

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 : MẠC THỊ HỒNG ANH

HẢI PHÒNG – 2021

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**HOW BOTTOM-UP APPROACH SHOULD BE
APPROPRIATELY APPLIED FOR BEGGINERS'
LISTENING ENHANCEMENT**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Sinh viên: MẠC THỊ HỒNG ANH

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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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Hải Phòng, ngày tháng năm

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Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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

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Student

Mac Thi Hong Anh

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purpose

GE: General English

LTM: Long Term Memory

L2: The second language

No: Number

STM: Short Term Memory

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PART A: INTRODUCTION

1. Rationale

It can not be denied that English is the transnational medium in the fields of wisdom, technology, culture, education, frugality and so on. It's also considered a means to promote collective understanding and cooperation between Vietnam and other countries. Furthermore, it's extensively seen as the crucial language risk in the integrating process in the world. With the rapid-fire development and expansion of instructional technology, there needs to be a common language for people of all countries to change information with each other, and it's English that's used as a means of transnational communication. Thus, there has been an explosion in the need of tutoring and learning English each over the world.

In Vietnam, in recent times the number of people who wish to know and master English has come more and more increasing; especially since Vietnam espoused an open- door policy, tutoring and learning English have been paid important attention to. English has been part of the general education. It becomes a mandatory subject at high schools and universities in utmost municipalities and metropolises throughout the country. Listening seems to be the most delicate skill for first-years students and beginners. There are a number of possible reasons for this. First, this might be due to the fact that utmost students warrant necessary strategies to fulfill the listening tasks. Next, they frequently have difficulties in catching the meaning from the vid because they warrant vocabulary. Either, they're hysterical of listening and have no head for it. Thus, it's essential for preceptors to find out some ways to help student overcome their difficulties, and make them feel more comfortable when rehearsing listening to English so as to help them in approving their jobs as well.

In addition, I realized that bottom-up process with its ways and characteristics suit to the begginers in learning listening skill. It can help students in learning listening.

All in all, the above has encouraged me to carry out the study entitled: “How bottom – up approach should be appropriately applied for begginers listening enhancement.”

2. Aims of the study

In order to test the above-named hypothesis, this study is aimed at:

- Experimenting and investigating the effects of using bottom-up techniques in teaching

listening to beginner.

- Investigating the learners' perceptions regarding listening activities using bottom-up listening strategies.
- Formulating pedagogical implications and making suggestions for improving listening skills.

3. Scope of the study

In this study, the investigator intended to use bottom-up techniques to help beginners overcome their listening difficulties, not taking the other kind of techniques, i.e. top-down ones.

4. Methodology

To fulfill the above aims, quantitative method has been chosen for the study. Comments, remarks, comparison, suggestions and conclusions are based on factual research. Data for analysis in this study are gained through the following sources:

- Survey questionnaire.

5. Design of the study

This minor thesis consists of 3 parts:

Part A: Introduction, presents the rationale, hypothesis, aims, scope, methodology and design of the study.

Part B: Development, which is divided into 3 chapters:

- **Chapter 1:** "Literature review", sets up theoretical background that is relevant to the purpose of the study.
- **Chapter 2:** "The study", shows the setting, the subjects, the methods, the way to collect data, the application of bottom-up techniques on teaching and learning listening skill for beginners, the findings and some discussions.
- **Chapter 3:** "Implications". In this chapter, the implications of the study in which suggestions for improving listening skills to the beginners are proposed at the end of this chapter.

Part C: Conclusion, summarizes the key issues in the study, points out the limitations and provides some suggestions for further study.

PART B: DEVELOPMENT
CHAPTER I: LITERATURE REVIEW

To provide a theoretical background for the study, this chapter is devoted to the reexamination of the concepts most relevant to the thesis's topic. Firstly, an account of the theory on listening is made. Secondly, some difficulties in learning listening and some problems in teaching listening skill are discussed. Finally, bottom-up process along with its techniques in teaching listening will be presented.

