BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên   **: Nguyễn Diệu Linh**

Giảng viên hướng dẫn: Nguyễn Thị Thu Hương

HẢI PHÒNG 10– 2020

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

A STUDY ON SOME DIFFICULTIES ENCOUNTERED BY SECOND-YEAR ENGLISH MAJORED SUTDENTS IN LEARNING ENGLISH LISTENING SKILL ONLINE AT HAI PHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: TIẾNG ANH THƯƠNG MẠI

Sinh viên   : Nguyễn Diệu Linh

Giảng viên hướng dẫn: THS.Nguyễn Thị Thu Hương

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on some difficulties encountered by second-year english majored sutdents in learning English listening skill online at Hai Phong Management and Technology University

NHIỆM VỤ ĐỀ TÀI

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

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2.   Các tài liệu, số liệu cần thiết

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Thu Hương

Học hàm, học vị : Thạc sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A study on some difficulties encountered by second-year english majored sutdents in learning English listening skill online at Hai Phong Management and Technology University

Đề tài tốt nghiệp được giao ngày 03 tháng 08 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 23 tháng 10 năm 2020

Đã nhận nhiệm vụ ĐTTN	Đã giao nhiệm vụ ĐTTN
Sinh viên	*Giảng viên hướng dẫn*
Nguyễn Diệu Linh	Nguyễn Thị Thu Hương

Hải Phòng, ngày 01 tháng 07 năm 2020
TRƯỞNG KHOA

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

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: ....

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

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1. **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)

QC20-B18

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

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM 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 chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viênchấm phản biện
(Ký và ghi rõ họ tên)

QC20-B19

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Thirdly, I am equally indebted to my classmates for their suggestions and encouragements in the process of my study.

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Hai Phong, October 2020

Student

Nguyễn Diệu Linh

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CHAPTER I: INTRODUCTION

1.1. Rationale

We all know that English is widely spoken all around the world and it always plays an important role in most fields of our lives. Therefore, mastering English is one of the essential demands of future citizens. There are four basic skills in learning English including writing, reading, speaking and listening. Among them, listening is considered as the most difficult skill to master for most learners.

From the fact that most second-year English majors at Hai Phong Management and Technology University complained that they were bad at learning listening English in traditional ways and online and they particularly expected to have some effective solutions for their better online learning during a Covid-19 pandemic, I had chosen the topic "*A study on some difficulties encountered by second-year English major students in learning English listening skill online at Hai Phong Management and Technology University*" for my graduation paper. With this study, I wish to point out difficulties that these learners have faced with. From the findings, some solutions will be suggested for both students and teachers to help them do their work better.

1.2. Aim of the study

The research aims at:

✓ Find out some difficulties encountered by second-year English majored students in learning English listening skill online at Hai Phong Management and Technology University

✓ Give solutions to help students overcome their problems

1.3. Research questions

The study focus on answering two following questions:

1. What are difficulties second-year English majored students encountered in learning English listening skill online at Hai Phong Management and Technology University?

2. What are suggestions for students and teachers to deal with those problems?

1.4. Scope of the study

This paper only focuses on subjects as second-year English majored students when they learn listening skill online.

1.5. Method of the study

In order to achieve the aims of the study mentioned above, the quantitative method (survey questionnaire) was used to collect information and evidence for the study.

All the recommendations included in the study were based on the data analysis.

1.6. Design of the study

My graduation is divided into five chapters:

Chapter I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of study, and design of the study.

Chapter II: Literature review consists of two main parts: theoretical background of listening and theoretical background of online learning

Chapter III: This chapter describes subjects, instruments to carry out the research, the way to collect and analyze data.

Chapter IV: data analysis, findings and suggested solutions shows detailed results of the survey and comprehensive analysis on data collected. It also refers to findings and offers some recommendations.

Chapter V: Conclusion presents the review of the study, suggestions for further research and limitations of the study.

CHAPTER II: LITERATURE REVIEW

2.1. Theoretical background of listening

2.1.1. Definition of listening skill

There are a lot of different definitions of listening provided:

According to Littlewood (1981), listening demands active involvement from the hearer. In order to construct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and nonlinguistic sources. Only by applying the knowledge of the language, can the hearer divide the continuous stream of sound into meaningful units and only by comparing these units with the shared knowledge between himself and speaker, can the hearer interpret their meaning.

Mary Underwood (1989:1) gives that "listening is the activity of paying attention to and trying to get meaning from something we hear so that the listener must recognize and interpret the other factors which are used to convey the messages".

Field (1998:38), listening is "an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the intermediate as well as the lager socio-cultural context of the utterance.

Rost (2002) defines listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

In short, listening is a complex and active process of interpretation in which listeners match what they hear with what they already know to understand the spoken language.

2.1.2. Listening process

Listening process is viewed differently. It can be divided into steps or is considered as an interpretive process. Lisa J. (2008:1) looks at listening with a five - step process: attending, understanding, interpreting, responding and remembering. While, other linguists give five common steps: hearing, attending, understanding, responding and remembering. Hearing is a prerequisite to listening. It occurs when sound waves strike the ear. Attending is a psychological choice involving filtering out some messages and focusing on others. Understanding refers to making sense of a message by assigning meaning to it. Responding is providing feedback to the speaker. Lastly, remembering is the process of recalling information from memory. In five steps above, the responding step seems to be omitted because learners only listen to the listening and do exercises; they have no chance to reply messages. The remembering step is very important when helping learners to finish their listening tasks.

Some linguists like Gary Buck (2001:2) and Brown (1994) divide listening with two processes: bottom – up processing and top – down processing. In the view of Brown, bottom-up processing means that learners rely on "their linguistic knowledge to recognize linguistic elements – vowels, consonants, words, sentences to do the construction of the meaning". In top-down processing, learners use their prior knowledge to make predictions about the text. "The top-down model of listening involves the listener in actively constructing meaning based on expectations, inferences, intentions, knowledge of schema and other relevant prior knowledge and by a selective processing of the input" (Brown,1994).

2.1.3. Types of listening

2.1.3.1. Real-life listening

According to Adrian (1995), there are two ways people often listen in real-life. They are casual listening and focused listening.

Casual listening is listening to someone or something that do not need pay too much attention and concentration. This type of listening has no specific purpose such as listening to the radio while studying or the example; television set is on while we are doing something else. The characteristic of this listening type is that you do not pay attention to listen, but also be distracted by other things therefore we may not remember much of what we hear or there may be nothing in our mind.

