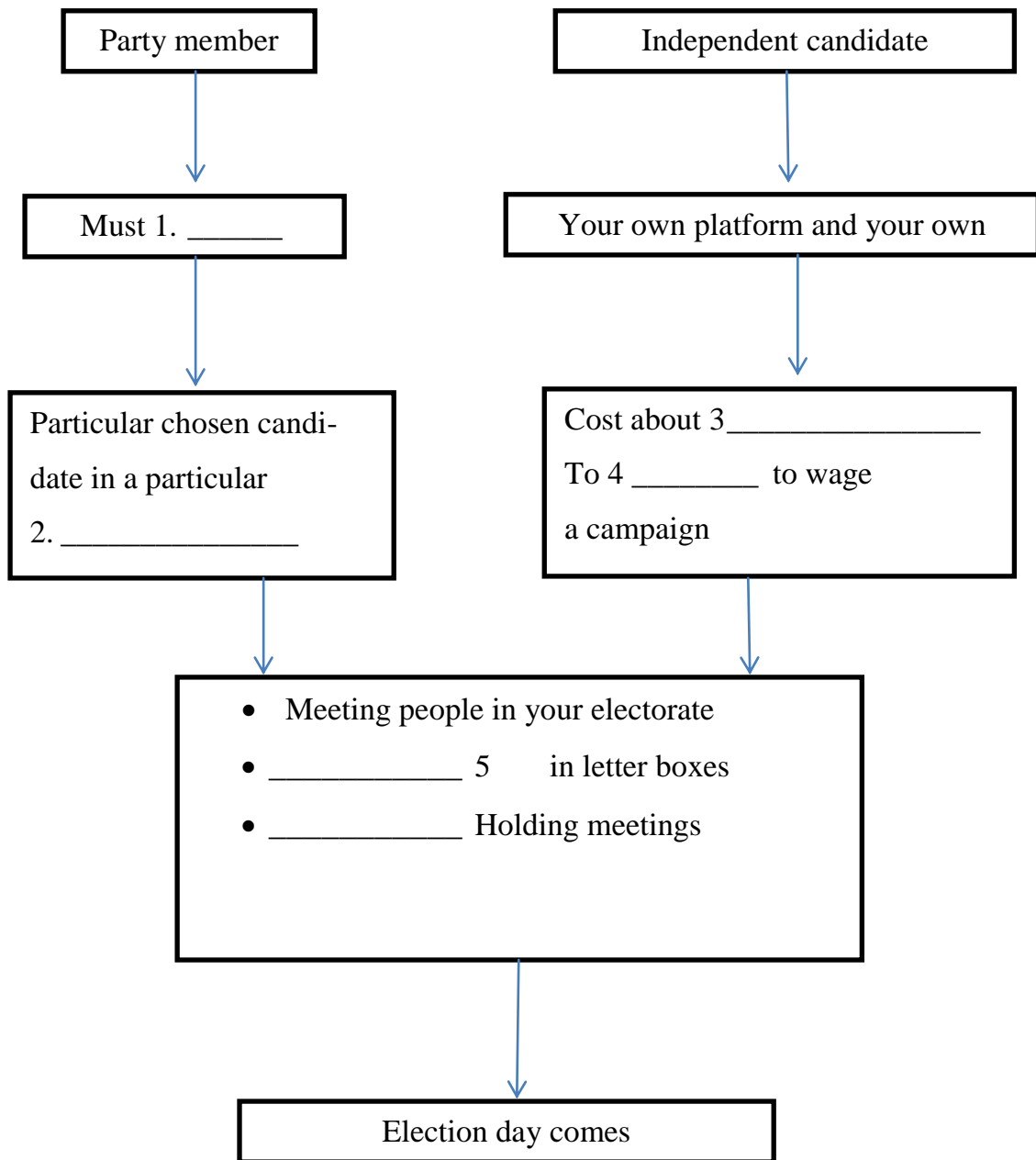
\*

### Controlling Respiration

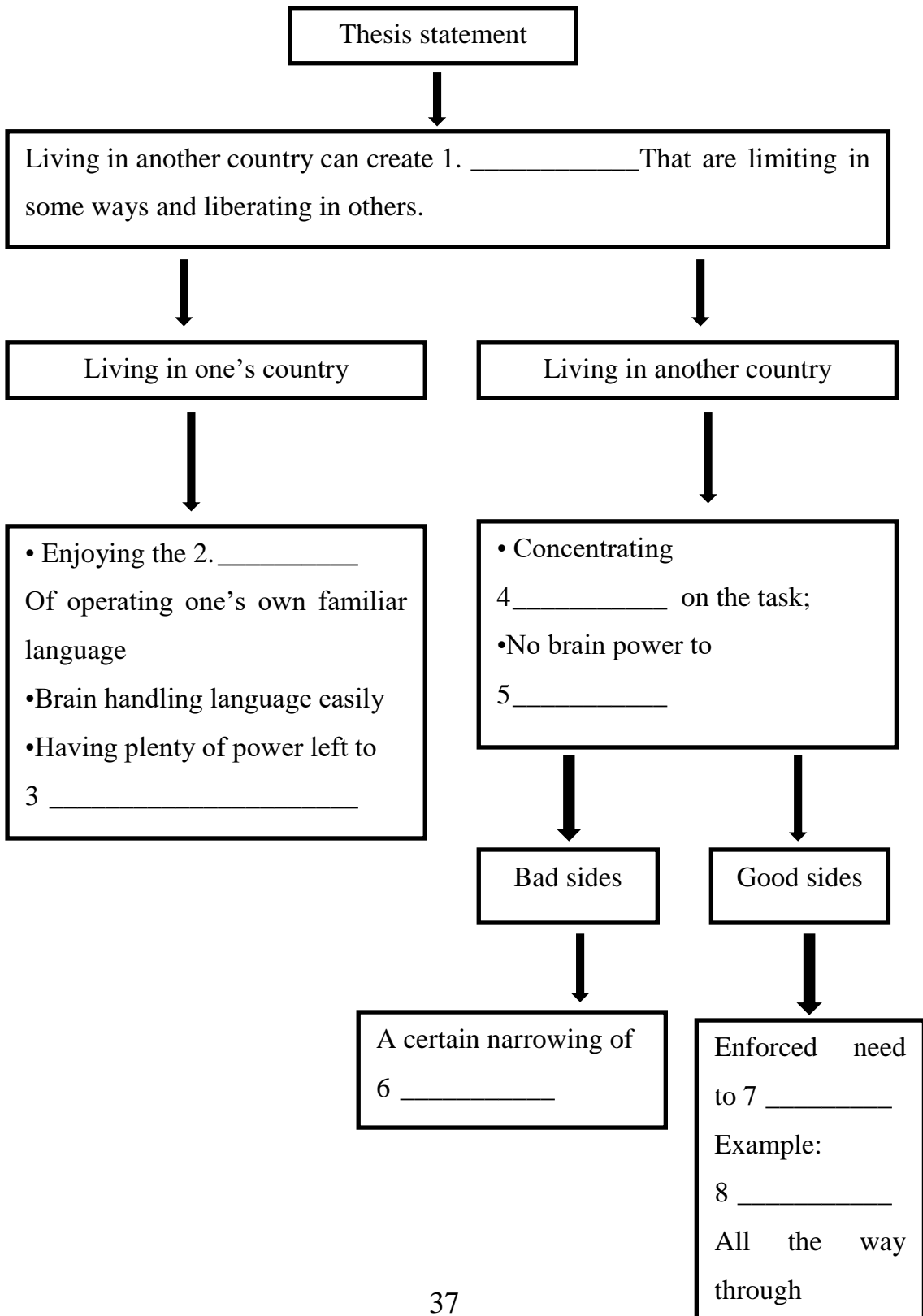


\*\*

## The process by which a federal politician is elected



\*\*\*



\*\*\*\*

1 \_\_\_\_\_ years ago, 'shadow plays' in  
China gave us the idea of  
2 \_\_\_\_\_

In the mid-19th century, first glass sides and then photos in '3 \_\_\_\_\_' appeared. By 1850, 4 \_\_\_\_\_ had come together.

In 5 \_\_\_\_\_, photos could be taken quickly one after another.

In 1888, the first celluloid film 6 \_\_\_\_\_ was produced

By 1890, photo-taking speed reached 7 \_\_\_\_\_

In 8 \_\_\_\_\_, kinetoscope was invented.

A quiet machine able to 9 \_\_\_\_\_ onto a 10 \_\_\_\_\_  
Produced.

In 1888, the first celluloid film 6 \_\_\_\_\_ was produced

Cinema was born.



## **DIAGRAM/PLAN/MAP LABELLING**

Diagram/Plan/Map labeling tasks are often based on diagram, plan or map of a place.

**There are two kinds of labeling tasks:**

- You are asked to fill the gaps, usually with three words or fewer from what you hear