1.1. Theory on listening

1.1.1. Definitions of listening

There are some traditional views that listening is considered an unresistant language skill alongside the reading skill. It means that learners are nearly unresistant in exercising listening conditioning in the classroom. Learners just hear what they're going to hear without paying sufficient attention in the converse similar as the background knowledge of the speakers as well as their intentions, station, recrimination and other tones of meaning etc. The learners substantially hear the communication; they only try to evoke the meaning from the individual syntactic and semantic factors of the utterance and the manner in which it's spoken. This leads to the result that it's hard for the learners to communicate. Having this station, the schoolteacher frequently conducts the assignment as "tested" listening appreciation rather than tutoring it. The system of testing the appreciation of the learners is grounded on the capability to remember the utterance, which they've just heard. Obviously, this system isn't effective as the capability to remember the utterance doesn't mean that the listener can understand the communication. Just like a child who's good at remembering songs and runes, but he doesn't know what they're about. Infact learners aren't handed enough information about what they're going to hear before the vid plays, and they manage with a wide range of problems while they're listening and the result is that they can not get any listening experience from the teacher.

For the past few years some present studies on listening comprehension have to come to another view in which the role of the listeners is thought to be active, but not passive any more. Listening is really a receptive skill alongside reading skill. It is believed that listening is

a significant and essential area of development in a native language and in a second language. Therefore, there have been numerous definitions of listening which present different views of scholars towards the concept.

Listening comprehension is viewed theoretically as a process in which individuals focus on selected aspect of aural input, construct meaning from passages, and relate what they hear to existing knowledge (O'Malley, Chamost and Kupper, 1989).

Nunan believed that: "...listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively. Infact over 50% of the time that students spend functioning in a foreign language will be devoted to listening..." (Nunan, 1998, cited in Jonathan Newton, 2009).

According to Rost (1994), listening is referred to a complex process that enables us to understand spoken language. Harmer (2004) categorizes listening into receptive skill, the way in which people extract meaning form the discourse they hear or see.

Buck (2001) indicated that listening is an active process of constructing meaning and this is done by applying knowledge to the incoming sound in which "number of different types of knowledge are involved: both linguistic knowledge and non-linguistic knowledge". In another word, he concluded "comprehension is affected by a wide range of variables, and that potentially any characteristic of the speaker, the situation or the listener can affect the comprehension of the message".

Anderson and Lynch (1988) pointed out that listening is really a receptive skill alongside with reading skills and the role of the listeners is no longer passive but active. After a period of listening the learners are exposed to be able to talk or write about what they have heard, that is the objectives of listening comprehension. Moreover, he uses the term "*active model builder*" to refer to the listeners' language; listeners have to build their own "*coherent interpretation*" of the spoken message. Both parts of this term are important. First, it needs to be coherent both in what we believe has just been said and with what we already know about the speaker, the context and the word in general. Second, it is an interpretation, in the sense that it is our version of what the speaker meant, as far as we are able to assess that meaning. The two authors use the term "mental model" to refer the listener's "*coherent*

interpretation". This emphasizes the active and personal nature of successful listening. The mental model that we build as a representation of a spoken message is the result of our combining the new information in what we just heard with our previous knowledge and experience.

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 the speaker, can the hearer interpret their meaning. The nature of listening comprehension means that the hearer should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also has nonlinguistic knowledge.

In short, in order to be successful in listening, it is advisable that listening comprehension is not a skill which can be mastered once and for all and then ignored while other skills are developed. There must be regular practice with increasingly difficult materials.

