

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – NHẬT

Sinh viên : Phạm Thị Quỳnh Hoa

HẢI PHÒNG – 2021

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**IMPROVING THE FIRST YEAR ENGLISH MAJORS'
LISTENING SKILL THROUGH PODCASTS AT HAI
PHONG UNIVERSITY OF MANAGEMENT AND
TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – NHẬT**

**Sinh viên : Phạm Thị Quỳnh Hoa
Giảng viên hướng dẫn: ThS. Phạm Thị Thúy**

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

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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XÁC NHẬN CỦA KHOA

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

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thúy
Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng
Họ và tên sinh viên: Phạm Thị Quỳnh Hoa Chuyên ngành: Anh – Nhật
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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 CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Phạm Thị Quỳnh Hoa Chuyên ngành: Anh – Nhật

Đề tài tốt nghiệp: Improving the first year English majors' listening skill through Podcasts at Hai Phong University of Management and Technology.

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 viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

ABSTRACT

The aim of this research is to find the use of English Podcasts in improving students' ability in listening skill. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 20 students. During this research, the technique of analyzing data was applied by using qualitative data which was taken from informal interview, and questionnaire. The result of analysis showed that there was development on the students' ability in listening skill and it indicated that using English Podcasts in listening skill was effective, and the students' ability in listening skill has been improved by using English Podcasts as learning media. In qualitative analysis, the students also looked active and enthusiastic in listening learning process by using the Podcasts as learning media.

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Hai Phong, July, 2021.

Student

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PART I: INTRODUCTION

I. Rationale of the study

Listening is a creative skill. There are some medias which can be used in listening learning process, such as audio media, audio-visual media, etc. example for audio media is radio, music, podcasts, and so on. While the example of audio-visual is video, film/movie, television, etc. Media such as a Podcasts has significant roles to motivate the students in listening learning process and to make the atmosphere in learning process more interesting. Podcasts are particularly appropriate for the practice of extensive listening, for the purpose of motivating students to listen. Podcasts offers a good chance for the students and the teachers.

Nowadays using Podcasts is easier. There are many different mobile applications available for people to use to subscribe and to listen to Podcasts. Many of these applications allow users to download Podcasts or to stream them on demand as an alternative to downloading. This can fulfill the needs of different learners. Those can be downloaded by learners themselves.

Teaching listening English at Hai Phong University of Management and Technology is intended to develop student communicative competence. The target in teaching and learning English at Hai Phong University of Management and Technology is to enable the learners to apply the mastery of English skills to communicate orally. Teaching students at Hai Phong University of Management and Technology is focused on the ability to communicate with it. It means that the communication competence of the students is emphasized. However, during learning listening at Hai Phong University of Management and Technology, students face with certain situations, they are still unfamiliar with the listening subject itself. Students are unable to catch the sentences even the words. It is because they are unable to listen to the English text well in the listening class. Somehow they can listen to the sentence, but they fail to write what they hear. Many of them even fail to find the main idea, supporting ideas or the details from the recording. The students may lack the background knowledge about foreign countries and cultures. So sometimes they cannot understand the material or they may misunderstand the

meaning of it. We can use Podcasts in the classroom as one way to help focus on language systems. Nowadays, many new technologies have supported for the listening skill that expected to improve listening comprehension skill. Students are expected to make improvement in having listening class by using Podcasts.

It is the reason why the researcher decided to carry out this research: *“Improving the first year English majors’ listening skill through Podcasts at Hai Phong University of Management and Technology”*

II. Aims of the study

My study aims to help first year English majored students at Hai Phong University of Management and Technology understand the background knowledge of listening skill and offer effective way to learn listening through Podcasts. In general, my study is aimed at:

- Give the background knowledge of Podcasts
- Find out reality of teaching and learning listening skill at Hai Phong University of Management and Technology.
- Give some Podcasts apps to improve the first year English majored listening skill at Hai Phong University of Management and Technology.

III. Scope of the study

This study was conducted based on data collection of first year English majors from Hai Phong University of Management and Technology. This study based on various references material and from my own experience. I hope that this study is a good reference material for the first year English majored as well as all students who wish to get better listening skill.

IV. Method of the study

To finish this study, I carried out some following methods:

- To consult the references material on Internet, book, websites
- Informal interview and the survey questionnaires are carried for the first year English majored students at Hai Phong University of Management and Technology

to collect opinions on attitudes, the biggest difficulties, the advantages when learning English through Podcasts and students' opinions on the current teaching method.

The research question: How is the improvement of the 1st year English majors' listening skill at Hai Phong University of Management and Technology through Podcasts?

V. Design of the study

This study consists of three parts:

PART I: INTRODUCTION

In this part, I introduce the rationale, the aim of the study, the scope of the study, the method of the study and the design of the study.

PART II: THE STUDY consists of three chapters:

Chapter 1: Literature review

This chapter introduces about listening skill, its definition, importance, difficulties and ways of learning listening. In addition, this chapter will expand knowledge about Podcasts - an effective way to learn listening such as its definition, advantages, Podcasts in teaching and popular types of Podcasts. In this chapter, I consult the references material on Internet, books and websites.

Chapter 2: The study on learning English listening skill at Hai Phong Management and Technology University

This chapter focuses on English learning and teaching environment at Hai Phong Management and Technology University includes the teaching staff, the researcher, the students, the textbook and English teaching and learning condition.

In addition, the analysis consists of the result from the students' English learning time, students' attitude, the most difficulties, students' perceived importance, students' advantages and students' opinions on the current teaching method. In this chapter, I create the survey questionnaires and informal interviewing for the first year English majored students at Hai Phong University of Management and Technology to collect information.

Chapter 3: Some suggested Podcasts apps to improve the first year English majored students' listening skill at Hai Phong University of Management and Technology.

In this chapter, I consult the references material on Internet, book, websites to suggest for them some suitable apps for each level. Anyone who wants to improve their English listening skill can refer to these learning apps.

PART III: CONCLUSION

In this part, it is some limitations and suggestions for further study are started. The last are references, the appendixes that include all the documents relating to the study.

PART II: THE STUDY

Chapter 1: Literature review

I. Listening skill

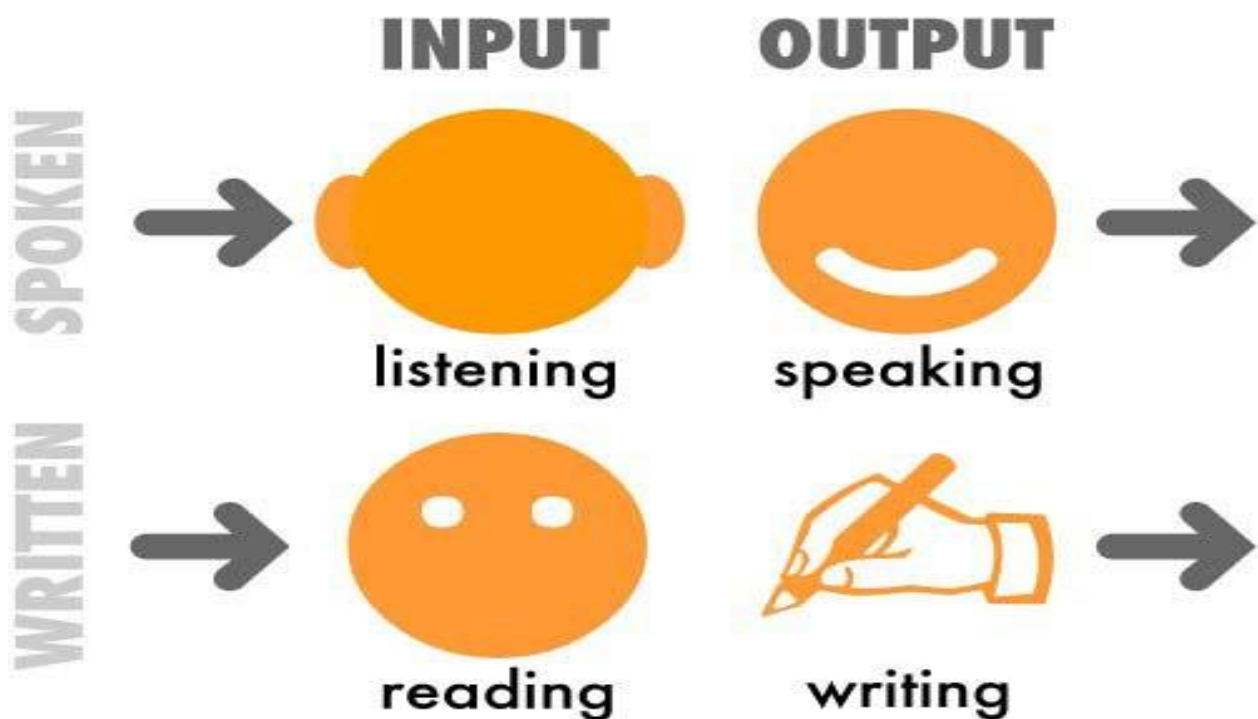
1. Definition of listening skill

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. The term hearing and listening are often used interchangeably, but there are important differences between them. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention (Michael Rost, 2002). Hearing essentially just likes passive activity. Hearing is when we just hear the sounds without pay attention of the sound sources. While, in listening the brain does automatically translate the words into the message that the speaker told. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves more than assigning labels to sounds or words.

Listening skill as a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Listening is ability of pay attention or to hear something. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words.