Focused listening is intentional and systematic process. The listener gives his full attention and concentration on what the speaker is saying to get information, knowledge and ideas. The focused listening skill involves learning to set aside all your usual reactions, your opinions, judgments, advice, suggestions and just say back, or reflect, what the other person is trying to say. If the listener expects and needs are intentional, his listening is likely accurately perceived and understood than that which is unexpected, irrelevant or helpful. For example, when you see the news for the purpose of receiving information, you will really focus on listening to the news without responding, not answering, and doing other jobs during the listening process, this called focused listening.

2.1.3.2. Class-room listening

According to Rixon (1986) and Hubbard, R and others (1984), there are two kinds of listening in classroom, they are: intensive listening and extensive listening.

Intensive listening is the careful, focused listening to a short passage for detailed information or for full comprehension. For example, listening to the announcement, listening to the instructions or listening to the weather forecast. There may be much concrete information for this kind of listening and learners often find it difficult to get full comprehension in the first listening. This helps

learners develop their listening skill or knowledge of the language in their effort to do exercises or other activities. The passage should be short so that learners have chances to get to grip with the content, have several tries at difficult parts and to be fitted within the time allowed of a lesson. Learners also feel it easy, interesting and encouraging when they listen to a short passage. Therefore, they often listen with a great concentration and stretching effort.

Extensive listening is free and general listening to natural language for general ideas, not for particular details. The listening passages for extensive listening can be long (stories) or short (jokes, poems). The language that is used in this type of listening is often within the students' current ability so that students find it pleasing and interesting when they are listening. Students feel satisfied as they can understand the passage well. They are not asked to do any language work and they can do their listening freely without any pressure. Moreover the topics are various and entertaining, it, therefore, motivates students to develop their listening skill as well as exposes them to valuable extra contact with spoken language.

2.1.4. Difficulties in learning listening skill

2.1.4.1. Listening problems

It can be seen that second year students at Hai Phong Management and Technology University have to deal with a great deal of difficulties in listening online as listening in somehow is a receptive skill. However, the listening process is often described from an information processing perspective as "an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what the speakers are trying to express" (Thompson & Rubin, 1996, p.331). Considering various aspects of listening comprehension, Underwood (1989) organizes the major listening problems as follows: (1) lack of control over the speed at which speakers speak; (2) not being able to get things repeated; (3) the listener's limited vocabulary; (4)

failure to recognize the "signals"; (5) problems of interpretation; (6) inability to concentrate; (7) and established learning habits.

Underwood (1989) sees these problems as being related to learners' different backgrounds, such as their culture and education. She points out that students whose culture and education includes a strong storytelling and oral communication tradition are generally "better" at listening comprehension than those from a reading and book-based cultural and educational background. Moreover, learners whose native language possesses the stress and intonation features similar to those of English are likely to have less trouble than the learners whose is based on different rhythms and tones. Under these assumptions, the learners in the present study, of Vietnamese background that is characterized by the language of different tones, appear to operate under the least-optimal English language learning circumstances, and therefore face a great deal of difficulty in listening.

2.1.4.2. Language problems

Mastering a foreign language is not an easy task, listening acquisition is much more challenging to second- years students compared with other language skills. Anne Anderson and Tony Lynch (1988, p.37) argues that second years students will still face problems in listening created by primarily linguistic knowledge though language system may not always be the principal cause of difficulty. They explain that one seemingly obvious way in which input can be more or less complex is in terms of its syntactic structure for ESL learners. It is understandable as learners adopt a target language that possesses certain characteristics far different from their native one in terms of grammatical structures, lexicon, vocabulary and its mechanism meanwhile listening is most closely related to mechanics which refer to basic sounds of letter and syllables, pronunciation of words, intonation and stress. Thus, if a beginner student cannot understand how words are segmented into various sounds, and how sentences

are stressed in particular ways to convey meaning, then he will find it hard to understand the meaning of the message.

According to Scarcella and Oxford (1992), listeners comprehend spoken messages either through isolated word recognition within the sound stream. phrase of formula recognition, clause or sentence, and extended speech comprehension. That means ESL students operate simultaneously in one or two of these areas depending on many factors, one of which is proficiency level. Usually the second year students operate on the first and second levels of comprehension. They catch, if hardly at all, particularly the low beginners, isolated words and can hardly put together the meaning of words put together. On the second level of comprehension. the student can recognize whole phrases and simple routine expressions. They can hardly operate on the third level, understanding clause or sentences, much more so on the fourth, understanding discourse.

2.2. Theoretical background of online learning

2.2.1. Definition of online learning

The term online learning implies "that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials" (Anderson, 2008). Basically, online learning is a method of exchanging, accessing content and knowledge on electronic devices such as smartphones, laptops, tablets, ... equipped with internet connection. Compared with traditional learning methods, online learning is superior because they provide a variety of interactions and connections between learners and teachers. Teachers and learners can interact with each other through built-in features and applications such as email, chat, online forums, seminars, ... There are two forms of communication between teacher and student through learning online:

- Synchronous is the form that the people who access the network at the same time, can exchange information directly as: online discussion, learn on

livestream, online seminars directly, use some apps like Microsoft Teams or Zoom,…

- Asynchronous: people do not need to access the network at the same time, do not need to join in online learning directly class, you can access the websites where online course and necessary software are built in for people who want to learn but do not have time, example CD-ROM , email, the online course on some websites (VOA special English , BBC learning English, Oxford dictionary, Duolingo,…)

In short, online learning allows students to manage their own learning process, from the time, amount of knowledge to learn, especially it allows to look up online knowledge related to the lesson instantly, check lessons quickly, exchange with another students or teacher in the learning process.

2.2.2. Ways to learn English online

* Learning on websites

There are many websites designed for learners in learning English. Most of them are free and usually fall under one of three categories:

- Sites for conversational English listening. Elllo.org is a typical website for conversational English listening. The site contains conversations in every kind of English accent, including non-native accents. Elllo.org was created in 2003 by an English teacher in Japan; brings more than 2500 free English lessons to students in more than 100 countries around the world. Over the past 13 years of development, Elllo has built a rich and diverse system of subjects; thanks to the contributions of many lecturers around the world. This website is especially useful for those who need to practice English listening.

- Sites for practical "daily life" English listening. ESL (English as a Second Language) is a general English course that is increasingly chosen by more and more people. The course is designed for all those who have lost their English roots or an unstable English background wishing to learn English from scratch.

It's full of listening exercises related to shopping, travel, school and other daily situations.