  - You need to match the items given from a list to the features of a diagram.
- ✓ **Strategies**

**Before you listen:**

- Read the instruction carefully to see how many words you should use to complete each gap.
- Try to familiarize yourself with the diagram/plan/map as well as possible and describe it in your own words.
- Make sure you understand what direction you need to be following. Is it right or left? North or south?
- If it is a map of a place, before listening, use words of directions to mentally describe some first places on the map. You can even write down “left” or “right” if you sometimes confuse them.

- Look at the parts of the map or plan you need to label and decide what kinds of words are needed.

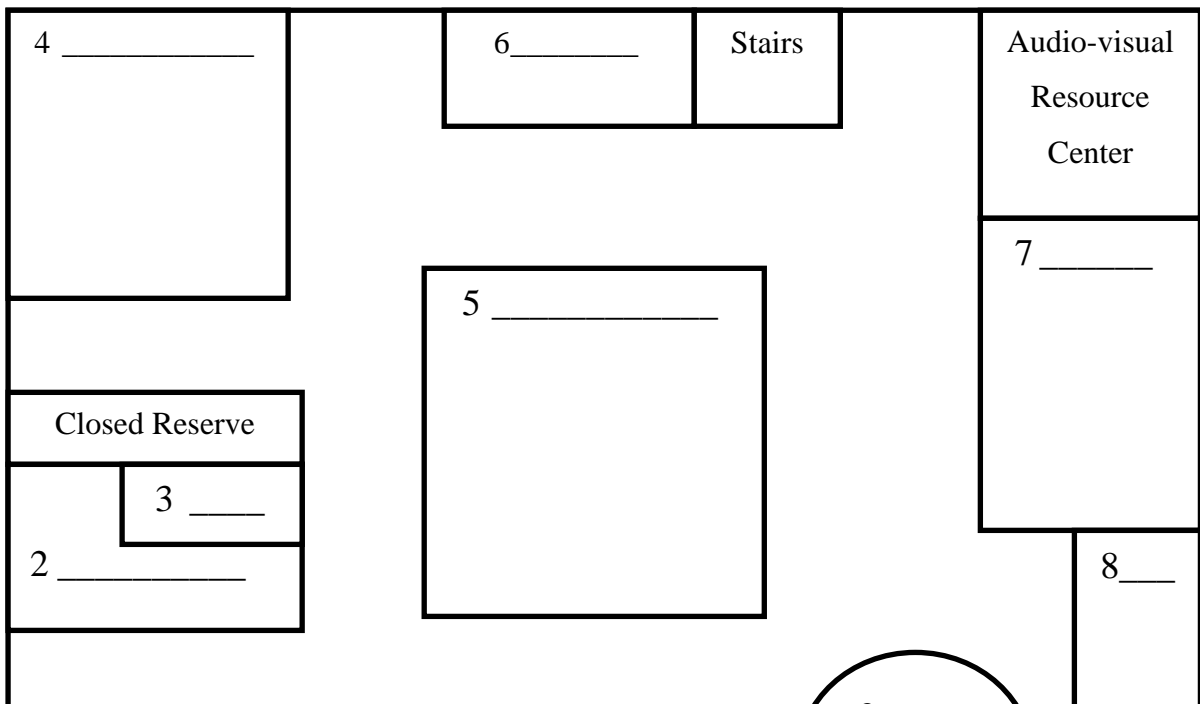
**While you listen :**

- Find the starting point once the recording begins.
- When you listen, pay particular attention to expressions of location such as in the middle, on the corner , next to, above/ below, and straight ahead as the answers may depend on your understanding of these words.