Listening is one of subject that is taught in the field of language study. This skill can be improved by practice continuously and there are many kinds of strategy to develop studentsr listening skill. It is an active process in which listeners select and interpret information which come from auditory and visual clues.

Listening is an active, purposeful process of making sense of what we hear. Listening skill are often categorized as receptive or productive. It is require us to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce. For this reason, people sometimes think of it as a passive skill. Nothing could be farther from the truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know.(David Nunan, 2003)



Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic unit (e.g. phonemes, words, grammatical structure) as well as the role of the listener's expectation, the situation and context, background knowledge and topic. (Richards, Jack C., and Willy A. Renandya, 2002)

Listening is viewed as part of a transactional process in which all participants are simultaneously 'sending' and 'receiving' messages. (Michael Rost, 2002). The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding. (Babita Tyagi, 2013). The process of listening standart is : (1) Poor when the student is having a hard time receiving, attending, and assigning meaning to words spoken. (2) Fair when the student is receiving information, but is having a hard time attending to it and assigning meaning. (3) Good when the student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.

Listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding

different text types, understanding different speeds of speech and accents, and using different listening skill.(Sparrt, et.al., 2005).

From the definitions, it can be concluded that obviously listening influences other skills. A highly complex physiological process involving the human receptors and influenced by the human sensory capacity. An active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We can study other skills easilly after we pay full attention in listening skill.

Furthermore, listening skill is one of the basics of learning languages and acquiring them is very important in learning language. Moreover, with the development of high technology, we rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level listening skill for the students. From the verse above we also know that when we want to catch what speaker says and to get the speaker's idea, we have to hear the speaker.

2. The importance of listening skill

Listening plays an important role in communication in people's daily lives. As Guo and Wills (2006) state "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values". Emphasizing the importance of listening in language learning, Peterson (2001) states that "no other type of language input is easy to process as spoken language, received through listening. Through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills"

Listening has an important role not only in daily life but also in classroom settings. Anderson and Lynch (2003) state that "we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency"

Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skill, it is not possible to communicate effectively. That is, listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. (Nunan, 1998).

Rost (1994) explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

To summarize, *listening* has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Emphasizing the importance of listening, Anderson and Lynch (2003) state that listening skill are as important as speaking skill because people cannot communicate face-to-face unless both types of skill are developed together. Listening skill are also important for learning purposes since through listening students receive information and gain insights (Wallace, Stariha & Walberg, 2004).

3. Difficulties of listening skill

The first step of the learning problems in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. So, there are some learner's problems:

a) Cannot understand fast, natural native-sounding speech.

The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

b) Doesn't recognize English sounds.

When asked about the cause of difficulties with sounds in English, some people believe that this difficulty is due to their inability to distinguish English sounds, homophones, especially words with similar pronunciation.

In particular, the confusion between the affirmative and the negative form is the main cause, especially the failure to recognize the main information to be heard is due to some features in the pronunciation of connected speech in English such as: the phenomenon of swallowing sound (elision), the weak form in pronunciation of some functional words (weak form), the phenomenon of phonemic assimilation (assimilation), the phenomenon of contraction of words (contraction), the phenomenon of sound connection (linking)...



Thus, learners' failure to recognize sounds in English is mainly due to: inability to distinguish between homonyms and words with similar pronunciations, confusion between affirmative and negative forms, especially due to some influence on the pronunciation of speech sequences in English.

c) Lack of concentration when listening.

The cause of the lack of concentration when listening can be due to lack of experience when listening, making it increasingly difficult for the listener to concentrate on the listening lesson.

d) It is difficult to grasp the main idea of the listening

The reason it is difficult to grasp the main idea of the listening is because the listener does not know what is the important information to hear in the text. Or because the listener cannot deduce the main content of the listening from the key words, making them unable to grasp the main idea when listening.

e) Can't keep up with the speed of the speaker

Listeners do not keep up with the speed of the speaker mainly because in the process of listening listeners always translate what they hear into Vietnamese and then understand, then their brain will have to do 3 things at the same time: listen, translate what they can hear from English to Vietnamese, then understand what in Vietnamese has just been translated.

Therefore, when listeners hear and understand a sentence, the speaker has said the second and third sentences, leading to listeners not understanding what they are saying. Not to mention that foreigners still stick to the ending sounds, they don't listen to English often, which leads to unfamiliar hearing, and consequently, can't keep up with the speed of the speaker.

f) Limited vocabulary to use in daily life

Sometimes may be mistaken for thinking that they know a lot of vocabulary, but they try to check if those words are common in everyday life, listeners know words about tourism, economics, sewing, wear... but have limited vocabulary to use in everyday life.

When communicating, listeners and the other person talk about daily life more than talking about words specializing in a certain industry. So, learn vocabulary starting with the things that are closest to students.

g) Insufficient vocabulary and sentence structure.

The problem is not with the amount of vocabulary and structure, but with how many words students can remember and use in real communication situations. The traditional way of learning vocabulary and structures by repeatedly recording the words or structures they want to learn with their Vietnamese meanings has limited their ability to memorize for a long time.

II. Ways of learning listening

Technology is useful to learn listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of listening, to be developed. Technology also makes learning process of listening more entertaining.

With the ever-increasing accessibility of technology and the fast pace at which technology is changing today, the styles and strategies of students' learning are also developing and expanding. We will know how using technology can help develop listening skill.

1. Radio



Listening to the radio is one of the most accessible ways a learner has of developing listening skill. Listening to the radio is not an activity that is often used in class time. Perhaps, this is because radio, listening can be done only in real time

and the scheduling of language classes to catch particular radio program is difficult. Furthermore, the difficulties of obtaining copyright often prevent teachers from recording from the radio for the classroom use. But it is still a listening medium that offers many potential benefits for learners. Many teachers like to help their students develop general or specific listening skill via the radio.

2. Audio-tapes



Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in classroom. Because nearly all general courses book these days have accompanying audio cassettes, a cassette player has become an essential tool in the language classroom.

Students can practice their extensive listening in a variety of ways. That is, they listen to extended stretches of discourse in a directed fashion, as opposed to out-of-class extensive listening, usually for fun. Many of the situation in which students need to use extensive listening skill require them to listen to unfamiliar speakers or to a variety of speakers. (John Flowerdew Lindsay Miller, 2005)

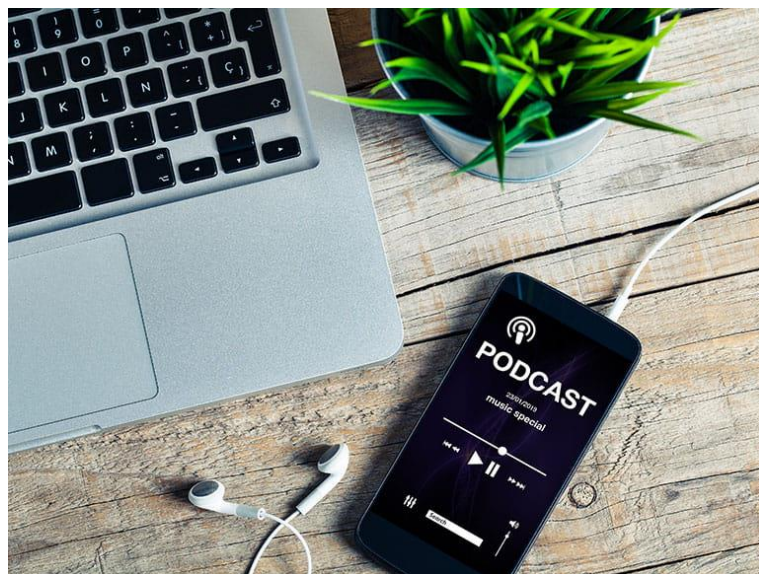
3. Podcasts

The term ‘Podcasts’ are new and evolving. Podcasts is a digital media file that plays audio (sound) or audio and vision (sound and something to view); with vision, it is made available from a website. Podcasts can be opened and/or downloaded, also

can be played on a computer, and it is downloaded from a website to be played on a small portable player designed to play the sound and vision. (Gilly Salmon, et, al, 2008)

Most audio Podcasts are put into a format called ‘MP3’. Now, Podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students. Most usually sound like prerecorded radio shows, with interviews, discussions, or commentaries on recent events, and there are Podcasts about any topic students can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how student choose a video. Make sure it’s appropriate for students in terms of length, content, and level of difficulty.

The added advantage of a Podcasts is that it can be downloaded by students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting Podcasts, and it’ll be one assignment students will be looking forward to.



4. Video

The use of video to help develop listening skill has received much attention since it began to appear regularly in language classes in the mid-1970s. The obvious contextualization of language provided by video made it a popular medium in non-English-Speaking countries. Over the past two decades, researchers have shown that

many other facets make video useful to language learners. Some of these are that video often promotes the motivation to listen; it provides a rich context for authenticity of language use; the paralinguistic features of spoken text become available to the learners (compared with radio, that is); and it aids learners' understanding of the cultural contexts in which the language is used.

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses.

While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood) lectures at their convenience.