- TED Talks: Sites where people can listen to academic/educational talks in English. TED Talks just might be the most famous source of English listening practice. It's a collection of educational monologues (presentations with one speaker). TED presentations are made by experts, researchers, scholars, ... from all over the world. Practice of English through TED Talks will help you a lot such as: improving your English communication skills, improving vocabulary and grammar, expanding general knowledge about the world, learning speaking skills in front of a group. bronze.

* Learn through Apps

Using apps for learning English has been popular for the past ten years, here are some apps commonly used in English learning:

- Duolingo : Duolingo is the basic English learning app; Developed on all devices from computers to mobile applications (on Android and iOS operating systems); is one of four English learning apps recommended by the US government. It's completely free, Duolingo offers well-organized self-study courses. The courses focus primarily on reading, writing and listening skills.

- VOA learning English : VOA stands for Voice of America, Voice of America, is a multimedia news source sponsored and broadcast by the US government. This app offers a large variety of lessons by video from voice of American on a wide variety of topics like news, economic, education,… For English learners, this is a great website. Newsletters on this site are real news but in a way that is easier to understand such as: adding subtitles, some newsletters speak slower than usual and specially designed for English learners.

- BBC Learning English is a free website for you to learn English - English (not British-American) through lessons related to vocabulary, grammar; are divided according to specific qualifications / fields. This website has a very clear and logical structure so you can learn easily. In addition, this is a long-

standing channel (with a history since 1943), so you can be assured of the quality.

- FluentU : takes real-world videos like music videos, commercials, news and inspiring talks and turns them into English learning experiences. There are interactive subtitles. That means you can tap on any word to see an image, definition and useful examples.

* Learn directly with teacher in online classrooms

This type of learning allows teachers and students to interact directly with each other through online classrooms. In these classrooms, teachers still play the main role of imparting their own knowledge based on books and experiences to students. At the same time, teachers are also responsible for managing and observing the students' learning process. The teaching and learning process takes place entirely on the internet.

Here are some softwares often used in direct online learning:

Microsoft Teams: is an central system capable of connecting, integrating with many external applications at the same time, used for teamwork especially for live online learning with many features such as chat, video call, online meeting, sharing resources, ... making it easy for everyone to use when learning on online class. A student can study online, call and chat with classmate anytime, anywhere depending on his scheduled study, data are gathered in a single place to focus on work and very easy to find. The data security of Microsoft teams is high. However, team notification is bad, never sends notifications that classes are going on.

Zoom: is an online meeting platform that allows many people to be connected together over great distances. Zoom features are also close to Microsoft teams like call video, share documents, record,… but limited time for the free version only 40 minutes. And zoom's major disadvantage is the low security of user information.

Google classroom: is a tool that integrates Google Docs, Google Drive and Gmail as an online classroom to help teachers simplify teaching, and is extremely useful in learning and teaching online. It helps teachers organize and manage classes easily and conveniently. All your documents, assignments and grades in one place in Google Drive can be stored. A large amount of data right on the Drive of the classroom can be shared with students without having to worry about storage space.

2.2.3. Differences between online learning and traditional learning

* Traditional learning

This method depends on the direct interaction between teachers and students, the main content is basic knowledge or knowledge that teachers draw from their own experiences. The main factor of this method is the teachers who imparted knowledge to students directly, student's learning is done under the guidance of teacher, so learning is also very passive.

In the classrooms, teachers and students can directly interact and exchange with each other to help students learn their lessons more effectively. Teachers can grasp the strengths and weaknesses of students in the learning process and can adjust teaching methods to suit students. On the contrary, students can improve themselves by focusing on developing the strengths and limiting the weaknesses. However, time and places to study with the traditional method are limited. Students must spend much time to go to and come back from school and at least half a day at school.

* Online learning

Online learning brings some advantages. Students just need to sit in front of the computer to manipulate, study, practice and do exercises as they like. Functions such as organizing knowledge, representing, then displaying that knowledge on computers and learning management organization are self-adjusted and manipulated by students. In this method, the teacher specializes from the position as the center of the teaching process to the role of the

organizer to guide students and students' activities. Teaching activities are the main activities replaced by active activities, actively absorbing students' knowledge, and students become the center of the teaching process. Moreover, this new method is not limited in space and time. Students can learn anywhere any time, which helps them save a lot of travel costs, study costs, effort,… Websites often offer a variety of lectures and tests of many fields from basic levels with many sources and students can choose their own learning styles and suitable learning speeds for their listening abilities.

However, this method requires learners to be able to work independently with a high sense of self-awareness. Besides, it is also necessary to show the ability to cooperate and share effectively online with teachers and other members. Learners also need to know how to plan suitably for themselves, self-orient in learning practice, implement the study plan set out.

2.2.4. Difficulties in online learning

Learning English online is a popular form of learning that brings a lot of convenience for learners. However, besides the advantages, there are also many limitations that cause difficulties for learners, even adversely affect the learning results. There are the limitations:

* Interoperability is poor. Students who do not want to be confined to the framework of a school, who always need a "push" from their teachers to be able to learn better will have many problems when joining the duty online classes. Because one of the limitations of online learning is that students will not get the same interaction with other students and teachers as they would in regular classrooms.

* Online learning is the new method so that not only students but also teachers are confused and have difficulty using online learning softwares. During the learning process, due to poor communication, there are lectures that students cannot hear and absorb.

* Students donot have self-study spirit: learning online is not limited in time and space, so the learning will depend on themselves, so this also makes the number of students become lazy. In the synchronous form, some students will turn off the mic, turn off the video right after taking attendance so that they can do other things without paying attention to the lesson.

* Sound quality, video, recording is not good: because many softwares or websites provide poor video, image, or audio lessons, or the wifi connection at the place where students are not good so it is difficult for students to learn what the lectures convey. Learning will become more difficult.

CHAPTER III: METHODOLOGY

3.1. Sample and sampling

The sample was drawn from twenty two second-year English major students enrolled in Foreign languages department. They were at the age of 19 to 21. The number of male and female students was not equal. Female students accounts for nearly 91% of the student population. Most of them (59%) had learnt English for less than 5 years, the rest had learnt English more than 5 years.

3.2. Instruments

Survey questionnaire

The survey questionnaire was used to get more information about the students themselves and their experience in learning English. It was translated into Vietnamese to help second-year students understand all questions more clearly and answer them more easily.

The survey questionnaire consists of two sections:

Section 1: The demographic information includes students' gender, age, and experience in learning English.

Section 2: Students' opinions on difficulties in learning English listening online.

* Interviews

The researcher gave interviews to students to get more reliable information for the study.