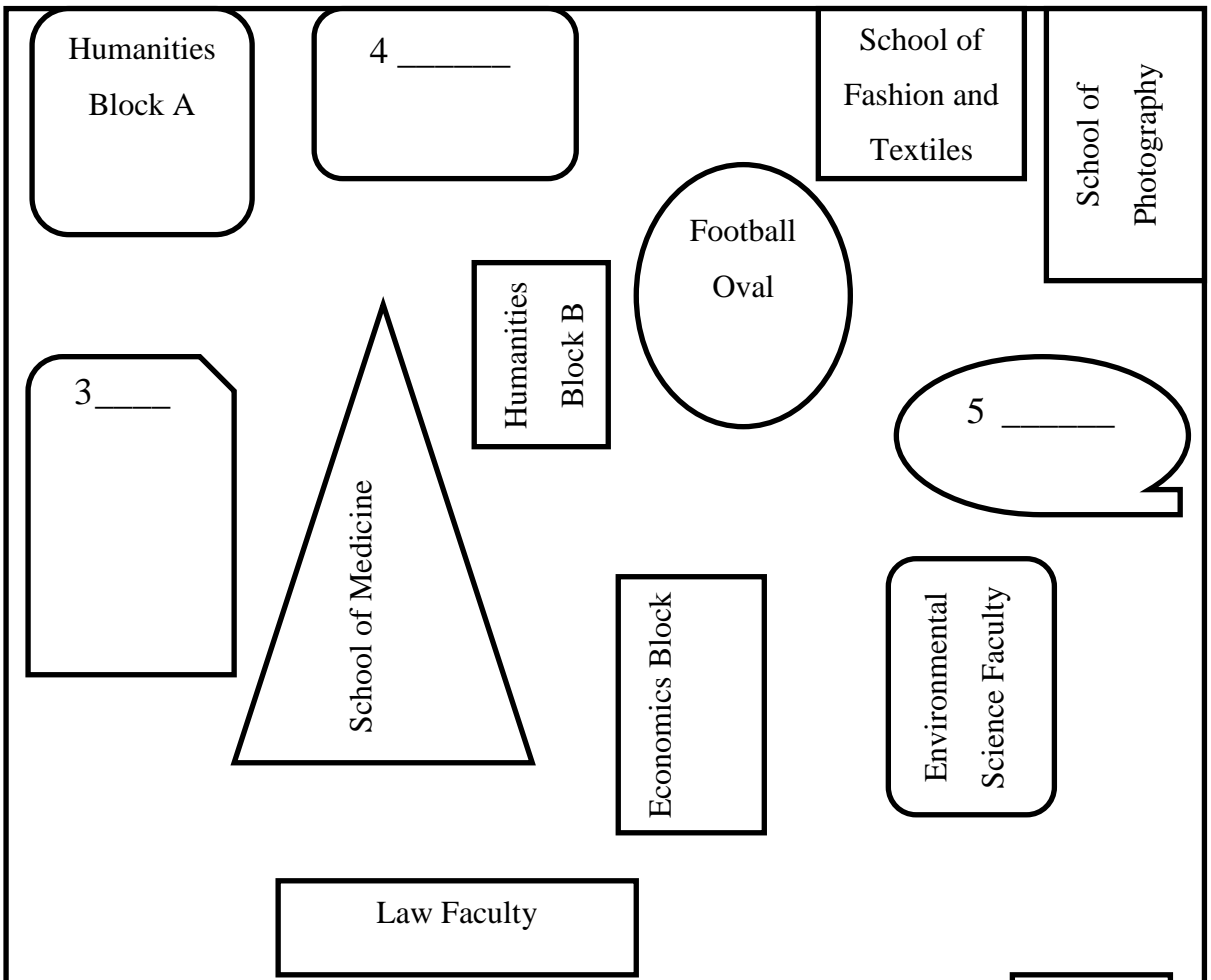
\*

- A. Information Desk
- B. Catalogues
- C. Reference Section
- D. Current Magazines
- E. Photocopying Room

- F. Circulation Desk
- G. Newspapers
- H. Returns Area
- I. Restrooms
- J. Conference Room



\*\*\*



## SHORT ANSWERS

In this listening task type, candidates are required to write short answers using information from what they just heard. A word limit is sometimes given, for example, “**NO MORE THAN THREE WORDS AND/OR NUMBER**”. Candidates will not get a point if they exceed the stated maximum number of words.

Short-answer questions focus on specific information. You should always accurately work out what the topic of each question is in order to give correct answers.

✓

### Strategies

-

Read the instructions carefully to see how many words you can use in your answers.

-

Identify the answer types needed and try to predict possible answers.

-

Identify key

words and think of their synonyms or paraphrases, then use these key-words to listen for the correct answers.

\*

1. How much was paid for the whole of Manhttan Island in 1626?

---

2. How much can an office block in New York cost now?

---

3. How much did Napoleon sell the entire Mississippi Valley for in 1803?

---

4. What was the price per arce?

---

5. How big was the United States before this deal?

---

6. How big was the United States after this deal?

---

7. How much did the Tsar of Russia sell Alaska for in 1867?

---

8. What was the price per arce?

---

9. How much gold has Alaska yielded?

---

10. How much coal is there in Alaska?

---

\*\*

1. How does Stephnie think about university life?

---

2. How long is the train trip to the city?

---

3. What time does Stephnie's train leave the city?

\_\_\_\_\_

4. Where can the public see the submarine?

\_\_\_\_\_

5. What kind of car does Richard currently drive?

\_\_\_\_\_

What kinds of movies would Stephnie enjoy very much?

6. \_\_\_\_\_

7. \_\_\_\_\_

\*\*\*

1. What is Terry's job?

\_\_\_\_\_

What are the source of office paper waste?

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What paper products are produced from recycled office paper

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. What are sold to people and offices for placing used office paper inside?

---

9. How much does it cost each?

---

10. How often do the boxes get full?

---

### **SENTENCE COMPLETION**

The question type is frequently given in Sections 3 and 4 of the Listening test. You will be provided with a number of incomplete sentences which you need to complete using the information from the recorded text. Generally, you must complete each statement in no more than three words. Remember to read the instructions carefully so as to be able to answer as instructed. Specifically, you may answer with one, two or three words. If you think you need a more-than-three-word answer to a certain question, this answer is certainly incorrect.

**This question type tests your ability to:**

- \_\_\_\_\_ Skim for  
general information

- \_\_\_\_\_ Read for details
- \_\_\_\_\_ Understand paraphrases in incomplete sentences

At the end of the task, when you are given 30 seconds to check your answers, read your completed sentences to make sure they are all grammatically correct (for example, check that in your answer, you not adding an article or a preposition which is already in the sentence) and also check your spelling.