5. Language Laboratory

With the advent of tape recorders in the 1950s and the rise of the audiolingual method of teaching, language laboratories became popular facilities. The theory behind the audio-lingual method was that we are able to condition students to learn language. The best way to do this was thought to be by way of mechanical drills. Theoretically, if students heard and repeated language structures often enough, they would learn the language better. Typically drills performed in the language laboratory took the form of repetition drills or substitution drills. (John Flowerdew Lindsay Miller)



III. Podcasts

1. The definition of Podcasts

Podcasts are audio programs on the web which are usually updated at regular intervals. Podcasts can be uploaded automatically to students' computer using RSS (really simple syndication), Podcatching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcasts are popular for their authentic listening program prepared by proficient speakers and are extremely helpful for the learners to produce the natural speech as by the native speakers. (Seema Jain, Farha Hashm, 2013)

Podcasts are published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type. The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player. (Priscilla Constantine, 2007)

2. The advantages of Podcasts

Podcasts can be accessed easily and quickly by the learners. This motivates them to participate in various ELT classroom activities. Also, it offers them opportunity to enthusiastically respond to teachers and the levels of their learning speeds up desirably. (Seema Jain, Farha Hashm)

Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc.

The subject of Podcasts on several levels and deals with the questions of the advantages of Podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them.

The advantages of Podcasts are: *1)* learners can benefit from global listening, even if they only listen from three to five minutes a day; *2)* students will be exposed to the new language; *3)* the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments. (Galina Kavaliauskiene, 2008)

Using good viewing and interesting listening activities attract the students' attention. (Jeremy Harmer, 2007). By learning Podcasts, the students were motivated to search the Podcasts directories and to quickly and accurately find best ELT Podcasts material based on their interest.

The Podcasts online have given the language teacher a wealth of materials for teaching listening skill. The added advantage of a Podcasts is that it can be downloaded by the students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting Podcasts, and it'll be one assignment that students will be looking forward to.

One innovative usage of Podcasts is to have a student listen to a Podcasts and read along its transcript. Then the student will make a recording of the material on a cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the student's recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skill.

Students enjoyed and gained confidence in learning English language with the new technology. The students study new expressions in web-enabled environment and simultaneously jotted down the vocabulary they found difficult to understand.

3. Podcasts in learning of listening

Podcasts is an audio file made available on internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod (a well-known portable media MP3 player developed by Apple computer Inc.) (Kaushik, A. 2010).

Podcasts has been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners. What's different about Podcasts is that, unlike radio, the person listening doesn't have to listen to it at the time of broadcasting. Instead of a radio transmitter, Podcasts is stored on the web as a digital sound file and this sound file can then be transferred to any computer or digital device, such as an iPod or MP3 player. The listeners can then choose when they listen.

Podcasts do not differ fundamentally from texts spoken on cassettes or CDs. Teachers have always recorded programmers from the radio or the internet onto a cassette or a CD. With Podcasts it is just easier. Students subscribe to a Podcasts and each time an update (a new installment or a new programmed) is available it is automatically downloaded to their computer. If students think it is suitable students can keep it, or students just delete it. So students do not have to be at home or program their recorder, it is all done automatically.

4. Popular types of Podcasts

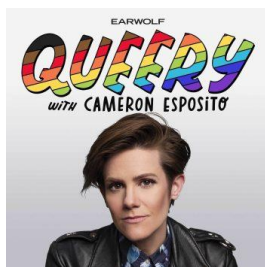
Podcasts are a great way to improve English skill quickly, because students can practice English listening anywhere and anytime. Another plus for Podcasts is that they often have transcriptions with audio, which helps students develop both listening and reading skill at the same time. So, what are the popular types of Podcasts? The following study will show some popular types of Podcasts that students can refer to, choose an interesting type and listen to English Podcasts according to their favorite types.

a) Interview Podcasts

An interview Podcasts usually involves one or two hosts who speak with one or more guests each episode. In this format, the guest provides unique expertise or insights on a given topic, industry or theme. Students can actually break this format further into two Podcasts styles:

- **Expert interviews:** In this Podcasts, the interviewer focuses on a specific topic in which the interviewee is considered a thought leader. For example, a guest like Bill Gates might share stories about his experiences as a technology entrepreneur. Many audience members listen to this type of Podcasts to learn more about a given industry or gain insights that will help them in their own careers.
- **Entertainment interviews:** Entertainment-style Podcasts invite guests to share interesting stories about their lives. These shows are often hosted by comedians or entertainment journalists.

Interview-style Podcasts can require quite a bit of research. At the same time, the Podcasts host needs the right skills to draw out interesting stories from guests. This format is a great way to provide a range of opinions and viewpoints.



Interview Podcasts examples

b) Conversational Podcasts

Conversational, co-hosted Podcasts are very similar to traditional radio shows. In this format, two Podcasts hosts have entertaining conversations about specific themes and topics. Often, co-hosts will discuss trending news stories and provide insightful — or humorous — commentary.

Conversational Podcasts may include guests. This type of Podcasts requires a high level of comfort and familiarity between the hosts. If the hosts don't know each other well or don't get along, the audience will be able to tell. Because students can't

script a conversation — or at least, students shouldn't — this format is best for hosts who can improvise on the spot.



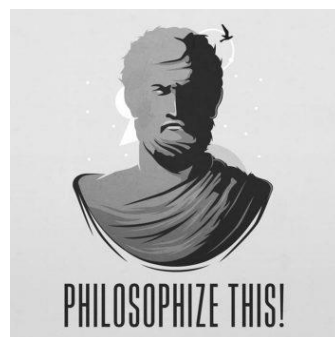
Conversational Podcasts examples

c) Monologue Podcasts

In the monologue style of Podcasts, a single host speaks for the entirety of each episode. These Podcasts are usually hosted by someone who is an expert in a given field. Audience members tune in to learn about a specific topic or get an informed opinion on recent events.

This style of Podcasts can be applied to any topic — but hosts should have enough experience and expertise to fill many episodes. That said, it's possible to produce a limited-run Podcasts that covers a single topic or issue, similar to a serialized audiobook.

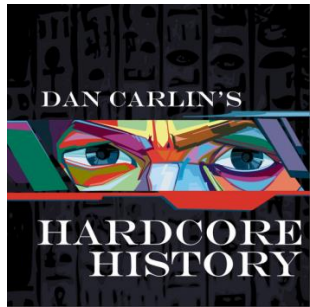
The monologue format provides the advantage of not being dependent on other people. The host doesn't need to book guests or configure schedules with another host. However, this style still requires a fair amount of research.



Monologue Podcasts examples

d) Storytelling / investigative Podcasts

Podcasts listeners enjoy storytelling and investigative Podcasts for their immersive experiences. In this format, one or more hosts use each Podcasts episode to tell an entire story or a chapter of an ongoing story. There are many different examples of non-fiction story-based Podcasts. Non-fiction Podcasts can require a lot of resources. Podcasters who excel at this format combine excellent research skills with a keen eye for entertainment value.

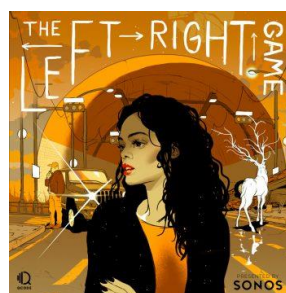


Storytelling/ investigative Podcasts examples

h) Theatrical Podcasts

Fiction Podcasts have been a growing trend for years. Some theatrical Podcasts consist of a single host who narrates a story in a similar manner as an audiobook. Other Podcasts within this format utilize an entire cast of performers and sound engineers to create more immersive experiences.

In this format, Podcasts hosts strive to create fictional worlds that entertain their listeners. It demands a level of creativity and experience to keep listeners engaged. While this format doesn't require as much research as others on this list, it still involves a lot of work. At the same time, that means that the competition is high. Not only do these Podcasts compete with each other, but also with other forms of entertainment like TV shows, audiobooks and movies.



Theatrical Podcasts examples

Chapter 2: The study on learning English listening skill at Hai Phong Management and Technology University

I. The reality of learning English listening skill at Hai Phong Management and Technology University.

1. The teaching staff

Hai Phong Management and Technology University has a large teaching staff with lots of experience and enthusiasm. All of them are graduated from University. They are interested in the teaching profession and identify the importance of education for the human development and the future of students at Hai Phong Management and Technology University. Therefore, they are all enthusiastic, responsible in their work and try to devote themselves to bring effective lectures to students. Moreover, the teaching staff of Hai Phong Management and Technology University have a modern professional teaching method, always looking for new teaching methods to help students easily absorb the lesson and create a new learning atmosphere. Talking to the students and sharing their experiences helps both teachers and students understand one others deeply and improve the quality of the lectures.

2. The researcher

The study was carried out by a student who has been the last year student at Hai Phong Management and Technology University. She is very interested in learning English and always tries to find out the most suitable learning method which can help all of students to learn better. Therefore, the researcher has learned and found an effective method of learning listening through Podcasts. The study applied the following criteria: easy to learn, easy to find, interesting and effective. The author can have some more methods to strengthen the children's passion for listening, make students love listening learning and can apply it in the future.

3. The students

A total of 20 students in the class NA24 who are in the first year of English Department at Hai Phong Management and Technology University are selected for this study. The students come from many different places, different cities, different

learning conditions, so the learning method is also different, they have not adapted to the way of studying at university. They appear to be used to listening to the lectures and writing down what the teachers read or copying what is written on the board. Especially for English majors, self-study and self-exploration are essential factors to help students develop themselves at university. Students have to skip the passive learning method at high school and get used to this new method.

4. The textbook

The material for English listening in the first year English majors is the “LISTEN IN” textbook by David Nunan. The content of the textbook is arranged according to themes and each unit mentions one theme relating to daily life, helping students approach the most realistic situations. For example: Family, Appearance, Music, City, Homes, etc.