1.1.2. Type of listening

1.1.2.1. Real - life listening

Numerous learners of English will, sooner or latterly, find themselves in a variety of situation where they need or want to hear to English being used in real – life for a range of purposes. Still, they feel a big gap between listening conditioning in the classroom and factual situations. This is because in harkening accouterments learners hear to discourses, exchanges which are veritably grammatical and controlled in numerous ways. The speakers frequently speak at impeccably controlled speed, with perfect voice tone, accentuation and correct alphabet. Whereas, in real – life exchanges learners encounter colorful people speaking with different accentuation, speed and voice tone without paying attention to alphabet.

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

1.1.2.2. *“Casual” listening*

In daily life we sometimes listen with no particular purpose and often without much concentration. This kind of listening is called “casual” listening. For example, a lot of students have the habit of listening to the radio while studying or the television set is on while we are doing something else. The typical feature is that we do not listen closely and intentionally, therefore we may not remember much of what we hear or there may be nothing in our mind.

1.1.2.3. *“Focused” listening*

When we listen for a particular purpose to get the information we need, it is called “focus” listening. In this case we often listen with much attention, but we do not listen to everything we hear with equal concentration. For instance, we want to know the answer to a question, we will ask and expect to hear a relevant response. This leads to our “listening out” for certain key phrases or words. When we ask a question like: “Where are you going to be?” we then listen out for the expectation of the place. If the answer is, for example; “I don’t know, I haven’t decided yet, it depends on what job I get, but I expect I shall end up in Boston.” – Then we shall wait for and note the last two words. If, however, the same answer is the response to the question: “Are you definitely going to Boston?” – Then the last two words of the answer are virtually redundant, and will pay more attention to the first part. If we listen to the news, it is from a desire to know what is happening in the world, and we shall expect to hear about certain subjects of current interest in a certain kind of language. Even when listening to entertainment such as plays, jokes or songs, we have a definite purpose (enjoyment), we want to know what is coming next, and we expect it to cohere with what went before. There is an association between listener expectation and purpose and his comprehension. If the listener expects and needs are intentional, his listening is likely accurately perceived and understood than that which is unexpected, irrelevant or helpful.

1.1.2.4. *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.

A. *Intensive 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.

B. Extensive listening

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.

1.2. What make listening difficult for beginners?

It is undeniable that listening is considered to be the most difficult among the four skills. Numerous learners have difficulties with different aspects of listening comprehension. Some have trouble with factual or literal comprehension. Others have trouble with interpretation. Others have trouble with critical listening. Still others have problems with evolutionary listening specially for beginners. Below are some problems that make beginners feel listening is difficult.

1.2.1. Problems in vocabulary limitation

When listening, there are words or phrases that are not known to the beginners. This causes the beginners a lot in getting the message of the passage and this may interrupt the beginners' concentration or thinking. The beginners have to try to follow the speaker and sometimes they have to guess the meaning of a word or phrase depending on the context,

they have to pay attention to the new words; as a result they miss chances of listening to the following part of the speech. Lack of vocabulary can make beginners to lose messages expressed orally. Teachers, therefore, should help beginners to know that there is not equal importance for every word and there is no need for learners to understand all the new words when listening. Sometimes listeners understand only a part of what a speaker means but they are generally able to continue with the interaction and to respond to it. As we have seen, the lack of vocabulary can represent a problem for understanding the spoken language, mostly for beginners, since they should start their process of learning with individual words.

1.2.2. Inability to control over the speed of the speaker

In learning English, the greatest difficulty in listening comprehension is that beginners are not able to control the speed of the speaker. Beginners often feel that the utterances disappear before they can sort them out or they can get the message.

“They are so busy working out the meaning of one part of what they hear that they miss the next part. Or they simply ignore a whole chunk because they fail to sort it all out quickly enough.” (Underwood, 1989). One of the reasons for this is that learners cannot keep up with the speed and they often try to understand everything they hear. When they fail in sorting out the meaning of one part, the following will be missed. This can lead to the ignorance of the whole chunk of discourse. Obviously make beginners fail to listen.