- ✓ \_\_\_\_\_ **Strategies**
- \_\_\_\_\_ Read the sentences before you listen.
- \_\_\_\_\_ Predict not only the type of information or part of speech that is needed, but also what the missing word or words could actually be.
- \_\_\_\_\_ Write your answers exactly as you hear them.
- \_\_\_\_\_ Re-check your answers to determine if they are grammatically fit.
- \_\_\_\_\_ Check for correct spelling.
- \_\_\_\_\_ Be alert. A word limit is given; for example, if the instructions require ' **NO MORE THAN THREE WORDS**', use no more than three words.

\*



1. Scientists have catalogued more than \_\_\_\_\_ of the species that exist on Earth today. By some recent estimates, at least \_\_\_\_\_ that many species inhabit the planet.
2. Up to \_\_\_\_\_ become extinct every day. Scientists estimate that the total number of species lost each year may climb to \_\_\_\_\_ by the year 2000, a rate far exceeding any in the last \_\_\_\_\_ years.
3. Around the world, more than \_\_\_\_\_ protected areas exist in the form of parks, wildlife refuges and other reserves. These areas cover a total of about \_\_\_\_\_ (5 million square kilometres, or \_\_\_\_\_ of our total land area).
4. Today, more than \_\_\_\_\_ in the United States are classified as endangered. More than \_\_\_\_\_ animal species are endangered worldwide.
5. Little-noticed aquatic animals are in big trouble. In North America, \_\_\_\_\_ of our fish species, \_\_\_\_\_ of our crayfish species, and nearly \_\_\_\_\_ of the mussel species are in trouble.

\*\*

1. The counselor's talk is about \_\_\_\_\_
2. When they arrive, students initially feel \_\_\_\_\_
3. The first cause of student \_\_\_\_\_
4. The second cause of depression mentioned is \_\_\_\_\_
5. One cause of academic problems is \_\_\_\_\_
6. The counselor advises students to be \_\_\_\_\_

\*\*\*\* NO MORE THAN THREE WORDS

1. Learning a language is rather difficult, we have to understand \_\_\_\_\_ is acquired first.
2. Subliminal language learning is to take words into mind while not \_\_\_\_\_ those words.
3. If you think you haven't heard them, actually your brain will hear them and \_\_\_\_\_.
4. Babies \_\_\_\_\_ words spoken to them inside the mother's womb.
5. The \_\_\_\_\_ ensured that the words had been planted in your mind before you actually learnt them.
6. Vocabulary of \_\_\_\_\_ words should be available for daily communication.
7. \_\_\_\_\_ of that vocabulary is one of the condition to learn a foreign language successfully.
8. \_\_\_\_\_ all kinds of material in that language is very important.
9. Language is \_\_\_\_\_ every day.
10. The vital difference between native and foreign language is people \_\_\_\_\_ in different ways.

In this task type, you are required to fill a paragraph in the form of a summary with gaps of part or of all of the listening text. Because the summary is a paraphrase of the listening text( rather than an edited version), you will need to have a good understanding of the overall meaning and main points of the section summarized, rather than a detailed understanding of the text.

You may have to either select the answers from a list on the question paper or identify the missing words from the recording which fit into the summary. In the latter case, you should keep to the word limit stated in the instructions. You, therefore, have to read the instructions very carefully as the number of words or numbers you will use to fill the gaps will vary.

### **Strategies**

- \_\_\_\_\_ Read the instruction carefully because they tell you which questions you should read before listening.
- \_\_\_\_\_ Skim through the summarized text to get an idea of the topic and the details for which you will be searching when listening.
- \_\_\_\_\_ Read the summarized text again more carefully and try to work out what you are going to hear.
- \_\_\_\_\_ Decide what you need to listen out for.
- \_\_\_\_\_ Anticipate the grammatical form as well as vocabulary: predict not only the type of information or part of speech that is needed, but also what the missing word or words could actually be.
- \_\_\_\_\_ Listen to the introduction and the instructions very carefully as the number of words or numbers you should use to fill the gaps will vary.

- \_\_\_\_\_ Fill in the gaps as you listen. Write your answers exactly as you hear them.
- \_\_\_\_\_ Re-check your answers to determine if they grammatically fit: for example, if there is the article 'a' before the gap, it means that the answer will be either plural or an uncountable noun.
- \_\_\_\_\_ Do not give more than one answer in a gap. Otherwise, it will be marked as wrong.
- \_\_\_\_\_ Make notes beside the gaps you are unsure of the answers
- \_\_\_\_\_ Check for correct spelling.

**\* There are more words in box than you need. Some words may be used more than once.**

Rest	speak	exhaustion	angry	relaxation
Stress	tired	tense	hunger	raised

The most usual cause of headaches is 1 \_\_\_\_\_. Headaches can also come as a result of excessive 2 \_\_\_\_\_. Some people say they get a headache when they 3 \_\_\_\_\_. This probably because they get very 4 \_\_\_\_\_.

\*

Recent research by linguists from a top 1 \_\_\_\_\_ has resulted in a call for an increase in funding for English language training programmes. The research indicates that in certain large 2 \_\_\_\_\_ areas of Australia, 3 \_\_\_\_\_ is no longer the dominant language. The minister for Immigration, John Scunthorpe, denies that there is a lack of 4 \_\_\_\_\_ for English language programmes and has stated on radio that the reason for

5\_\_\_\_\_taking longer to learn English is that there has been a 6\_\_\_\_\_ in these city areas from 7\_\_\_\_\_to 8\_\_\_\_\_ migrants. One reason that English will remain the main language in 9\_\_\_\_\_ is because the number of British migrants to the country is three times that of non-English-speaking migrants every year. Enquires for English language courses can be made by telephoning: 10\_\_\_\_\_.

\*\*\*

This talk is to give some advice how to present a 1 \_\_\_\_\_paper. At one time, teaching took the form of giving 2 \_\_\_\_\_in the universities. Nowadays, many university teachers try to 3\_\_\_\_\_ their students more actively in the learning process. One of the ways is conducting seminars. In a seminar, one student is 4\_\_\_\_\_ to give his ideas on a certain topic. These ideas are then discussed by the other students in the seminar.

There are two ways this can be done. The first method is to 5\_\_\_\_\_ copies of the paper 6\_\_\_\_\_ to all the participants. This gives them time to read it before the seminar so that they can come already 7\_\_\_\_\_with their own ideas about what you have written. The second method is where there is no time for 8\_\_\_\_\_, or there is some other 9 \_\_\_\_\_ why the paper cannot be circulated. In that case, the paper will have to read aloud to the 10\_\_\_\_\_.