In addition, there are learning materials such as Jack C. Richard (1999) *Tactics for listening - basic*. CUP; Miles Craven, *Listening Extra: A Resource Book of Multi-Level Skills Activities*. CUP; John McClintock (1994) *Let's listen*. CUP, etc. Besides, there are websites for students to learn listening skill such as: VOANEWS. Com, BBCNEWS. Com, ABC NEWS. Com. If students maintain the habit of using learning materials along with the teacher's lectures at school, all these learning materials can help students improve their listening skill. In short, the English textbooks has been proved to be realistic, relevant and appropriate to the context of teaching and learning English.

5. English teaching and learning condition at Hai Phong University of Management and Technology

At Hai Phong University of Management and Technology, each classroom of the first year English majored students has been equipped with projectors, camera, air-conditioners, Bluetooth speaker, computers with internet connection and wireless internet connection. The use of computer and Bluetooth speaker is essential for English lessons, especially listening skill. The teachers often use projectors to make English lessons more interesting and effective. Besides, the school library is an electronic library system, which has been equipped with many modern things. This

is really a big advantage for students learning. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the first year English majored students in particular.

II. The survey questionnaires.

1. The design of the survey questionnaires.

The survey questionnaires are given to students to study the reality of teaching and learning listening skill at Hai Phong Management and Technology University. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaire includes 7 questions as follows:

Question 1 gives information on students' English learning time. The researcher wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information about them.

Question 2 is about the time students' attitude toward learning English listening through Podcasts, the author can help them to strengthen their passion on studying listening.

Question 3 gets information on the difficulties in learning listening through Podcasts, which is a very important information to the study.

Question 4 gets information on how students think about the importance of English collocations. The researcher wants to know about students' opinions on this matter.

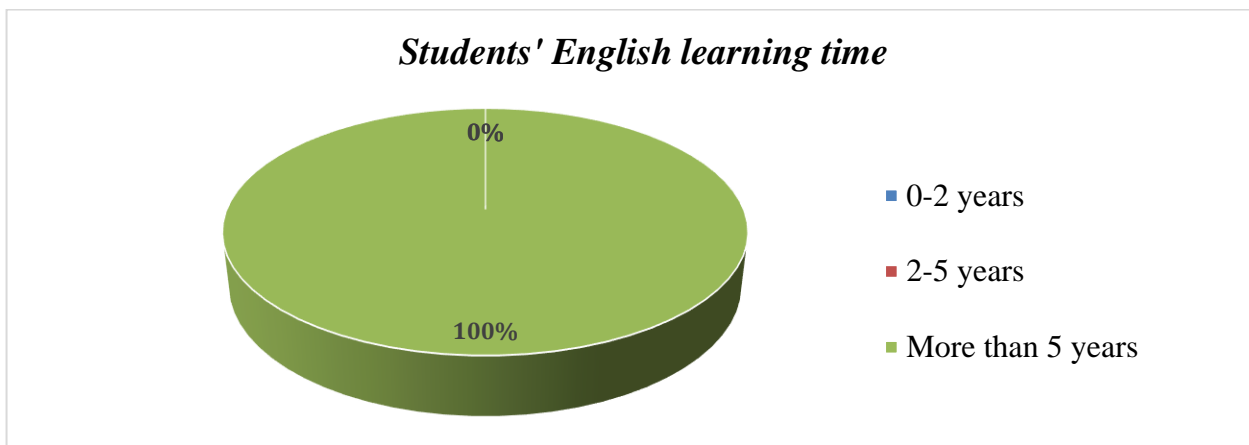
Question 5 is about the advantages of learning English listening through Podcasts. This can bring more specific information and help the researcher understands more about the students' awareness.

Question 6 the students' expectation on learning English listening through Podcasts which can help teachers to satisfy their students' requirements and make them love learning English listening through Podcasts more.

Question 7 is about what the researcher wants to emphasize the positive effects of learning English listening through Podcasts on learners.

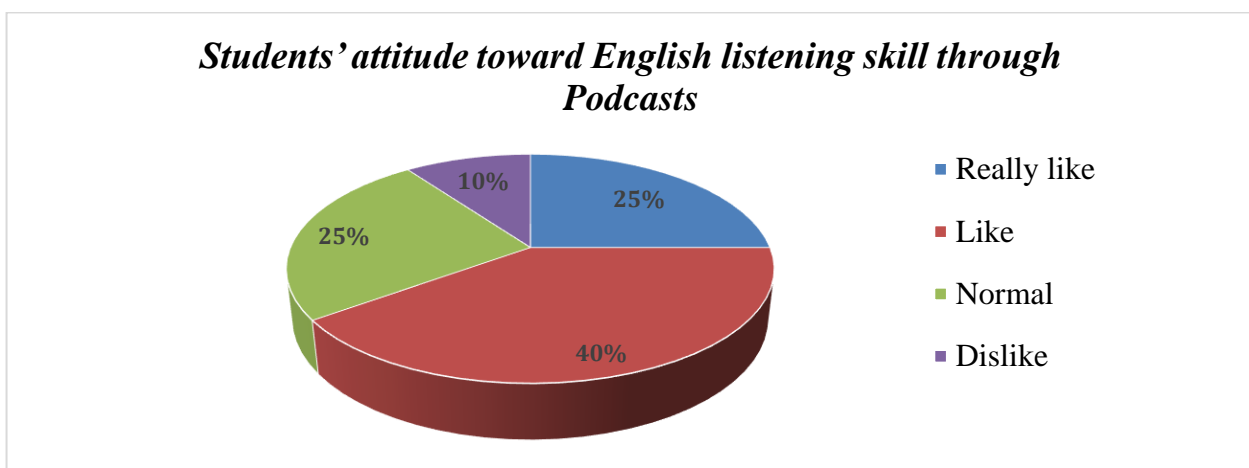
2. The data analysis.

2. 1. The result from the students' English learning time



The chart above shows that 100% of students answered that they have studied English for more than 5 years. It is quite a long time for students, which proves that learning English has become a very important. The fact that most students are exposed to English early shows the importance of English and its necessity when the English program has been taught since primary school. Moreover, it is a compulsory subject in most schools from elementary to university. Therefore, they are fully aware that English is really important and learn it as a second language.

2. 2. The result from students' attitude toward English listening skill through Podcasts

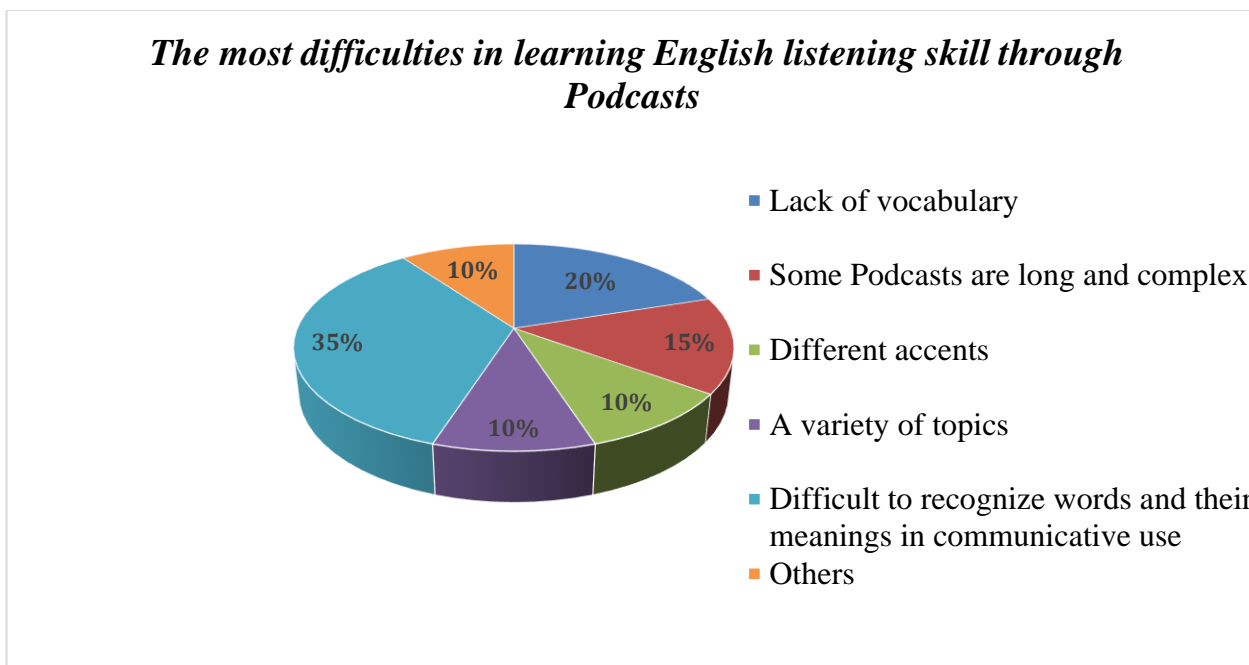


The chart above shows us the differences among students in the interest of learning English listening skill through Podcasts. From the chart, we can see that the

amount students who choose “Like” (40%) is about two times as much as ones who choose “Really like” (25%) or “Normal” (25%); and very few students “Dislike” (10%) learning English listening skill through Podcasts.