3.3. Data collection

The researcher went to K23NA class in the morning and gave the survey questionnaires to 22 students present in the class. Before filling out their questionnaires, students were told that their participations were voluntary and their responses would remain confidential; they were also asked to give their opinions as honestly as possible, which was crucial to the success of this investigation. After questions were answered, the questionaires were collected.

Some interviews were given to some of 23NA students outside their classrooms to in order to get data.

3.4. Data analysis

The data were analyzed with two parts including: demographic information and students' opinions on difficulties in learning English listening online in order to find answers for the proposed research questions .

CHAPTER IV: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

4.1. Data analysis and finding

4.1.1. Demographic in formation

The survey subject consists of 22 second-year students at Hai Phong Management and Technology University, among whom 3 are male students, 19 are female students. Their ages range from 19 to 21 years. The majority of the students are aged 19 (13 students). There are 6 students at the age of 20 and 3 student at the age 21 years.

The subjects' English learning experience ranges from 2 to 15 years as they start learning English at different ages depending on the syllabus of the school they studied at. 59% (13 students) have been studying English for less than 5 years, 41% (9 students) have been studying English more than 5 years.

Year of learning	Less than 5 years	More than 5 years	Total
Number of student	13	9	22
Percentage	59%	41%	100%

Table 1: The subject's experience in learning English

Obviously, it is essential to have a close look at the students' point of views towards listening skill since this provides motivations that greatly affect the effectiveness of students in learning listening. Being asked to choose the option expressing points of view on listening skill, 59% consider listening skill very important language skill and 41 % find it important. The percentages show that students do realize the importance of listening skill in their language development.

The results of the survey questionnaire also show that a majority of students spend much time learning listening online. 9 students (41%) have three hours or more a week, 7 students (32%) spend one to three hours a week and 6 students (27%) spend less than one hour a week. Moreover, students use different tools to learn. Most of them (55%) study with apps, 36% choose to learn on websites, only 9% learn with their English teacher directly. Finally, they experience different types of listening online including Zoom Meetings, Microsoft Teams, Tran, Teamlink., and Google Classroom. Among the softwares, Zoom Meetings and Google Classroom are chosen by all of the students.

Among the listening strategies exploited by the students, the most favorable one is activating previous knowledge to understand what is spoken. (50% choose this), followed by listening for key words stresses or repeated for several times that is utilized by 45% of all the students. 41% concentrate on key information and taking note main ideas. 32% try to guess answers and unknown words while listening. Only 27% predict what they are going to listen for.

Strategies	Number of student	percentage
Activate your previous knowledge to understand what is spoken	11	50%
Guess your answers	7	32%
Listen for key words stresses or repeated	10	45%

for several times		
Predict about you are going to listen for	6	27%
Guess unknown words based on the known words or the listening context	7	32%
Take note the main/ key ideas	9	41%
Concentrate on key information	9	41%

Table 2: Different listening strategies utilized in listening online

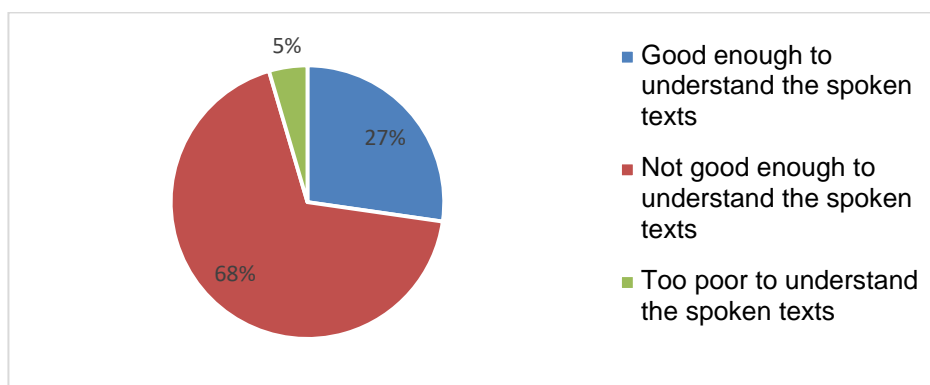*4.1.2. Difficulties in learning English listening online*
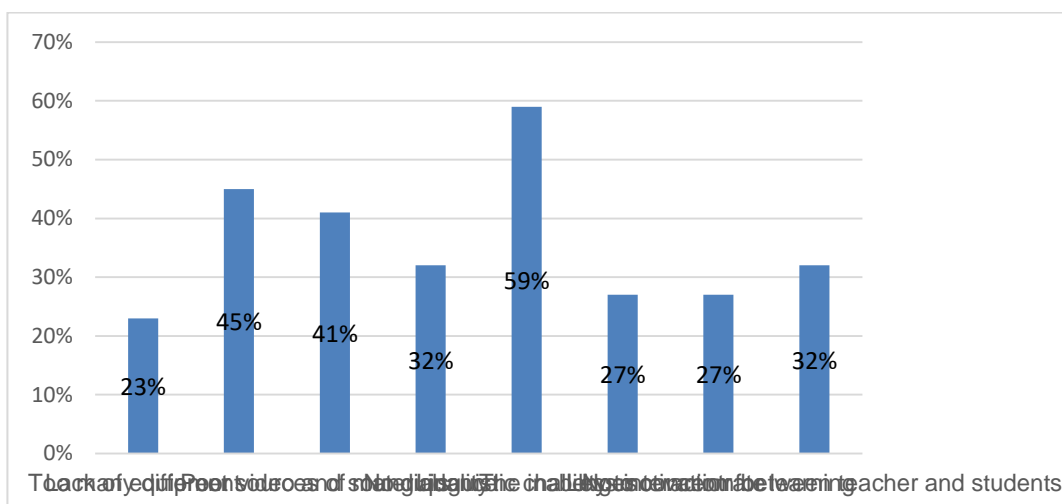
Chart 1: Difficulties students encountered in learning listening online

According to the chart, the most difficult thing facing most of the students is linguistic challenges (59%). It shows that English itself is considered a common language but it is not easy to master and understand deeply. The second difficulty that students often encounter is too many different resources of materials. This reveales that students need to be guided to choose more suitable and reliable materials. This problem accounts for 45%. Poor video and sound quality is the third one with 41% of the students. No guidance and less interaction between teacher and students are agreed by the same percentage of the students (32%). 27% complain about bad listening because of the inability to

concentrate and no motivation for learning. A few students (23%) find that listening problem come from lack of equipment.

Students' vocabulary in learning listening online

Vocabulary plays an important role in students' listening, therefore, it is neccessary to investigate into students' vocabulary so that understanding about their performances in listening becomes profound and much clear.