When you are introducing your paper, what you must not do is simply read the 11\_\_\_\_\_ aloud. This is because of the following reasons. Firstly, if the paper is a fairly long one, there may not be enough time for 12\_\_\_\_\_. Secondly, a lot of 13\_\_\_\_\_ cannot be understood when one is reading. Thirdly, it can be very boring listening to something being read aloud. What you should do is : a) decide on your 14\_\_\_\_\_, b) write out your spoken 15\_\_\_\_\_in the way you intend to say it, c) concentrate only on the 16\_\_\_\_\_, d) try to make your spoken presentation 17\_\_\_\_\_, e) if you are not used to speaking in public, write out everything you have to say, f) when

you know exactly what you are going to say, reduce it to 18\_\_\_\_\_, g) at the seminar, speak from the outline notes, h) look at your 19\_\_\_\_\_ while you are speaking, i) make 20\_\_\_\_\_.

## NOTE COMPLETION

Note – completion tasks require you to fill the spaces in a set of notes, using the words given in a list or the words you hear in a listening text. This set of notes is used to summarise any type of information showing how different items relate to one another.

### Strategies

- \_\_\_\_\_ Listen carefully to the instructions as this can help you know about the topic.
- \_\_\_\_\_ During the time you are given ( around 20 seconds) :
  - \_\_\_\_\_ Read the instructions, imagine the situation and underline the number of words you are allowed to write for each answer.
  - \_\_\_\_\_ Read the heading and layout of the notes. Read across the rows from left to right following the order of the questions. Do not read up and down the columns.
  - \_\_\_\_\_ Look at the gaps and any headings, then identify the question and answer types. Also make a guess about the part of speech( noun, verb, adjective, etc,) and the kinds of words or phrases to fill in (place, number, name, etc.)

- \_\_\_\_\_ Underline or highlight the keywords around each gap and use these to help you listen for answers.
- \_\_\_\_\_ While you are listening, pay special attention to connective devices, such as first, to start with, then, next, and thirdly, which are used to show order; I mean, in other words, that is to say, which are used to explain something; in brief, in sum, in short, in a word, which are used to give conclusion.
- \_\_\_\_\_ Write the words exactly as you hear them – do not change their form in any way.
- \_\_\_\_\_ You do not need to make grammatically complete sentences, so you can leave out the articles ( a, an, the)
- \_\_\_\_\_ You must remember the word limit – do not write more words or numbers than you are asked for.

\*

## The Major Changes in Museums in the Modern World

I. Reaching out to 1 \_\_\_\_\_

A. \_\_\_\_\_ 2

B. \_\_\_\_\_ the poor

C. \_\_\_\_\_ the less educated members

II. Appearance

A. \_\_\_\_\_ Old museums: 3

B. \_\_\_\_\_ Newer ones:

1. \_\_\_\_\_ Modern in 4

2. \_\_\_\_\_ Inside the museums:

a. \_\_\_\_\_ Modern lighting, colour and sound

b. \_\_\_\_\_ Showing 5

c. \_\_\_\_\_ Display of a group of objects to  
represent lifestyle

III. Helping visitors become part of what they see

A. \_\_\_\_\_ No 6

B. \_\_\_\_\_ Encouraging visitors to touch, listen, operate  
and 7 \_\_\_\_\_ -to discover 8 \_\_\_\_\_ for  
themselves

IV. Providing 9 \_\_\_\_\_ and children's departments

A. \_\_\_\_\_ Film showings

10 \_\_\_\_\_

**MUPTIPLE CHOICE**



In the IELTS listening test, you will usually have to answer multiple-choice questions. A multiple-choice question is a question with three or more possible answers. You need to listen to the recording and decide on the best answer to each question by selecting the letter that represents it on the question paper.

### Strategies

- \_\_\_\_\_ Read the instruction carefully and check how many letters you need to circle.
- \_\_\_\_\_ Skim through the questions and the options quickly before the recording starts and during the 30 seconds' time given.

As you do this:

- \_\_\_\_\_ Underline the keywords, such as the wh-question words and nouns.
  - \_\_\_\_\_ Try to work out what you are going to hear from the vocabulary of the questions.
  - \_\_\_\_\_ Decide what kind of information you need to listen out for.
- \_\_\_\_\_ Answer the questions as you listen by circling the letters. The information will be given in the same order as the questions although it might be expressed differently. Be prepared not to hear the first or even second answer choices mentioned.
  - \_\_\_\_\_ Remember to make notes beside any question which you are not sure of an answer so that you can reconsider it afterwards.
  - \_\_\_\_\_ Do not leave any questions unanswered.

\*Circle the correct letter, A-C.

1. \_\_\_\_\_ The respondent is
  - a. \_\_\_\_\_ 20 - 33 years old
  - b. \_\_\_\_\_ 34 - 53 years old
  - c. \_\_\_\_\_ Over 54 years old.

\*\*Choose **TWO** letters, A – E

The respondent mainly watches TV

- a. \_\_\_\_\_ In the early morning.
- b. \_\_\_\_\_ Around midday.
- c. \_\_\_\_\_ In the afternoon
- d. \_\_\_\_\_ In the early evening
- e. \_\_\_\_\_ At night

\*\*\*\*

Choose **TWO** letters, A- E.

1. What are the main products in the west part of England?
  - a. Wheat growing
  - b. Sugar beet
  - c. Potatoes
  - d. Dairy farming
  - e. Market gardening
2. What are the main products in the south part of England?
  - a. Wheat growing
  - b. Sugar beet
  - c. Potatoes
  - d. Dairy farming
  - e. Market gardening

### 2.2.3. Band scores

Correct Answers	Band Scores
40	9
39	8.5
37-38	8
36	7.5
34-35	7
32-33	6.5
30-31	6
27-29	5.5
23-26	5
19-22	4.5
15-18	4
12-14	3.5
9-11	3
6-8	2.5

## **CHAPTER 2 : RESEARCH METHODOLOGY**

The purpose of this segment is to explain the methodology used in this research and to present techniques used in this analysis, namely the questionnaire.

### **1. Survey Research**

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009).

Survey research provides ideal conditions for the exploration of Process x Individual Difference interactions because carefully selected samples reflect the full heterogeneity of the general population. (Penny S. Visser, Jon A. Krosnick, And Paul J. Lavrakas)

Moreover, using interview questions and follow-up questions, or probes, based on what the participant has already described, the goal is to construct as complete a picture as possible from the words and experiences of the participant. This can only be accomplished when the qualitative interview is open ended enough for the participant to provide a depth of knowledge on the research topic. The intent is to discover that person's view of an experience or phenomenon of study.