Currently, there are many effective listening learning methods such as watching news, watching movies in English, but the number of students who choose "Really like" and "Like" the learning method through Podcasts still accounts for 65% of the total number of first year English major. This proves that students are aware of the importance of listening skill and find for themselves an effective listening learning method. 25% of students who choose “Really like” and 40% of students who choose “Like” said that they found their motivation to learn English after practicing listening with Podcasts. There are 25% of students who choose "Normal" indicating that they have had access to Podcasts but have not found a suitable topic.

2. 3. The result about the most difficulties in learning English listening skill through Podcasts



As students can see from the chart, it shows some difficulties that students often face. To be more specific, the biggest difficulty for students is “Difficult to recognize words and their meanings in communicative use” (35%), 20% students are “Lack of vocabulary”, 15% students feel “Some Podcasts are long and complex”,

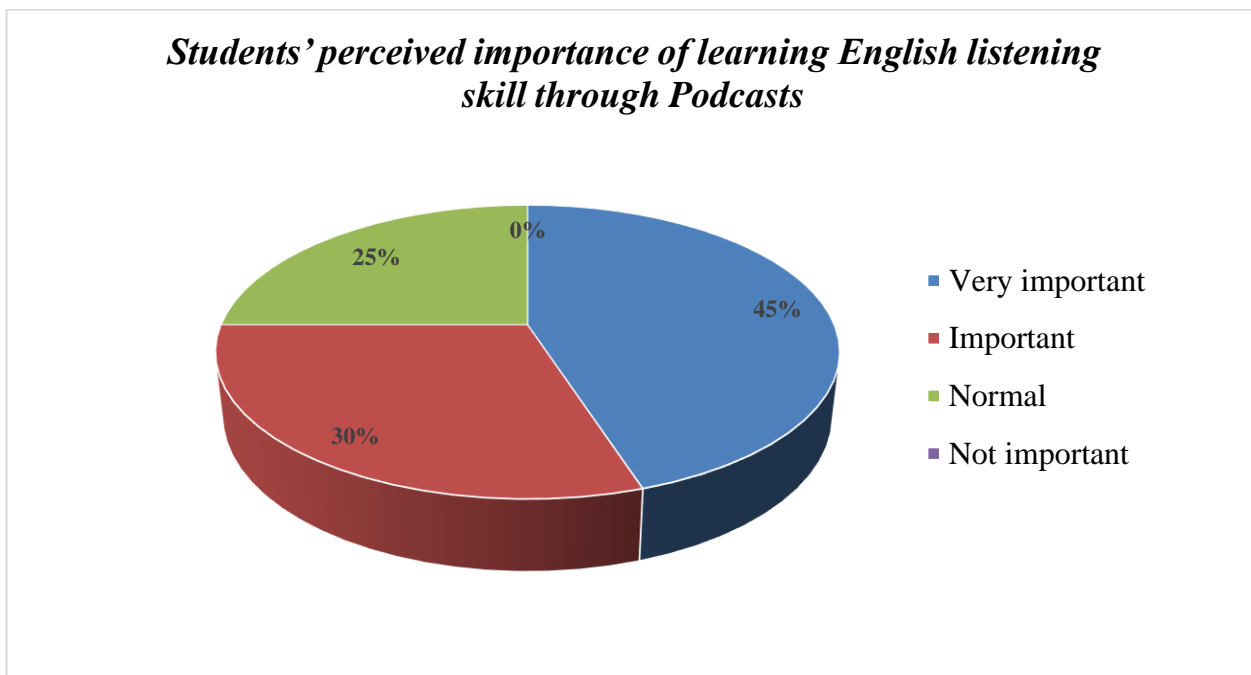
10% students feel “Different accents” and “A variety of topics”, 10% of other difficulties (don’t have more time to practice, think that the lesson in class is enough, no motivation to study...).

"Difficult to recognize words and their meanings in communicative use" seems to be the biggest difficulty of all for students. However, if students practice with Podcasts for a long time, the ability to recognize words and their meanings will improve. Because there are so many Podcasts spoken by foreigners, with topics that are close to daily life.

“Lack of vocabulary” ranks number 2 (20%) among the difficulties faced by students. This is also a big challenge when learning listening skill in particular and English in general. The fostering of additional vocabulary needs to be cultivated from a student age, when most students are not aware of the importance of English. Ranked number 3 with 15% is "Some Podcasts are long and complex", it shows that although Podcasts is an interesting and useful application, sometimes it is not suitable for students' level when there are some Podcasts are long and complex makes learning time difficult.

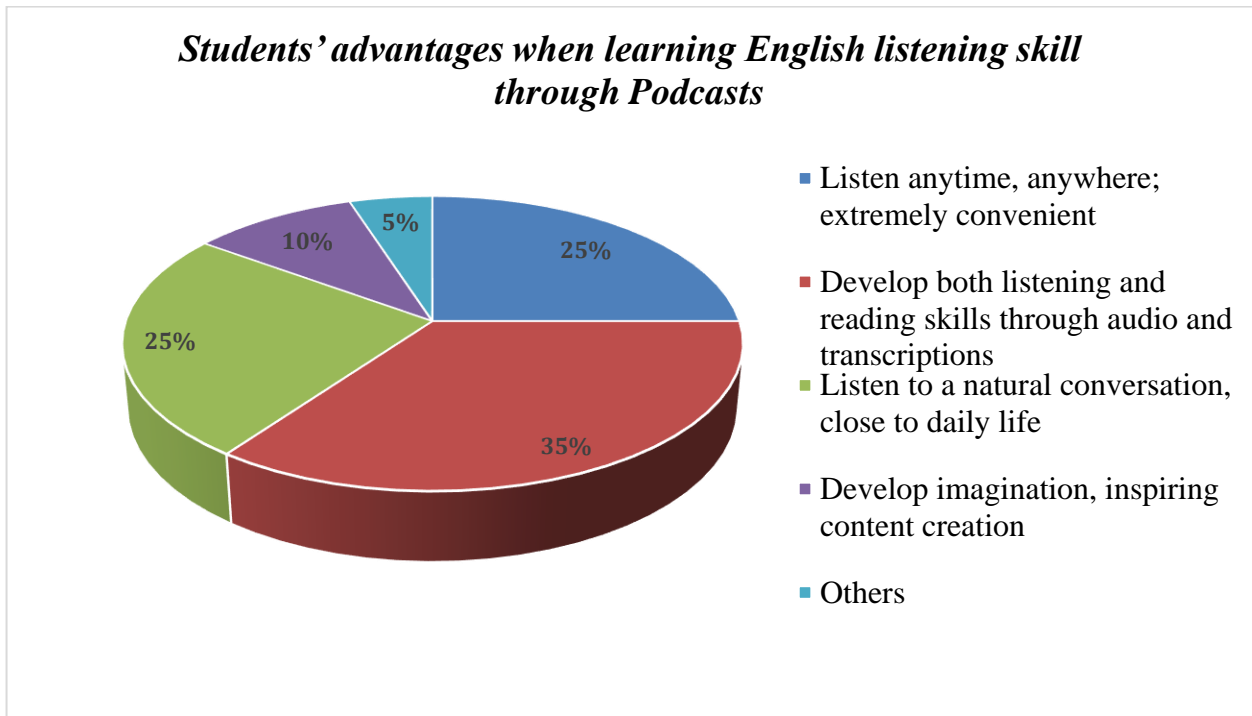
"Different accents" and "A variety of topics" ranked last as it doesn't seem to cause difficulty in learning English listening through Podcasts. There are many students who think that having a variety of topics also makes learning broader, vocabulary is enhanced according to each topic.

2. 4. The result from students' perceived importance of learning English listening skill through Podcasts



As students can see from chart 4, the high percentage of the respondents (45%) considered learning English listening skill through Podcasts very important, 30% students choose “Important”, 25% students choose “Normal” while 0% stated it was not important. In general, most of students were aware of the importance of English listening skill in their studying. 45% of students choose “Very important” and 0% choose “Not important” show the positive results that Podcasts bring to learners. It is an effective and interesting learning method that needs to be practiced daily and very important to support students' English listening learning process.

2. 5. The result about students' advantages when learning English listening skill through Podcasts