Pie chart 1: Students' vocabulary in learning English listening skill online

As can be seen from the pie chart, 68% of the students report not to have sufficient vocabulary in listening. 5% complain that his vocabulary is too poor to understand. Meanwhile, 27% of the students agree that their sufficient enough to understand listening texts. ***It is clear that lack of vocabulary becomes a great obstacle to them in listening online.***

*Students' pronunciation in learning listening online*

Pronunciation is an inevitable part of any spoken language, therefore, it greatly affects one's listening. Notably, HPU students have a lot of difficulties in listening due to the fact that 73% of all students declare that their pronunciations are not good enough to understand spoken texts; and 27% are confident about their pronunciation in listening. ***The results indicates that failure of students in listening is due to poor pronunciation.***
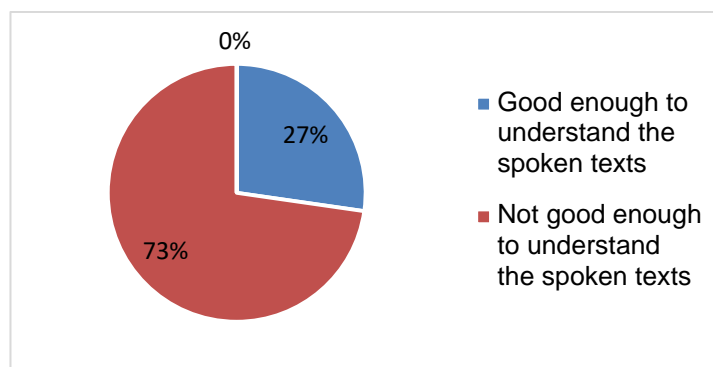
Pie chart 2: Students' pronunciation in learning listening skill online

* Effects of connected speech to the students' learning listening online

Spoken English is characterized by the features of connected speech which is totally different from Vietnamese language. These distinctive differences between two languages posed a great deal of difficulties for Vietnamese language learners in general and HPU second-year students in particular.
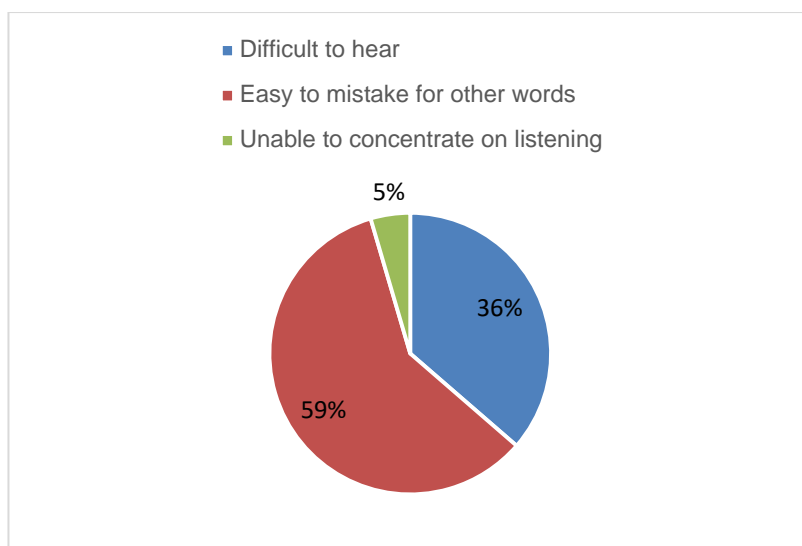
Pie chart 3: Students' performances in listening online to connected speech

From the data collected*, it is undeniable that students faced with problems of listening online in connected speech*. 59% of the students make mistake for other words in listening online. 36% find listening texts difficult to hear. Only 5% confess that he cannot concentrate on listening when connected speeches are made in listening.

* Effects of stress and intonation to the students' learning 'istening online

Stress and intonation are typical features of spoken English; thus to investigate to what extends these feature affect the students in understanding

20

spoken language is necessary. As being asked how stress and intonation affect their listening comprehension, the students' responses are as follow:

Great help to understand	Feel difficult to understand	Unable to concentrate on listening
59%	32%	9%

Table 3: Students' attitudes towards stress and intonation in connected speech in listening online

From the data collected it is interesting that stress and intonation do more good than harm; in other words, they help students understand the message (59%). 32% of the students find difficult to understand and 9% lack concentration on listening because of stress and intonation.

* Effects of unfamiliar and various accents to the students' learning listening online

Options	Results
Feel nervous	27%
Feel unable to concentrate	46%
Misunderstood spoken message	27%
Cannot distinguish the speaker's age	0%

Table 4: Students' attitudes towards unfamiliar ancients in spoken texts

The table shows that different accents of speakers lead to students' unability to concentrate on listening (46% agree with that). The same percentage (27%) comes from nervousness and misunderstanding. All of the students can distinguish the speaker's age. ***It is undeniable that unfamiliar ancients become a big difficulty for learners in listening.***

* Students' perceptions on the effects of speech rate on the students' learning listening online
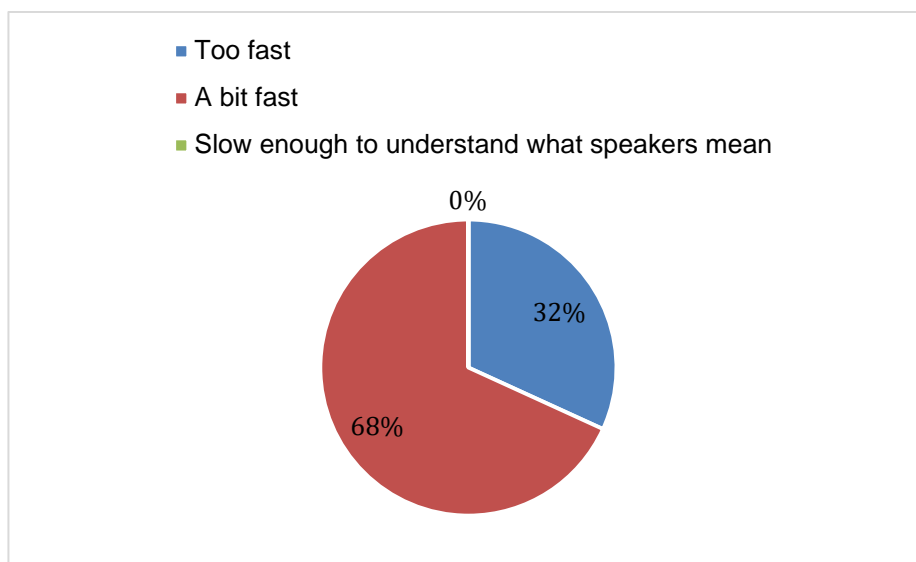
Table 5: Students' attitudes towards unfamiliar ancients in spoken texts