1.2.3. Inability to concentrate

It is a major problem if learners lack concentration in listening work. This can be caused by a number of things such as: the bad quality of machines, the poor quality of listening materials. Other reason for loss of concentration is that the topic is not interesting or not familiar and learners find it difficult to understand. Sometimes, beginners easily lose their concentration, as they feel tired of making a great effort to hear word by word. The break in attention, even very short, can seriously impair the comprehension of the whole process of listening. Concentration of the students is considered vitally important in a successful listening lesson.

1.2.4. Problems in hearing the sounds

“As a young teacher it took me some time to realize that my students actually did not perceive certain English sounds with any accuracy because these did not exist in their own language.” (Penny Ur, 1984). The fact is that there are a lot of sounds that do not exist in Vietnamese such as, the sound /θ / as in “think”. A native Vietnamese speaker may very often therefore not notice as the first that it occurs in English. Even more difficulties are caused when the new sound does not exist in the native language. For example: / I / (as in “pit”) and / I: / (as in “peep”) or “ship” and “sheep” or “fit” and “feet”. Thus learners have difficulty in perceiving this difference as significant to meaning in English and it takes a considerable amount of practice before they get used to distinguishing between them. Sometimes beginners find consonant-clusters particularly difficult to cope with. They may get the consonants in the wrong order (hearing “part” for “past”), or omit one of the sounds (“crips” for “crisps”), or hear a vowel that is not in fact pronounced (“littel” for “little”). Another reason why sounds may be misheard is that the learner is not used to the stress and intonation patterns of English and the way these influence both the realization of certain phonemes and the meaning of the utterance. The number of homophones and homonyms in English is small, while the number of words which can be confused or misunderstood by accurate perception is relatively large. It is, therefore, essential for the learners to achieve familiarity with the common phonemes of the target language as soon as possible if he is an efficient listener. If he learns to pronounce the sounds accurately himself, it will be much easier for him to hear them correctly when said by someone else.

1.2.5. Problems in understanding different accents

Many foreign-language learners who are used to the accent of their own teacher are surprised and dismayed when they find they have difficulty understanding someone else. Some of them try to get over this at first by claiming that the second speaker’s accent is somehow inferior or wrong. But strictly speaking there is rarely such a thing as a “wrong” accent, there are simply accents that are more or less difficult to understand- that is, broadly speaking, ones that are more or less removed from the original variety learned. What we can do is to try to give learners a reasonable familiarity with the two most useful English accents - that is to say the

British and American standard varieties- and then perhaps let them have a taste of some others simply to open their eyes to the possibilities and give them some practice in coping with them. Learners who have some experience in listening to and understand a number of different accents are more likely to be able to cope successfully with further than those who have only heard one or two and learners should try their best to get used to different accent by listening to authentic material as much as possible.

1.3. Teaching listening skill

1.3.1. Stages of a listening lesson.

1.3.1.1. Pre-listening

Pre-listening stage is of great paramount importance as it leads students to the listening passage they are going to listen, arouses students' interest and provides students with the purposes of listening.

Underwood (1989, p.30) defined pre-listening stage as follows: "Before listening, students should be "turn in" so that they know what to expect, both in general and particular tasks. This kind of preparatory work is generally described as "Pre-listening work" or just "Pre- listening".

As for her, pre-listening work can consist of a whole range of activities, including: the teacher giving background information, the students reading something relevant, the students looking at pictures, discussion of the topic/situation, a question and answer session, written exercises, following the instructions for the while listening activity and consideration of how the while-listening will be done.

These activities may provide an opportunity for students to gain some knowledge which help them to follow the listening text. Moreover, each of these activities help students focus their mind on the topic by narrowing down the things that students expect to hear. However, the teacher when choosing an activity should consider the factors which Underwood (1989) mentioned: The time, the material is available or not, the interest of the class and the teacher, the place in which the work is being carried out, the nature and the content of the listening text itself. If one of these is forgotten, the whole process of activity can be failed. She especially emphasized on the importance of the nature of the listening text, because each

listening text itself has an especially appropriate type of activities. When the teacher pays attention to this factor properly, the activity chosen for students will be more specific and effective.