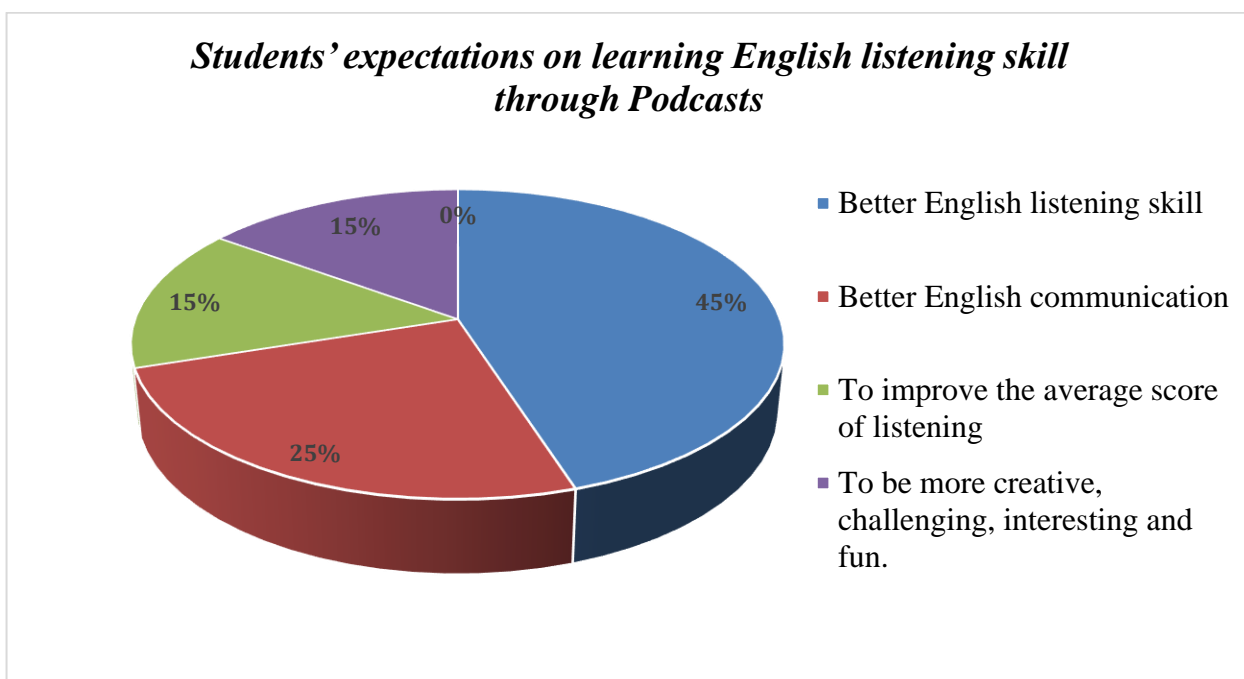


Along with the difficulties, it is necessary to emphasize and account to the advantages that students have when learning English listening through Podcasts. As students can see from chart 5, it shows some advantages that students often have.

The survey results show that the biggest advantage that Podcasts bring to students is “Develop both listening and reading skills through audio and transcriptions” (35%). Most of the Podcasts have transcriptions below, students can both listen and read reflexively, receiving capital from natural way. This is a highlight of Podcasts, helping students shorten their time and combine listening and reading learning. 25% students choose “Listen anytime, anywhere, extremely convenient” and “Listen to a natural conversation, close to daily life”. A smartphone with a Podcasts app installed, learners can practice English listening anywhere, anytime like in the subway, bus, jog or at night, even when students are at work. In addition, with Podcasts type like Interview Podcasts, they invite guests to share interesting stories about their lives. Therefore, the topics are very close to daily life, listen to a natural conversation. Students also learn how to break sentences, intonation, or many students will get used to it and get rid of the shyness when

communicating with foreigners. “Develop imagination, inspiring content creation” is also a benefit that students receive when learning English listening through Podcasts with 10%. Although only 10% of students choose, it is also a great benefit for those who are passionate about Podcasts. Just with the Podcasts app, recorder, voice editing software, some audio cutting skills, students can freely create content, post it on social networks, and make money through the content they post.

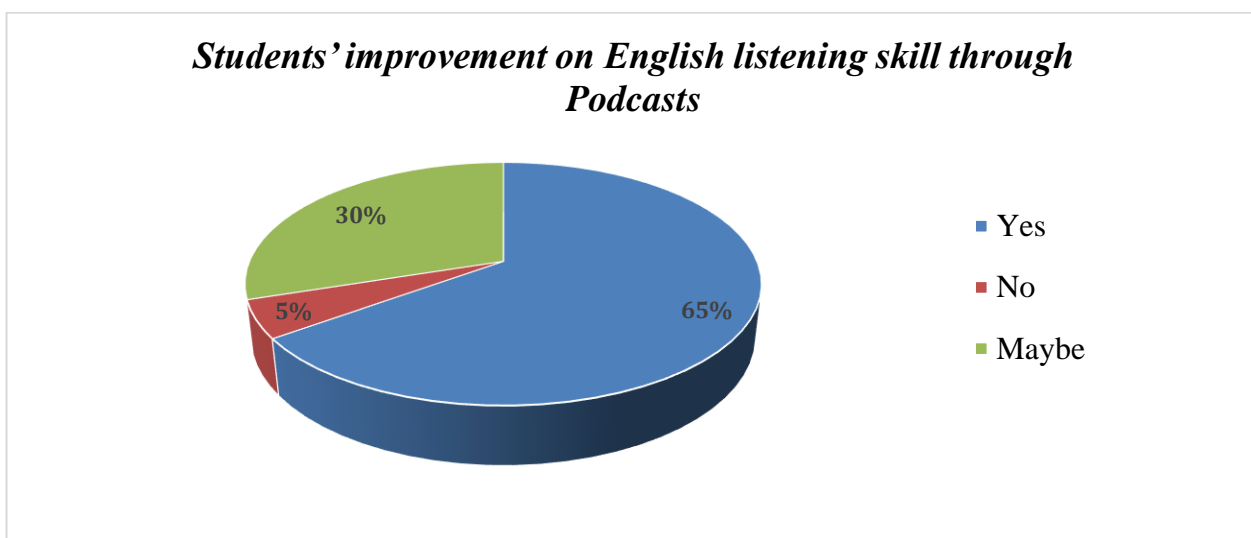
2. 6. The result from students’ expectations on learning English listening skill through Podcasts



As students can see from chart 6, we can see that nearly half of the first year English majored students choose "Better English listening skill" (45%) when asked about their expectations on learning English listening skill through Podcasts. It will never be enough to practice English listening skill. Normally, when asked which skills students want to improve the most, most students are saying that it is listening and speaking skills. However, with speaking skill, teachers can easily help students by organizing many group discussion activities. As for listening skill, there seems to be more difficult to help students improve, so when Podcasts are available, a useful tool in the process of learning listening, student’s expectation to develop listening skill is very high.

In addition, students' expectations about "Better English communication" are also quite large when accounting for a quarter of students. Because Podcasts are often conversations between many people, students will learn how to break sentences, exclamations or natural speech to apply them in a more natural way. Besides, "To improve the average score of listening" and "To be more creative, challenging, interesting and fun" also accounts for a part of students' expectations when the score is also an important factor to assess the student's level of improvement in listening skill.

2. 7. The result from students' improvement on English listening skill through Podcasts



From chart 7, students can see that nearly most of students agree that their English listening skill is improved when learning through Podcasts (65%). Furthermore, students who learn through Podcasts are more motivated to learn English than students who study with books or regular lectures, which stems from some of the specific features of Podcasts: the length of the lessons are suitable; Podcasts talk based on hot news; promote students' imagination; therefore students' English listening skill has improved, the amount of vocabulary has also increased significantly.

30% of students choose "Maybe" indicating that they have had access to Podcasts but not long enough to see an improvement when learning. Because when

learning with Podcasts, self-discipline is an essential factor to help the learning process be effective. Just only 5% of students choose "No", maybe they have not found an interesting topic or the method of learning through Podcasts is not suitable for their ability. However, in general, learning listening through Podcasts seems to be very effective and motivating for the first year English majored students.

3. Findings and discussions of findings

The survey results were answered by 20 students in the class NA24 who are in the first year of English Department at Hai Phong Management and Technology University. 100% of students answered that they had studied English for more than 5 years and this is convenient for teachers when students have been exposed to the most basic things of English. When asked about the importance of learning English listening skill through Podcasts, 45% students accepted that learning English listening skill through Podcasts were important, which showed a good view of students with Podcasts.

In general, learning listening skill through Podcasts bring advantages such as: Develop both listening and reading skill through audio and transcriptions, Listen to a natural conversation, close to daily life, etc. Besides, there are also difficulties when learning through Podcasts such as: Lack of vocabulary, Difficult to recognize words and their meaning in communicative use, etc. However, difficulties will be solved when students build a habit of listening and then reading transcriptions.

When asked about the advantages of learning through Podcasts majority of students believe that listening to English through Podcasts has many benefits (accessibility, easy of use, reliable listening materials and suitable listening time so that listeners can concentrate); however, some students still have difficulty understanding the speaker's meaning. This is reflected in the 10% choose "Dislike". Podcasts is not a new application, some students said that they have never used this software to practice English listening. Some students think that knowledge in class is enough and they are still passive in learning. However, many other students agree that they should use Podcasts to learn English listening skill, because Podcasts make learning fun, fresh and many hot topics.

Chapter 3: Some suggested Podcasts apps to improve the first year English majored students' listening skill at Hai Phong Management and Technology University.

Podcasts are a convenient way to catch up on news, sports, and special interests at home or on the go. Whether students are on their daily run, commuting to school, or simply relaxing at home, a great Podcasts can take them on an audio journey through politics, entertainment, comedy, literature, and more. Podcasts cover all genres, so whether they are seeking a news update or want to get into true crime, there's likely something out there for them. There are many apps with tons of Podcasts students can listen to for free.

1. *ESL Podcasts*

Podcasts for those who want to learn or improve their English listening. In this Podcasts, slow speaking speed, quality audio and content written by professors of languages, so it's easy for students to understand. So it's no surprise that this is considered the top listening training Podcasts. Furthermore, this Podcasts has over 1,800 episodes.



2. *Voice of America (VOA)*

Podcasts cover various topics, including health and lifestyle, science, technology, culture, and news, which can be particularly helpful for chatting to friends in English. All Podcasts come with a transcript to help students follow along.

The highlight of this Podcasts is that it includes many different types of listening programs that are repeated at a slower rate than regular English. Therefore,

this is a very suitable source of data for those who are just starting to practice listening.