## **1.1. Steps in conducting a survey research**

When performing a survey analysis, the investigator must determine carefully how the experiment is to be conducted. These include a great deal of steps such as :

1. Defining the purpose and objective of the study.
2. Selecting and defining the target population.
3. Choosing and selecting techniques for data gathering.
4. A major and good representative (sample) of the population is to be taken.
5. The process of data gathering (or simply the step of executing the research), where the interviews, questionnaires or any other instrument is used for which the questions are pre designed.
6. The questionnaire (if used) is then followed up. The questions asked from the interviewee are answered, evaluated and hence the process of data gathering is completed.
7. The data gathered is processed, analyzed, and interpreted, from which the results are concluded and the findings are then generalized.

Following these steps will help researchers understand and build answers from themselves based on the survey data sheet they read.

## **1.2. Methods of Collecting Survey Data**

Based on Surveys and Questionnaires made by Mathers N, Fox N. and Hunn A.(2007), there is a wide range of methods available for collecting data covering human participants, but the three main methods of collecting survey data are:

- **face-to-face interviews**
- **telephone interviews**
- **questionnaires**

## **1. Face-to-face interviewes**

Face-to-face or personal interviews are very labour intensive, but can be the best way of achieving high quality data.

### ➤ **Advantages of F2F Interviews :**

- Allow for more in-depth data collection and comprehensive understanding
- Body language and facial expressions are more clearly identified and understood
- The interviewer can probe for explanations of responses
- Stimulus material and visual aids can be used to support the interview
- Interview length can be considerably longer since the participant has a greater commitment to participate

### ➤ **Disadvantages of F2F interviews :**

- Interviews are more time consuming to recruit and conduct
- As a result of timing and travel, F2F interviews can be expensive
- Interviews can deliver biased responses
- Most carefully vet the respondent's ability before investing time in the recruitment process and interview process

## **2. Telephone interviews**

Telephone interviews are particularly useful when the respondents to be interviewed are widely geographically distributed, but the complexity of the interview is limited without the use of visual aids and prompts

### ➤ **Advantages of Telephone interviews**

- Are more cost effective and easier to conduct than F2F interviews
- Can deliver similar quality data
- Multiple points of view can be gathered through multiple interviews
- Interviews can be conducted over a wider geographic scope, even globally

- Answers to questions are equally as valid as F2F interviews

➤ **Disadvantages of Telephone interviews**

- Respondents have to actually answer the call and can hang up at any time
- Behavior and body language cannot be observed
- Interviews tend to be shorter than F2F interviews
- Cannot use any visual aids to assist in the interviewing

### **3. Questionnaires**

These questionnaires come in many different forms from: factual to opinion based, from tick boxes to free text responses. Whatever their form, questionnaires are often viewed as quick and easy to do. It can be either devised by the researcher or they can be based upon some readymade index.

➤ **Advantages of Questionnaires**

- The responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews.
- Generally it is relatively quick to collect information using a questionnaire.
- Potentially information can be collected from a large portion of a group.

➤ **Disadvantages of Questionnaires**

- Open-ended questions can generate large amounts of data that can take a long time to process and analyse
- Respondents may answer superficially especially if the questionnaire takes a long time to complete
- Subjects may not be willing to answer the questions. They might not wish to reveal the information or they might think that they will not benefit from responding perhaps even be penalised by giving their real opinion

## **2. Techniques employed in this study**

### **2.1 Data collection**

In order to complete this minor thesis, both quantitative and qualitative methods have been conducted to collect data. They include: questionnaire, and informal interview.

#### **2.1.1 Questionnaire**

The first method for the collection of data for this analysis was Questionnaire.

This type of method has proven to be cost-effective and time-efficient, and can captures various types of data that come from participants' responses.

This questionnaire becomes more reliable because the respondent's identity has been anonymized and this encourages honesty in every information in the answer (Cohen 2000:269).

##### **a. Aims of the questionnaire**

The survey aims at investigating the way to improve IELTS listening skills.

##### **b. Selection of participations**

This research project took place in AMES center where I was fortunate to learn from a very supportive cooperating teacher and other experienced teaching professionals who help maintain a happy learning environment for children who study there, which is noticeable for those who visit the facilities. The participants involved in this research project were a intensive class of 23 learners. The students in this class were mostly 15-20 years old. The students had an adequate language level considering that they had been learning English for at least 3 years.

Youngsters had the teacher planned lessons according to their course book, Cambridge IELTS Intensive Training and Mind set for IELTS. Moreover, the teachers also continually updated the test questions online, summing up some suitable topics to test the qualifications of the contestants every month.



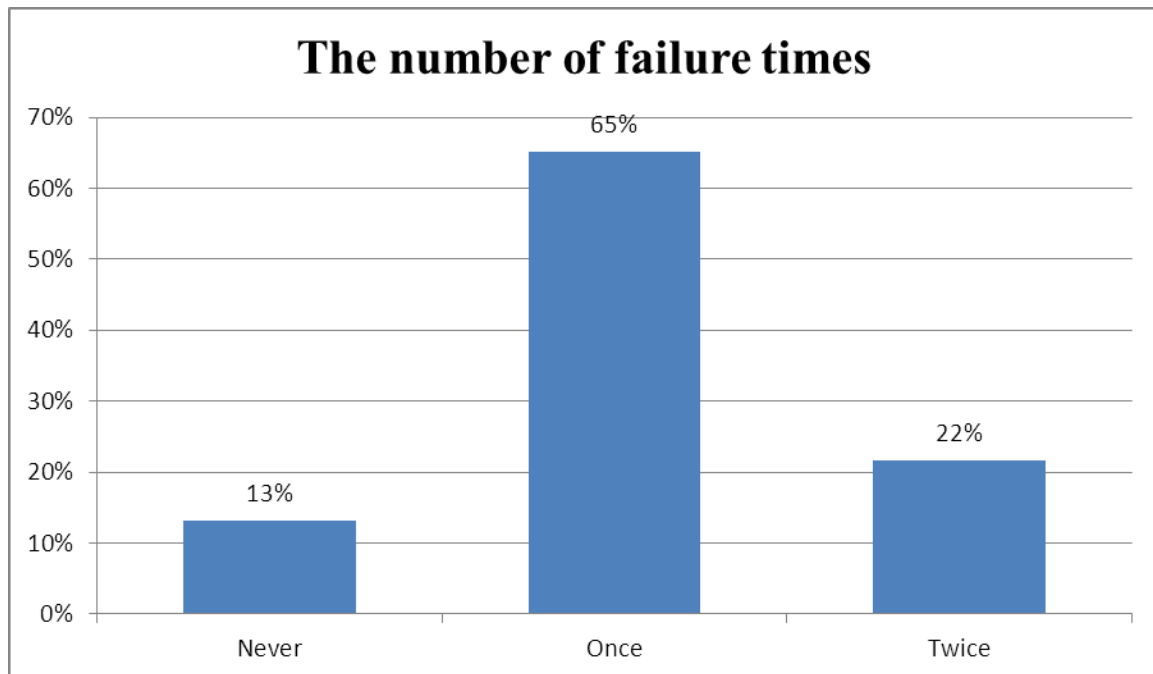
## CHAPTER THREE : FINDING AND DISCUSSION