1.3.1.2. While listening

The while-listening stage involves of activities that students are asked to do during the time they are listening to the text. The purpose of while listening activities is to help students develop their skills of eliciting messages from spoken language. Rixon (1986) pointed out the purposes of while-listening stage is to challenge and guide students to handle the information and the message from the listening text. Activities of this stage must be interesting and carefully chosen. They must vary at different levels and in different cases.

At the early stage, students need to learn how the language sounds, how to distinguish or be aware of the relationship between written words and their spoken forms.

As students listen, they usually apply the skills, the same uses in listening in their mother tongue, predict what they will hear and try to match them with the things they actually hear. Therefore, in teaching listening, the teacher should try to give practice in interpreting, matching and predicting to help students fulfill their listening task less complicatedly.

The topic and the content of the listening text plus the students' interest decide the success of the while-listening activities. Students may get bored if they have to do the same kind of work over and over again. Thus, for each purpose and on different occasions, various activities are needed. Moreover, it is advisable to have activities which are locally relevant, of the common interest and not too long or laborious.

Activities of this stage should be suitable with students' ability. This means that while-listening activities can be done by most students, from the slow students to the best ones. Because failure can quickly discourage students to listen, in the early stage, activities which are tricky should be used sparingly, but sometimes it is necessary to give students some challenges.

1.3.1.3. Post-listening

Post-listening activities in post-listening stage are done after the listening is completed.

Some post-listening activities are extensions of the work done at the pre-listening and while-listening stage and some relate only loosely to the listening text itself.

According to Underwood (1989), the first purpose of post-listening activities is to check how well the students understood and whether they have completed the listening task. The teacher may give an answer orally, showing the answer on the board or on the over-head projector or ask students to check again the answer in the book. Students can work in pairs to check each other's answer or work in group to discuss any problem related to the listening text. The second purpose of the post-listening work is to reflect on why some students have failed to understand or miss parts of the passage.

Another purpose of post listening activities is to expand the topic or the language of the listening text. Students are asked to deal with activities which are more or less general language learning activities. Sometimes, this does not mean that they should not be done, but it should be recognized they do not give practice in listening skill, although the additional language learning can well enable students to listen more successfully in the future.

The fourth purpose is to give students opportunity to consider the manner and attitude of the speaker in the listening text. This is also important because the listeners can see the aims of the speakers based on his/her attitude.

Additionally, the general factors listed in pre-listening and while-listening, Underwood (1989) indicated that the attention should be given to the following factors in selecting post-listening activities:

- The amount of language work the teacher wish to do in relation to the particular listening text
- The speaking, reading or writing skills should be included in the post-listeningwork.
- The students should work in pairs or in groups.
- The chosen activity should be make motivating.

It can be seen that the learning language programme consists four skills: listening, speaking, reading, and writing. In fact, speaking, writing and reading can arise from listening, especially from post-listening work. The order and organization of a language lesson are

usually not decided at the same time integrating these into other language skill work. For instance, the students listen and respond in writing, the teacher ask students to answer orally. Therefore, listening exercises always involve in the rest three skills.

1.3.2. Bottom-up process in teaching listening.

Bottom-up process was proposed by Rumelhart and Ortony (1977) and expanded upon by Chaudron and Richards (1986), Richards (1990) and others. Bottom-up processing view has dominated language pedagogy since the early 1980s according to Jack C. Richards et al. They mentioned that the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. Bottom-up techniques are text-based; the listener relies on the language in the message, that is, combination of sounds, words, and grammar that creates meaning. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases and phrases are linked together to form clauses and sentences or utterances, finally these utterances are linked together to form complete, meaningful texts or conversations.