Furthermore, VOA's topics are interesting, contemporary, and responsive to the interests of each audience. However, as the name implies, the programs often focus on issues related to the US, so if students choose to follow the British-American accent then the Podcasts are definitely for them.



3. The English We Speak

“The English We Speak” is produced every week by the BBC. This series with episodes only 3 minutes long. Each episode focuses on a different English idiom or expression used in the UK, such as “play a blinder,” “take the biscuit” or “to cut a long story short.” The vocabulary is a bit more complex and is aimed at intermediate and advanced students. Most of them are quite weird and will definitely make more sense after three minutes of context! Students will hear real English being used, so students will speak English more like a native.

English in these Podcasts is spoken more slowly than usual. Each syllable is pronounced clearly. The typical form consists of two hosts talking to each other. Sound effects are often used to give the impression that teachers are in different locations.



4. Podcasts in English

If it comes to supporting material channels suitable for those who do not have much time to practice English, then “Podcasts in English” should be mentioned immediately. This Podcasts offers a wide variety of English lessons, for all levels. There are even business English lessons for working people. In addition, the lessons in English are quite short, usually lasting less than 5 minutes, and are characterized by conversations between two English speakers. Students will definitely enjoy learning languages through “Podcasts in English” because the content covers nearly every aspect of life, entertainment and many other quality materials. Podcasts also often support subtitles, worksheets, and vocabulary exercises.



5. Better at English

This English learning Podcasts channel is for students who want to challenge themselves at a higher level, students should choose “Better at English” to practice listening. “Better at English” is a blend of everyday conversations of native speakers. Listening to these real and regular conversations is said to be the best combination with classroom learning or just textbooks. The topics in the article range from serious to fun and are done at a normal speed. Through this, learners will become familiar with the language speed as well as some common idioms. Not only that, these English Podcasts also come with written audio and notes on vocabulary words.

Better
@
English

6. Culips ESL Podcast

Culips ESL Podcasts will help students change their style through completely different topics such as:

- a. Chatterbox: English conversations and interviews with simple content, slow speaking speed, easy to understand.
- b. Catchword: focus on common idioms and slang to help students sound like native speakers.
- c. Simplified Speech: with topics occurring in daily life, described in English by the host.
- d. Real Talk: includes casual conversations, associated with real everyday situations.
- e. Speakeasy: the teacher will guide students how to pronounce clearly, making it easy for listeners to understand with a series of listening lessons related to pronunciation.
- f. English Tips: discover English learning tips, vocabulary, English interviews and English listening tips taught by Culips ESL.



7. Luke's English Podcast

Luke is a qualified English teacher and also a stand-up comedian with a series of engaging and entertaining Podcasts. The purpose of this Podcasts of Mr. Luke is to help bring laughter to students and provide a lot of English material with a wide range of topics.

In many Podcasts, Luke is the sole narrator, although there are real-life dialogues as well. He has a rather charming and warm voice that attracts listeners. Moreover, his stories have a lot of good sentence structure that will make students

eager to hear the next sentences. This will be a good free online English learning channel for students.



8. The Filmcast

This is a Podcasts for movie lovers. If the students are too bored and familiar with the traditional way of learning English listening to daily talks between native speakers, then Filmcast will be a new and attractive listening application, when movies will be talked about in Podcasts. In this Podcasts, the authors discuss the latest movies, movie reviews, movie news, TV shows, and entertainment. There are many English learners who love watching movies. If you are also one of them then this Podcasts is perfect for you.



9. English Class 101

This is the Podcasts for everyone, a series of Podcasts for all levels. The Podcasts are made by two host with 2 different plays. A turn is repeated at a much slower rate so that the listener can understand.

The next section of each Podcasts provides some culturally relevant information. Next is to focus on vocabulary and phrases, as well as define a few words that the listener has just heard. The end of each Podcasts is grammar. These English Podcasts have a moderate pace so students won't find it too difficult.



10. National Public Radio (NPR)

Stands for National Public Radio, an American television station. Initially, they only provided services to radio stations. Now, students can listen to news broadcasts and other recordings on their website. Students may also be introduced to other interesting topics and discussions. While listening to Podcasts, students will learn many new things, especially American culture and life.



11. Minute English from the BBC

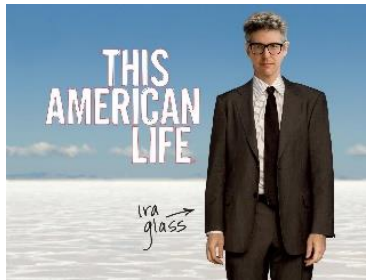
Are students short on time? “6-Minute English” fits into even the busiest schedules. “6-minute English” is a news Podcasts produced every week. Each episode comes with a list of vocabulary, a thought-provoking question, and a transcript so students can follow along in case they miss some words or phrases.

The English here is spoken at a slightly slower speed than usual, making it much easier to understand. In addition, there are hundreds of episodes going back to 2014. Try listening to one six-minute episode per day, and their vocabulary will grow in no time.



12. This American Life

“This American Life” is a great choice for English learners who want an insight into the culture of the USA. It is a mixture of journalism and storytelling, focusing on real-life tales from citizens of all regions of the country. The stories are varied and original such as “One episode was taped for 24 hours in an all-night restaurant”; “another interviewed students at a high school which experienced a mass shooting”. It has won a host of awards and is consistently rated among the most popular in the US.



PART III: CONCLUSION

1. Conclusion

In conclusion, learning English listening skill through Podcasts for the first year English majored students at Hai Phong Management and Technology University is very important. The result of this research has improved the effectiveness of podcasts for developing the first year English majors' listening skill.

It has shown that learning English listening skill through Podcasts combined with self-study and classroom learning will help students improve their listening skill, motivate them to listen to English, and promote student's English learning because this method provides learners with a real and diverse data, raise students' interests in learning listening.

For Vietnamese students in general and the first year English majored students at Hai Phong Management and Technology University in particular, listening skill is still difficult. Therefore, this study was made to show an effective way to learn listening through Podcasts. Besides using survey questionnaire as the major data collection instrument, the researcher also used the informal interview as an extra instrument to make this study more reliable and valid.

In summary, this research is my sincere thanks to all of my beloved teachers in Foreign Languages Department at Hai Phong Management and Technology University and what the researcher wants is to help the first year English majors improve their listening skill to make it easier for them to have better communication in the future.

2. Limitations and suggestions for further study

A considerable effort has been made to show an effective learning method through Podcasts is used to help first year English majored students learn listening skill at Hai Phong Management and Technology University. However, due to limited time and ability, there are a number of related areas which the researcher cannot cover in the study. Firstly, the research's object is only the first year English majored students of Hai Phong Management and Technology University. Second, the research only analyzes and emphasizes an effective learning method, because there are other effective learning methods that students need to exploit in the process of studying. With above limitations, I hope there will be more in-depth researches on effective English listening learning methods to help Vietnamese students overcome the challenges of English listening skill more easily.

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APPENDIX 1

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear students,

We need your opinions about learning English listening skill through Podcasts to make English listening skill better. Please tick the answer that best described your ideas and add a final comments at the bottom of the sheet if you want. We thank you for your cooperation!

1. How long have you been studying English?

- A. 0-2 years
- B. 2-5 years
- C. more than 5 years

2. What do you think about learning listening through Podcasts?

- A. Really like
- B. Like
- C. Normal
- D. Dislike

3. What is the most difficulty in learning English listening skill through Podcasts?

- A. Lack of vocabulary
- B. Some Podcasts are long and complex
- C. Different accents
- D. A variety of topics
- E. Difficult to recognize words and their meanings in communicative use.
- F. Others

- 4. In your opinion, learning English listening skill through Podcasts is:**
- A. Very important
 - B. Important
 - C. Normal
 - D. Not important
- 5. What advantages do you have when learning English listening through Podcasts?**
- A. Listen anytime, anywhere; extremely convenient
 - B. Develop both listening and reading skills through audio and transcriptions
 - C. Listen to a natural conversation, close to daily life
 - D. Develop imagination, inspiring content creation
 - F. Others
- 6. What do you expect about learning English listening through Podcasts?**
- A. Better English listening skill
 - B. Better English communication
 - C. To improve the average score of listening
 - D. To be more creative, challenging, interesting and fun.
 - E. Others
- 7. Has your English listening skill been improved through Podcasts?**
- A. Yes
 - B. No
 - C. Maybe

APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS

(VIETNAMESE VERSION)

Các bạn thân mến,

Chúng mình cần ý kiến của bạn về việc học kỹ năng nghe tiếng Anh qua Podcasts để khiến cho kỹ năng nghe trở nên tốt hơn. Vui lòng đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và thêm một vài nhận xét ở cuối trang nếu bạn muốn. Chúng mình cảm ơn sự hợp tác của các bạn!