### 1. Findings and discussions from the questionnaire

#### 1.Student's level

##### Have you ever failed your listening test?

When asking this question, I want to know if listening skills is a difficult skill for them. Moreover, whether they have ever done a full 4 sections mock test after being properly trained on knowledge of listening skills IELTS or how long it took them to reach the current band score



**Figure 1: The quantity of failure times**

As can be seen, most of the students ( 65%) failed their listening after just one slip while while about 22% of students still have to retake the test in a third time. In contrast, the number of students who could take one exam last time was only about 13%. To conclude, this means that the listening is actually an obstacle to students.

## 2, Student' strategies

The purpose of the table is to know what the candidate will do during the test

Strategies	Never	Some times	often	always
Making prediction what the speaker talk about	43%	57%		
Paraphrase	43%	35%	22%	
Skimming for keywords	9%	43%	26%	22%
Read the task instruction	65%	35%		
Re-check your answers	87%	13%		

**Figure 2: The things need to do during the task**

As is illustrated by the table 1, most students have formed their own strategic foundation every time they enter the exam room. As can be seen that skimming for keywords is a favorite skill that students often use when they enter the exam room, about 43% sometime, 26% often and 22% always. Thanks to that, candidates can quickly predict what the speaker talk about and use paraphrase to find synonyms and guess the right kind of word to fill in the answer. Both figures represent student usage but it seem that paraphrase has more frequent use than predict the topic with 22% often.

In contrast, re-check (87%) and read the task instruction (65%) are the two skills most often overlooked in exam rooms. The number of points lost can easily be

attributed to the fact that two important things were ignored in the exam room. In the exam room, candidates will often be busy filling out the answers in the next section of the listening test, which can mix up some issues such as grammar, lack of s, spelling errors, and other This will support the band regression of them. Moreover, Failure to read the task's instructions carefully may cause them to make more mistakes such as filling more in the word than the task of the question given. Furthermore, there will always be a number of possible answer titles that can be repeated, and they will again miss the point in this sentence.

### 3. Problem encountered

<b>Problems</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Different accents		22%	48%	30%
Unfamiliar topics		61%	30%	9%
Colloquial words	9%	35%	35%	21%
Linking words		9%	18%	73%
Ungrammatical sentences		52%	48%	
Speed of speech		30%	52%	18%
Hesitation	22%	48%	30%	
Long listening	18%	52%	30%	

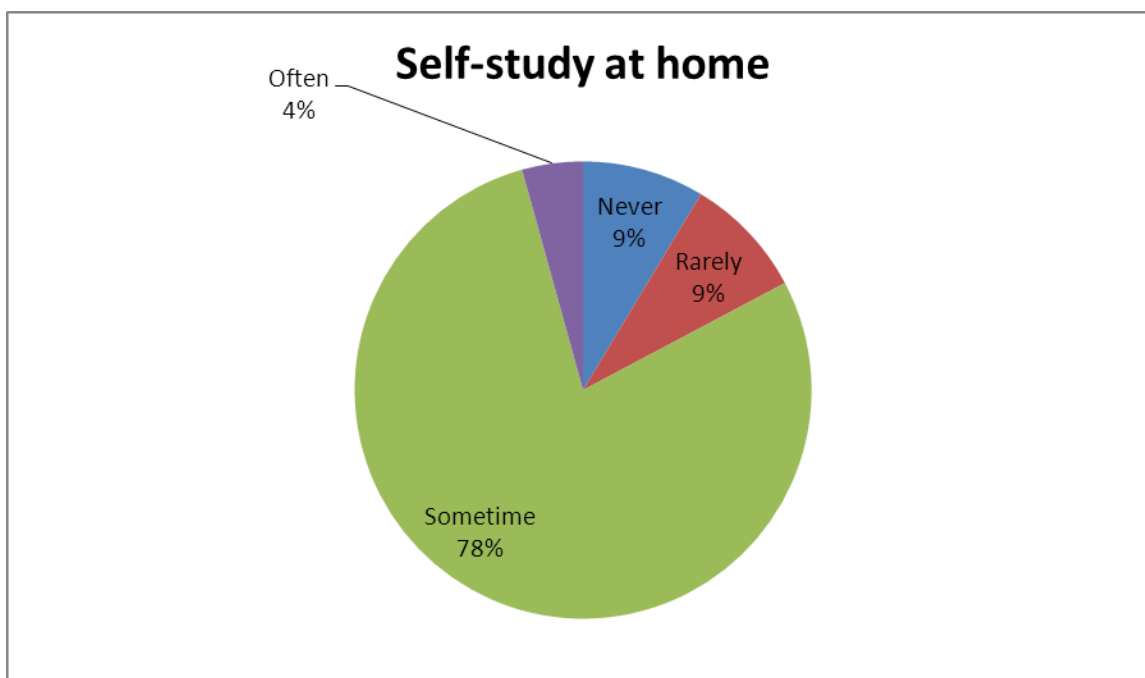
**Figure 3 :** The types of issues during listening test

The above table shows the students' perception on listener issues. It had different ideas on listener factors. Most of them agreed that unfamiliar topics affects their listening 61%(sometimes) and 39%( often and always). Equally, variety of accents causes difficulties to students in listening comprehension since they do not have much chance to exposure their body with different

accents. In addition, students in our university mostly learn English with non-native teachers. Thus, the proportion from table 2 illustrates that 48%(often) and 30%( always).