As can be seen from the figure 5 above, the majority of the students (68%) remark that the speech rate of spoken English in the materials a bit fast meanwhile 32% consider it too fast. No one report that English is slow enough to understand what the speakers mean. ***It is clear that the students absolutely encounter certain difficulties in listening online since they lack control over the speed at which the speakers speak.***

Effects of hesitation on the students' learning listening online*

Options	Results
Find difficult to concentrate on listening	18%
Do not understand what speakers mean	27%
Misunderstood what the speakers mean	55%

Table 5: Students' perceptions towards hesitation of connected speech in learning listening online

The table shows that all students have difficulty in hesitation of connected speech when they listen online. 55% misunderstand what the speakers mean. 27% do not know the messages conveyed. 18% are unable to concentrate in listening.

Options	Results
Find difficult to concentrate on listening	23%
Do not understand what speakers mean	36%
Misunderstood what the speakers mean	27%
Other ideas	14%

Table 6: Students' attitudes towards structure of spoken texts

The structure of spoken English is said to cause failure to understand the messages by 36% of the students. 27% have misunderstanding and 23% are unable to concentrate. Only 14% have the idea that structure of spoken English makes them easy to understand the spoken texts. ***The figure indicates that the students in the research are not familiar with styles of spoken English, therefore, they have to encounter a great deal of troubles in listening online.***

* Effects of noise on the students' learning listening online

Options	Results
Be unable to concentrate on listening	82%
Misunderstand spoken messages	0 %
Get nervous in listening	18%
Other ideas	0%

Table 7: Effects of noise on the students' learning English listening online

The table 7 shows that lack of concentration is the biggest difficulty caused by noise (82%). The rest of the students feel nervous in learning this skill. No one gets misunderstanding spoken messages. ***It is agreed that the noise is a great obstacle for second-year English major students in learning listening skill online.***

* Teaching methods to help students listen better and more effectively

When being asked" What has your teacher of listening skill done to help you listen better and more effectively?" The students give some answer as follows:

Options	Results
Encourage you to activate your previous knowledge into listening texts	100%
Create comfortable environment for you to exchar information before listening	64%
Offer you as many chances for you to listen again as you expect	45%
Provide you with certain key words	91%
Explain clearly about the listening contexts	45%
Suggest you essential listening strategies needed for each kind of listening tasks	59%
Exploit different kinds of listening materials suitable to your listening ability and your interest	23%

Table 8: Teaching methods adopted in listening

As can be seen from the table that the teacher has used a variety of methods to help students overcome difficulties in listening. The most favorable way is that the teacher encourage students to activate their knowledge into listening texts (100% of the students agree). 91% report that they are provided with key words related to listening texts. The other ways come from creating comfortable environment for you to exchange information before listening (64%), suggesting you essential listening strategies needed for each kind of listening tasks (59%), offering you as many chances for you to listen again as you expect (45%), explaining clearly about the listening contexts (45%), and exploiting different kinds of listening materials suitable to your listening ability and your interest (23%).

The students' expectations toward teachers of listening online

Options	Results

Provide you with certain amount of words needed for listening activities	73%
Equip you with necessary strategies in listening	59%
Design more suitable listening tasks to students' listening levels and interests	55%
Recommend and vary supplementing listening materials	36%
Explain more clearly about the nature of spoken English	55%
Be flexible in organizing listening activities	32%

Table 9: Expectations of the students towards teachers of listening skill

The table shows that the students wish to get a great deal of support from their teachers of listening to overcome the difficulties in listening online. The majority of the students (73%) want to have necessary words before listening. 59% wish to be equipped with suitable listening strategies. The same percentage (55%) comes from designing suitable listening tasks and clear explanation about the nature of spoken English. 36% of the students like to be recommended with supplementing listening materials. The smallest number of the students (32%) want to have flexibility in listening activities.

* The students' expectations towards learning environment of learning listening skill online

Options	**Results**
More well-equipped	55%
More comfortable	45%
Others	0%

Table 10: Expectations of the students towards online listening learning environment

The table indicates that most of the students (55%) want to have more equipped learning environment. Others (45%) wish to have more comfortable one to have more effective learning in listening.

In short, HPU second-year English major students encounter a lot of difficulties in learning English listening skill online. The problems are different in eight different categories including vocabulary, pronunciation, connected speech, accents, speed rate, spoken structures, repetition or hesitation and noise. Besides, teachers try to help their students to learn better by using various teaching methods and students themselves show their expectations towards teachers and learning environment to have more effective listening.

4.2. Suggested solutions

The study backed by literature review and data collected has concluded that the listening difficulties encountered by second-year students fall into a lot of categories. Thus, it is essential to find out solutions to help the students overcome their problems in listening online. The following are the recommendations for both teachers and students to do this.

4.2.1. Recommendations for teachers

✓ Increasing students' motivation in listening lessons online by raising their awareness of the importance of listening

✓ Giving more comfortable environment to exchange information before listening

✓ Designing suitable listening tasks

✓ Providing with certain amount of words needed for listening activities by varying listening activities in online classroom for pre-listening step.

✓ Guiding listening tasks carefully

✓ Equip students with strategies to listen better

✓ Recommend suitable supplementary listening materials for online learning

✓ Recommend some good websites, apps for students to learn listening

✓ Giving more exercises related to English structures to the students

✓ Using different ways to have more interaction with students in online classroom

4.2.2. Recommendations for students

✓ Spending more time practicing listening online

✓ Using different tools to learn listening online including websites, apps, etc…

- ✓ Activating much previous knowledge before listening
- ✓ Improving vocabulary in many ways to remember them long
- ✓ Providing modern learning facilities such as mobiles with a lot of apps, laptop, etc…
- ✓ Asking for guidance from teachers if students do not know how to do in listening
- ✓ Practice more about English pronunciation to get better in the problem.
- ✓ Learning more about connected speech, stress and intonation
- ✓ Practicing listening various and unfamiliar accents with different speed rates of speakers
- ✓ Widening knowledge about English structures of spoken texts
- ✓ Being more familiar with noise in listening, from that one can concentrate on listening more.

CHAPTER V: CONCLUSION

5.1. Summary of major findings and discussion

The study has attempted to find out difficulties that second-year English majored students encountered in learning listening online. After analyzing the data, it has been found that there are two main findings:

Firstly, two kinds of difficulties that students had in learning listening online are listening problems and linguistic problems, in which linguistic ones bring more challenges to students.