1. Bạn đã học tiếng Anh được bao lâu?

A. 0-2 năm

B. 2-5 năm

C. Hơn 5 năm

2. Bạn thấy thế nào khi học nghe tiếng Anh qua Podcasts ?

A. Rất thích

B. Thích

C. Bình thường

D. Không thích

3. Khó khăn nhất khi bạn học kỹ năng nghe tiếng Anh qua Podcasts là gì?

A. Vốn từ vựng hạn chế

B. Một số Podcasts thì dài và phức tạp

C. Các trọng âm khác nhau

D. Có quá nhiều chủ đề để lựa chọn

E. Khó nhận biết từ và nghĩa của chúng sử dụng trong giao tiếp

F. Khó khăn khác

4. Theo bạn, học kỹ năng nghe tiếng Anh qua Podcasts thì:

A. Rất quan trọng

- B. Quan trọng
- C. Bình thường
- D. Không quan trọng

5. Bạn nhận được lợi ích gì khi học kỹ năng nghe tiếng Anh qua Podcasts?

- A. Nghe mọi lúc, mọi nơi; cực kỳ tiện lợi
- B. Phát triển cả kỹ năng nghe và đọc thông qua âm thanh và bản phiên âm
- C. Nghe được những cuộc nói chuyện tự nhiên, gần gũi với cuộc sống hàng ngày
- D. Phát triển trí tưởng tượng, tạo cảm hứng sáng tạo nội dung
- F. Lợi ích khác

6. Bạn mong đợi điều gì khi học nghe tiếng Anh qua Podcasts?

- A. Kỹ năng nghe tiếng Anh tốt hơn
- B. Giao tiếp tiếng Anh tốt hơn
- C. Đề cải thiện điểm trung bình của bài nghe
- D. Có thêm sự sáng tạo, thử thách, thú vị và vui vẻ hơn.
- E. Những điều khác

7. Khả năng nghe tiếng Anh của bạn có được cải thiện khi học qua Podcasts không?

- A. Có
- B. Không
- C. Có thể

Ý kiến đóng góp của sinh viên:

.....

.....

.....

APPENDIX 2: SAMPLES

APPENDIX 2.1: SAMPLE 1

BEATING STRESS

Listen to Emily talking about the importance of managing her stress levels and the techniques she uses.



Beating_stress.mp3

Tasks

Task 1

Are the sentences true or false?

	Answer
1. Emily thinks that change is a part of everyday life.	True False
2. Emily recommends we avoid other people to reduce stress.	True False
3. If we have too much to do, we should not do as many things in one day.	True False
4. Emily suggests reducing exercise and eating better foods to reduce stress	True False
5. We should play the piano to relax.	True False
6. Emily suggests trying to be perfect.	True False
7. Emily recommends not sleeping too much at night.	True False
8. Emily says that if you smile more, you will feel more positive about things	True False

Task 2

Complete the sentences with words from the box.

cope	commitments	bunch	crowded
resolve	nourishment	expectations	release

1. We can do many things to with stress.
2. Some families live in flats with little space.
3. It's important to try to disagreements with people because then you can keep the you have made.
4. Having a of friends who can listen to you can help reduce stress.
5. Exercising and eating well will help your body get the it needs.
6. It's also important to have realistic
7. You can also stress by not trying to be perfect.

Answers

Task 1

- | | |
|----------|----------|
| 1. True | 5. False |
| 2. False | 6. False |
| 3. True | 7. True |
| 4. False | 8. True |

Task 2

- | | |
|-------------------------|-----------------|
| 1. cope | 5. nourishment |
| 2. crowded | 6. expectations |
| 3. resolve; commitments | 7. releas |
| 4. bunch | |

Transcript

I want to talk about beating stress today. You know, life here in Hong Kong is very stressful so I think today's topic is very useful for everyone because we can do something about it, just to cope with the stress. So maybe you have some change(s) in your life, maybe big change and small change, but instead of being afraid, I think you should have a positive attitude and think of change as a normal part of life.

And I think maybe here in Hong Kong, the family (families) are crowded into a very small housing space, so maybe you would sometimes argue with your family and I think try (trying) to resolve the disagreement with people is very important because then you can build strong relationships and keep commitments you have made. For example, sometimes maybe you are feeling alone and you want to make some comfort and I think you can ask the people you trust for help is very important because if you have a bunch of friends, they can listen to you, then you can release some stress through talking to them.

And do you know that actually I find a very funny thing that if you want to reduce some stress, you can reduce this by the word S-T-R-E-S-S, that's 'stress'. How about, let's begin with the 'S'. Well, I think 'S' is that you can have the 'scheduling', for example you don't have to (shouldn't) schedule too many things in your day and if you feel you are too busy, you can cut out an activity or two.

And how about the 'T' word? The 'T' word is 'treat your body well', because experts say that exercise can reduce stress and also if you eat healthy food, then your brain and your body get the nourishment they need.

And the word is 'R' ... the next word is 'R' – 'R' is very important, it says 'relax'. You can do an activity you enjoy or that relaxes you, maybe you can read a good book or learn a new hobby and spend time with your pet or even you can visiting (visit) a spa and that could make a very good difference. And for me, I like to play piano when I feel stressed and sometimes I may just watch some movie (movies) that make me laughs (laugh) a lot.

And the next word is 'E' – 'E' is about expectations, and I think be (being) realistic about yourself is to (be) true to yourself and others. So you can just do your best and don't try to be perfect and don't expect others to be too ... because that will release and reduce a lot of stress for you and the people around you.

And the next word is 'S' – 'S' is, stands for 'sleep' and I really, really love to sleep, to be honest. That's my hobby, I think, because sleep ... if you get a good night's sleep, then it will keep your mind and your body in shape. And experts say if you sleep more than seven hours, you will actually get tired, so don't sleep too much in the day, just sleep it when you feel enough.

And the last word is 'S' again. I always do this action, the 'S' word is 'smile' – if you smile and have confidence, your attitude and your thoughts influence the way you see things. And if you are a negative person, you can actually learn to think in a more positive way because that makes you feel more comfortable when you are coping with the stress. Finally I think we should take action and applies (apply) these tips to your life (our lives), so everyone can beat stress.

APPENDIX 2.2: SAMPLE 2

A SPECIAL RESTAURANT

Listen to Jo talking about a very special restaurant she visited recently in Catalonia



A_special_restaurant.mp3

Tasks

Task 1

Write a number (1–6) to put the items in the order that they are mentioned.

- _____ The weather on the day she went to the restaurant
- _____ Getting ready to go to the restaurant
- _____ One of the desserts that she had
- _____ The amazing dishes that she saw being prepared
- _____ Booking the table online
- _____ The staff and the kitchen

Task 2

Complete the sentences with words from the box

dish	stressed	book	heatwave
wool	sheep	got dressed up	staff
olive	in advance		

1. Jo had to the table at the restaurant a year
.....
2. The weather was very hot – there was a
3. Jo before she went to the restaurant.

4. The were really friendly and they didn't seem
5. The kitchen staff were making amazing things with little trees.
6. For Jo, the best was one of the desserts.
7. Jo's dessert looked like a
8. She had something to smell that smelled like a sheep's

Answers

Task 1

- ___2___ The weather on the day she went to the restaurant
 ___3___ Getting ready to go to the restaurant
 ___6___ One of the desserts that she had
 ___5___ The amazing dishes that she saw being prepared
 ___1___ Booking the table online
 ___4___ The staff and the kitchen

Task 2

- | | |
|---------------------|----------|
| 1. book; in advance | 5. olive |
| 2. heatwave | 6. dish |
| 3. got dressed up | 7. sheep |
| 4. staff; stressed | 8. wool |

Transcript

Interviewer: Hi, Jo.

Jo: Hello.

Interviewer: Thank you for talking to me today. What would you like to talk about?

Jo: So, I'm going to tell you about my recent visit to, erm, a very well-known restaurant and a very special restaurant.

Interviewer: OK – great.

Jo: It's called El Celler de Can Roca and it's in Girona in Spain and, erm, it often comes in the, like, top two or three restaurants in the world.

Interviewer: Wow!

Jo: And I went last week. And, well, the first thing that was exciting for us was to even get a table 'cause, erm, we booked a year ago and we had to go, you have to go, 'cause you can book a year in advance, so you have to go online at one minute to midnight a year before you think you could go and keep refreshing, refreshing the page until places become available and just go immediately and get the table. So, we were really excited to have the table and we were kind of nervous on Friday because we waited a whole year, so expectations were really high. And it was also, by chance, boiling hot in Girona and it was in the middle of a heatwave. It was 44 degrees.

Interviewer: Oh my goodness.

Jo: So, we were just waiting in our hotel room, couldn't go outside 'cause it was too hot, erm, kind of wondering what this dinner was going to be like, er, and getting all dressed up. So, yeah, we went and, well, the place is beautiful, all ... I thought it would be quite, erm, it didn't really feel formal though. The staff were all really friendly and they showed us inside the kitchen first. And it's amazing 'cause no one is stressed in the kitchen – or they did a good job of pretending that they weren't. And they were making amazing things that looked like Charlie and the Chocolate Factory for adults – little olive trees with amazing, like, erm, er, olive kind of confections hanging from them. And, yeah, the whole thing was amazing – a once-

in-a-lifetime experience of lots of different courses of tiny, beautiful, surprising things, erm ...

Interviewer: What was the best dish that you had?

Jo: It was all amazing but I think the best thing for me was one of the desserts. I had a sheephemed pudding ...

Interviewer: Wow!

Jo: So, it was all, erm – So, it was like a woolly sheep. It was like candy floss, like, made with, erm, like, sort of white sugar like you have at the fair. Erm, and that was supposed to represent the wool, and the sound of the spoon on the bowl made the sound of the bell on the sheep in the field. And then separately I had this thing to smell that smelled of wool. So I was, like, eating this sheep wool and smelling the smell of wool at the same time which, it sounds really weird, but it was actually delicious.

Interviewer: Sounds incredible!

Jo: It really was! It really was amazing.

Interviewer: Wow. Thank you for telling us about it.

Jo: It's a pleasure.