Learners need a large vocabulary and good working knowledge of sentence structure to process the texts bottom-up. Exercises that develop bottom-up processing help the learner to do such things as the following:

- Retain input while it is being processed.
- Recognize word and clause divisions.
- Recognize key words.
- Recognize grammatical relationships between key elements in sentences.
- Use stress and intonation to identify word and sentence functions.

Many traditional classroom listening activities focus primarily on bottom-up processing, with exercises such as, dictation, cloze listening, the use of multiple choice questions after the text; and similar activities that require close and detailed recognition, and processing of the input.

In the classroom, examples of the kinds of tasks that develop bottom-up listening skills require listeners to do the following kinds of things:

- Identify the referents of pronouns in an utterance.

- Recognize the time reference of an utterance.
- Distinguish between positive and negative statements.
- Recognize the order in which words occurred in an utterance.
- Identify sequence markers.
- Identify key words that occurred in a spoken text.

Peterson (1991, p.114-121) suggested several techniques for teaching listening comprehension. Below are some kinds of bottom-up exercises for beginners.

Goal	Example
<i>Discriminating between intonation contour in sentences</i>	+ Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1 (rising) or column (falling), depending on the pattern you hear.
<i>Discriminating between phonemes</i>	+ Listening to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. Circle the word “same” or “different”, depending on what you hear.
<i>Selective listening for morphological endings</i>	+ Listen to a series of sentences. Circle “yes” if the verb has an –“ed” ending, and circle “no” if it does not.
<i>Selecting details from the text (Word</i>	+ Match a word that you hear with its picture. + Listen to a weather report. Look at a list of words and circle
<i>Recognition)</i>	the words that you hear. + Listen to a sentence that contains clock time. Circle the clock time that you hear, among three choices. + Listen to an advertisement, select the price of an item, and write the amount on a price tag. + Listen to a series of recorded telephone messages from an answering machine. Fill in a chart with the following information from each caller: name, number, time, and message.

<i>Listening for normal sentence word order</i>	+ Listen to a short dialogue and fill in the missing words that have been deleted in partial transcript.
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1.3.3. Teacher's role in teaching listening

As many students feel afraid of listening, teachers should be a guide to help them and encourage them. Teachers should give students practice in listening which ask students to interpret and understand meaning, together with listening which teaches learners about how English is actually spoken. That is, students need practice in listening for meaning and instruction about how to do this.

According to Gardner and Lambert (1972), the way teacher presents the contents must be dynamics and interesting to get students' attention. Besides, teachers should have to look for activities and employ different techniques. Rost, M (1994) stated that "language teachers need to provide various types of support to their learners to help them develop listening skill. This includes talking to learner in the target language, raising learners' awareness of their listening styles and strategies and introducing a range of materials, speaking styles and listening situations"

Underwood (1989, p.22) indicates that teacher needs to provide planned and systematic opportunities for their students to learn how to:

- Determine what an utterance or conversation is about.
- Establish who is talking and to whom.
- Recognize the mood and attitude of the speakers.

Part of the teacher's role is to ensure that the lesson proceeds in an orderly and productive way so that the students feel secure, relaxed and unthreatened by the listening tasks.

1.4. Summary

The chapter has presented the relevant literature, which has helped to form the theoretical and conceptual framework for the study.

Firstly, a number of concepts about listening comprehension are given according to some leading students and types of listening are presented.

Secondly, the investigator has shown some difficulties in teaching and learning listening.

Lastly, the teaching of listening is discussed which includes three stages of a listening lesson, theory of bottom-up process in teaching listening and the teacher's role. In the listening stages, each stage plays a different role and carries certain activities to complete the listening task in an effective way. However, the activities in three stages should not be isolated in a listening lesson; they always have close relationship with one another.

CHAPTER II: THE STUDY

To carry out a research subjects and method are very important. Method shows the tools and the way that the investigator conducted the study. In this chapter, the investigator will show some settings of the study, the subjects and the way collected the data.