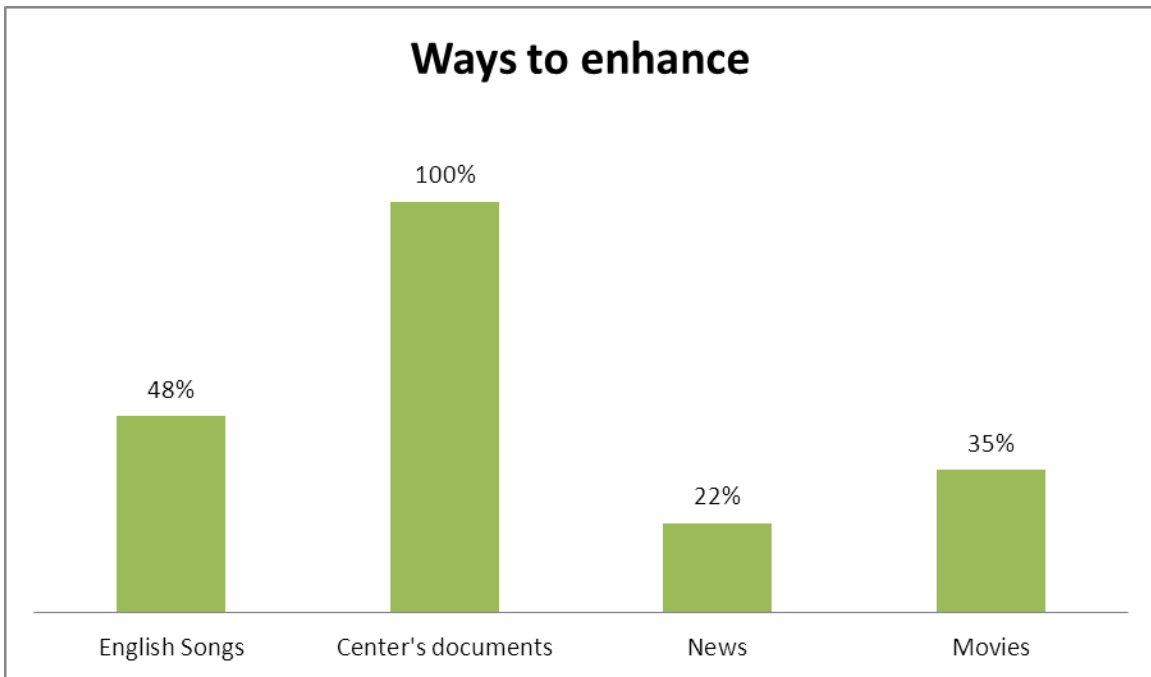
On the other hand, according to yang gang , listeners have an upward trend with linguistic Features problem. The Liaison, the linking of the first word and the word coming right after which begins with a vowel, have been collected about 73% ( always). Normally, they get used to the written words that organized orderly in a textbook. Therefore , in the river of speech, students find it hard to realize those separate words. In addition, for hesitation factor, more than 70% of them agreed that being delay influenced on their listening while 22% never have this kind of problem. Moreover, approximately 91% student admit that in real conversation will always include colloquial words expressions which absolutely hardly bring the students any concepts about them. The last but not least, the long listening text is supposed to be an obstacle to students in listening demonstrated by 82% (sometimes and often). Clearly, the students are under pressure as they listen for a long time and then it won't produce a good result.

#### 4. Student's learning style



**Figure 4 : The frequency of self-study listening at home?**

On the one hand, students seem to spend very little time on practicing at home 78% (sometimes), 18% (never & rarely) and 4%( often). Without much self practicing, the students can not approach to any improvement or good result in listening comprehension.



**Figure 5 : The ways to improve the listening skill at home**

For their improvement, students listen to songs (48%), tapes and disks of the syllabus in Center (100%), news in English (22%) and movies(35%).Nevertheless, much practicing would result nothing if the students can not conclude the strategies from each listening task. Everything would be better if students can recognize and absorb from the experience in practice and then turn them into the appropriate strategies for each task.

# PART THREE : CONCLUSION

## 1. Conclusion

Listening is a very important language skill, not only for communication purposes but also in the process of learning a second language. When people learn a foreign language, listening plays a key role to all effective communication. Without the ability to listen effectively, messages can be inaccurately received and interpreted in the communication process which can lessen their effectiveness and, consequently, lead to misunderstandings. It can be said that to acquire an acceptable listening skill, students themselves should have much more exposure to variety of listening. At the same time, they should learn the tips or strategies through each of their learning themselves.

## 2. Recommendation

- Read the instructions, imagine the situation, and underline the number of words you are allowed to write for each answer(e.g. NO MORE THAN THREE WORDS).
- Predict the kind of word or phrase you would need( place, number, name, etc.).
- Keep in mind that there will be times when you have to write a measurement word or an abbreviation( cm, in, hours, etc..).
- Write the word or words as you hear them. Do not change them just to make them fit.
- Before starting to listening, carefully read the numbered or lettered or list of items and the set of options.
- Look at each gap and predict the meaning and part of speech( noun, verb, adjective, etc.) of the word(s) you have to fill in.
- If it is a map of a place, before listening, use words of directions to mentally describe some first places on the map. You can even write down “left” or “right” if you sometimes confuse them.
- Identify key words and think of their synonyms or paraphrases, then use these key-words to listen for the correct answers.

- The skill of note-taking seems to be the most useful way when students have to face a long task in listening. Here are some of the symbols:

>	more than	w/	with
<	less than	w/o	without
=	equal to	b/c	because
#	different	K	thousand
♀	female	♂	male

- 4 times to listening : This should be one of the most important things to do when starting to listen :

1. Result
2. Check
3. Pronunciation
4. Intonation

- Dictation : when using this skill , this can suddenly improve your ability of vocabulary capture skills



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## APPENDIX

**1. Have you ever failed your listening test? (tick out the best answer)**

- Never
- Once
- Twice

**2, What do you do before listening? ( put a tick in the appropriate column)**

<b>Strategies</b>	<b>Never</b>	<b>Some times</b>	<b>often</b>	<b>always</b>
Making prediction what the speaker talk about				
Paraphrase				
Skimming for keywords				
Read the task instruction				
Re-check your answers				

**3. How often do you encounter these following problems? ( put a tick in the appropriate column)**

<b>Problems</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Different accents				
Unfamiliar topics				
Colloquial words				
Linking words				
Ungrammatical sentences				
Speed of speech				
Hesitation				
Long listening				

**4. How often do you self-study listening at home? (tick out the best answer)**

- Never
- Rarely
- Sometimes
- Often

**5. How do you self-study at home? (you can tick more than one)**

- Listen to English songs
- Listen to tapes or disks of the syllabus in Center
- Listen to news in English
- Other