Secondly, the difficulties are not similar in eight categories including lack of vocabulary, bad pronunciation, mistaking in connected speech, unfamiliar accents, fast speed rate, poor English spoken structures, misunderstanding when listening has repetition or hesitation, less concentration of listeners caused by background noise. Among them, three most difficult ones fall into speech rate, hesitation or repetition in spontaneous speech and connected speech and the least difficult one is of vocabulary.

5.2. Limitations and suggestions for further studies

In any research paper, limitations are unavoidable. The study presented in this graduation paper is of no exception.

Firstly, the study has already dealt with the difficulties of learning listening online of second-year English major students, so there would be researches conducted to confirm what difficulties different types of learners faced with in learning listening online in particular and in a foreign language online in general.

Secondly, listening is only one of four basic skills in learning English, but until now there has been only this study on difficulties in learning English listening online. It is, therefore, important that studies on reading, speaking, writing for better English teaching and learning should be carried out.

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APPENDIX 1
SURVEY QUESTIONAIRE
(for students)

This survey questionnaire is designed for the study on some difficulties encountered by second-year English majored students in learning English listening skill online at Hai Phong Management and Technology University. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose.

Thank you very much for your cooperation.

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

I. Personal information:

* Your gender: ☐ Male ☐ Female

* Your age:

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

II. Your opinion on listening English online

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

☐ Very important

☐ Important

☐ Not important

2. How much time do you spend on listening English online?

☐ 3 hours or more a week

☐ From 1 hour to 3 hours a week

☐ Less than 1 hour a week

3. How do you often learn listening English online?

☐ On websites

☐ Through Apps

☐ Directly with your English teacher

4. Which softwares have you used to learn English listening skill online?

☐ Zoom Meetings

- [ ] Microsoft Teams
- [ ] Trans
- [ ] Teamlink
- [ ] Google Classroom
- [ ] Others: ………………………………

5. Which strategies have you utilized in listening online?

- [ ] Activate your previous knowledge to understand what is spoken
- [ ] Guess your answers
- [ ] Listen for key words stresses or repeated for several times
- [ ] Predict about you are going to listen for
- [ ] Guess unknown words based on the known words or the listening context
- [ ] Take note the main / key ideas 9 sv
- [ ] Concentrate on key information
- [ ] Other strategies: ……………………………

6. In your opinion, what are the difficulties of learning English listening online ?

- [ ] Lack of equipment
- [ ] Too many different sources of materials
- [ ] Poor video and sound quality
- [ ] No guidance
- [ ] Linguistic challenges
- [ ] The inability to concentrate
- [ ] No motivation for learning
- [ ] Less interaction between teacher and students
- [ ] Others (please specify): ……………………………

7. What do you think of your vocabulary in listening online?

- [ ] Good enough to understand the spoken texts
- [ ] Not good enough to understand the spoken texts
- [ ] Too poor to understand the spoken texts

8. What do you think of your pronunciation in listening online?

- [ ] Good enough to understand the spoken texts

☐ Not good enough to understand the spoken texts

☐ Too poor to understand the spoken texts

9. Native speakers produce spontaneous connected speech. This makes you feel……

☐ Difficult to hear

☐ Easy to mistake for other words

☐ Unable to concentrate on listening

☐ Other ideas: ……………………………

10. What do you think of stress and intonation of spoken language in your online listening?

☐ They help to understand the message intended

☐ They make you difficult to understand

☐ They prevent you from concentrating on listening

☐ Other ideas: ……………………………

11. What do you do when you listen for various and unfamiliar accents of speaker?

☐ Feel nervous

☐ Feel unable to concentrate

☐ Misunderstand spoken message 6

☐ Cannot distinguish the speakers' age

☐ Other ideas: ……………………………

12. What do you think of the speech rate of native speakers?

☐ Too fast

☐ A bit fast

☐ Slow enough to understand what speakers mean

☐ Other ideas: ……………………………

13. What do you do when you come across hesitation or repetition in spontaneous speech?

☐ Find difficult to concentrate on listening

☐ Do not understand what speakers mean

☐

☐ Misunderstood what the speakers mean

☐ Other ideas: ……………………………

14. What do you think of the structure of spoken English in listening?

☐ Find difficult to concentrate on listening

☐ Do not understand what speakers mean

☐ Misunderstood what the speakers mean

☐ Other ideas: ....

15. Noise in spontaneous speech in unavoidable. What do you do when you come across background noise in spontaneous speech?

☐ Be unable to concentrate on listening

☐ Misunderstand spoken messages

☐ Get nervous in listening

☐ Other ideas:

16. What has your teacher of listening skill done to help you listen better and more effectively?

☐ Encourage you to activate your previous knowledge into listening text

☐ Create comfortable environment for you to exchange information before listening

☐ Offer you as many chances for you to listen again as you expect

☐ Provide you with certain key words

☐ Explain clearly about the listening contexts

☐ Suggest you essential listening strategies needed for each kind of listening tasks

☐ Exploit different kinds of listening materials suitable to your listening ability and your interest

☐ Other things: ……………………………

17. What do you expect your teachers of listening skill will do to help you overcome the difficulties in listening?

☐ Provide you with certain amount of words needed for listening activities

☐ Equip you with necessary strategies in listening

☐   Design more suitable listening tasks to students' listening levels and interests

☐   Recommend and vary supplementing listening materials

☐   Explain more clearly about the nature of spoken English

☐   Be flexible in organizing listening activities

18. What do you expect from the learning environment of listening skill online?

☐   More well-equipped

☐   More comfortable

☐   Others: ……………………………

APPENDIX 1I
CÂU HỎI KHẢO SÁT
(dành cho sinh viên)

Bảng câu hỏi khảo sát này được thiết kế để nghiên cứu một số khó khăn mà sinh viên năm thứ hai chuyên ngành tiếng Anh gặp phải khi học kỹ năng nghe tiếng Anh trực tuyến tại Trường Đại học Quản lý và Công nghệ Hải Phòng. Sự giúp đỡ của bạn trong việc hoàn thành bản khảo sát này sẽ được đánh giá cao. Tất cả thông tin bạn cung cấp sẽ được sử dụng chỉ dành cho mục đích nghiên cứu.

Chân thành cảm ơn sự hợp tác của bạn.

Hãy đánh dấu tick (v) hoặc viết câu trả lời vào vị trí phù hợp.

I. Thông tin cá nhân:

*Giới tính:

Nam ☐   Nữ ☐

* Tuổi :……………

* Bạn đã học tiếng Anh bao lâu :…………..năm

II. Ý kiến của bạn về việc học kỹ năng nghe tiếng Anh trực tuyến

1. Bạn nghĩ gì về tầm quan trọng của việc học nghe?

☐ Rất quan trọng

☐ Quan trọng

☐ Không quan trọng

2. Bạn dành bao nhiêu thời gian để nghe tiếng anh trực tuyến?

☐ Hơn 3 tiếng/ 1 tuần

☐ Từ 1 đến 3 tiếng/ 1 tuần

☐ Ít hơn 1 tiếng / 1 tuần

3. Bạn thường học nghe tiếng anh trực tuyến ......?

☐ Trên các trang web

☐ Trên Apps

☐ Với giáo viên tiếng Anh qua các lớp học trực tuyến

4. Phần mềm nào mà bạn đã từng sử dụng để học nghe tiếng Anh trực tuyến?

- [ ] Zoom Meetings
- [ ] Microsoft Teams
- [ ] Trans
- [ ] Teamlink
- [ ] Google Classroom
- [ ] Khác : ……………………………

5. Bạn đã sử dụng những chiến lược nào khi nghe trực tuyến?

- [ ] Sử dụng kiến thức của bản thân để nắm bắt nội dung bài nghe
- [ ] Đoán câu trả lời
- [ ] Nghe các từ được nhấn trọng âm hoặc lặp lại nhiều lần
- [ ] Dự đoán trước về những gì bạn sẽ được nghe
- [ ] Đoán các từ chưa biết dựa trên các từ đã biết hoặc ngữ cảnh nghe
- [ ] Ghi chú lại những ý chính
- [ ] Tập trung vào thông tin chính
- [ ] Chiến lược khác: ……………………………

6. Theo quan điểm của bạn, khó khăn khi học nghe trực tuyến là gì?

- [ ] Thiếu trang thiết bị
- [ ] Quá nhiều nguồn tài liệu khác nhau
- [ ] Chất lượng video và âm thanh kém
- [ ] Không có hướng dẫn
- [ ] Kiến thức về ngôn ngữ
- [ ] Không có khả năng tập trung
- [ ] Không có động lực học tập
- [ ] Tương tác giữa giáo viên và sinh viên kém
- [ ] Khác (hãy ghi cụ thể): ……………………………

7. Lượng từ vựng của bạn sử dụng trong nghe trực tuyến như thê nào?

- [ ] Đủ tốt để hiểu bài nghe
- [ ] Không đủ tốt để hiểu bài nghe
- [ ] Quá kém để để hiểu bài nghe

8. Bạn nghĩ gì về khả năng phát âm của bạn khi nghe trực tuyến?

☐ Đủ tốt để hiểu bài nghe

☐ Không đủ tốt để hiểu bài nghe

☐ Quá kém để để hiểu bài nghe

9. Người bản ngữ luôn nối âm trong lời nói của họ, điều này khiến bạn

☐ ..?

Khó nghe

☐ Dễ nhầm sang từ khác

☐ Không thể tập trung nghe

☐ Ý kiến khác: ……………………………

10. Bạn nghĩ gì về trọng âm và ngữ điệu trong bài nghe trực tuyến?

☐ Chúng giúp bạn hiểu về bài nghe

☐ Chúng khiến bạn khó hiểu bài nghe

☐ Ngăn cản bạn tập trung nghe

☐ Ý kiến khác : ……………………………

11. Bạn sẽ làm gì khi nghe những giọng khác nhau và giọng địa phương của

người nói?

☐ Cảm thấy lo lắng

☐ Cảm thấy không tập trung

☐ Hiểu nhầm nội dung bài nghe

☐ Không thể phân biệt tuổi của người nói

☐ Ý kiến khác: ……………………………

12. Bạn nghĩ gì về tốc độ nói của người bản ngữ ?

☐ Quá nhanh

Hơi nhanh 1 chút

☐ Đủ chậm để hiểu ý của người nói

☐ Ý kiến khác: ……………………………

13. Bạn sẽ làm gì khi bắt gặp sự ngập ngừng hoặc lặp lại của lời nói trong bài

nghe?

☐ Khó tập trung khi nghe

☐

☐

Không hiểu ý người nói

Hiểu nhầm ý người nói

☐ Ý kiến khác: ……………………………

14. Bạn nghĩ gì về cấu trúc của bài nghe tiếng Anh?

☐ Khó tập trung nghe

☐ Không hiểu được ý người nói

☐ Hiểu nhầm ý của người nói

☐ Ý kiến khác: ……………………………

15. Bạn sẽ làm gì khi gặp tiếng ồn trong bài nghe ?

☐ Không thể tập trung nghe

☐ Hiểu sai nội dung bài nghe

☐ Lo lắng trong lúc nghe

☐ Ý kiến khác: ……………………………

16. Giáo viên dạy kỹ năng nghe đã làm gì để giúp bạn nghe tốt hơn và hiệu quả hơn?

☐ Khuyến khích bạn sử dụng kiến thức của bạn vào bài nghe

☐ Tạo môi trường thoải mái để bạn trao đổi thông tin trước khi nghe

☐ Cho bạn nghe lại nhiều lần

☐ Cung cấp cho bạn từ khóa trong bài nghe

☐ Giải thích rõ ràng nội dung bài nghe

☐ Gợi ý cho bạn các chiến lược nghe cần thiết cho từng bài nghe

☐ Khai thác các loại tài liệu nghe khác nhau phù hợp với khả năng nghe và sở thích của bạn

☐ Ý kiến khác: ……………………………

17. Bạn mong muốn giáo viên dạy kỹ năng nghe sẽ làm gì để giúp bạn vượt qua những khó khăn khi nghe?

☐ Cung cấp cho bạn lượng từ cần thiết cho các hoạt động nghe

☐ Trang bị cho bạn các chiến lược nghe cần thiết

☐ Thiết kế các bài nghe phù hợp hơn với trình độ và sở thích nghe của học sinh

☐ Đề xuất và làm đa dạng các tài liệu nghe

Giải thích rõ hơn về lời nói trong tiếng anh

☐ Linh hoạt trong tổ chức các hoạt động nghe

☐ Sử dụng phần mềm dạy học khác

18. Bạn mong đợi điều gì từ môi trường học kỹ năng nghe trực tuyến?

☐ Được trang bị tốt hơn

☐ Trở nên thoải mái hơn

☐ Ý kiến khác: …………………………