2.1. The setting of the study

First is about the subject and curriculum. The majority of its students are male, female students count a few percent out of the total number. They come from every part of the country. Thus, their language background varies a lot. Some students did not study English at school while others study English from the sixth grade other have been attending to some English center before. This causes a lot of difficulties for both teachers and students in teaching and learning English. Besides, students learn spoken English in almost isolated environment from English speaking people so they hardly get any chance to communicate with foreigner in both classroom and outside classroom. Consequently, their ability to speak and listen to English cannot be improved and motivated. In addition, almost all students are quite passive in learning. They tend to prefer written work and reading rather than listening and speaking. Among the four skills, listening is regarded to be the hardest for them. From the writer's classroom observation many of them have associated listening lessons with pain and boredom and claim that they benefit very little from them.

The fact is that not all the teachers use the same techniques and strategies to teach listening skills. Some of them choose to use "giving background information and new words" as the most effective techniques, other may take some other techniques such as "choose authentic and suitable listening texts" as the most effective one. Some teachers said that teaching students how to listen is also an important factor because they see that most of students lack needed strategies for listening. The teachers have tried to choose the activities that are suitable for their students. It is good for students to get used to as many types of activities as possible.

Finally, I regard to materials, one of the most important learning and teaching tools. As far as the materials are concerned, New Cutting Edge textbooks, workbooks and CDs (Elementary) are chosen for teaching General English (GE). In this book, four basic

language skills and grammatical items are equally developed. The teaching of English lessons takes place in the classes, which are equipped with computers, projectors, CDs and cassettes players. It is a good place for teaching a foreign language.

In the first term students will finish New Cutting Edge Elementary in 144 periods. The book consists of 15 modules. Each module has one listening session. These listening sessions are under the tendency of theme-based and task-based approaches. The book provides different wide range of different listening texts and tasks at each stage. Generally, the topic of the listening is of students' interest. However, there are some listening texts, according to students' opinion, containing many new words and the speakers speak too fast for them to follow such as a listening text in modules 5, 6, 8 and 13. It is possible to say that no textbook is completely perfect and no text book can suit every learner's need and interest. Therefore, teachers should be flexible when dealing with each listening session.

2.2. Subjects

This study was carried out with the participation of 35 beginner non-major English students. Of these 35 students, 12 are male and 23 are female age ranged from 19 to 24. They are at elementary level.

2.3. Questionnaire methods

The research was conducted as a quantitative study, bottom-up listening strategies were applied, with the questionnaire to collect data.

This questionnaire was the investigator's design. The questionnaire contained 8 questions. Questions were designed based on the theory of listening lesson with bottom-up techniques and the demand of a listening lesson with 3 stages. It was designed for the purpose to check the accuracy of the improved listening skills of students and student interest or not with lessons that use bottom-up techniques.

The questionnaire was delivered to the two classes at the end of term to find out their attitudes towards bottom-up teaching process and their expectations. Before being delivered to 35 students, the questionnaire was translated into Vietnamese so that students can understand the questions deeply.

2.4. The application of bottom-up techniques in the study

Firstly, when teaching the teacher will not follow the exact orders suggested in the textbook. Instead of introducing grammar structures after the students have finished the listening tasks as suggested in the textbook, she will explain new vocabulary, grammar structures at pre-listening stage.

Secondly, in while-listening stage, after students have finished the listening tasks, the teacher will play the tape again and pausing at sentences or phrases that students may not understand, she will explain whether it is contraction, short forms, reduced form, and colloquial patterns and so on to help students pick out manageable clusters of words.

For beginners, it is difficult to understand the spoken language because they do not have enough vocabulary and listening background in the target language. The instruction of bottom-up listening strategies can be very useful for beginners in order to start developing their listening skills. When applying bottom-up listening strategies, learners do not need to be aware of the content of the whole text, they can initiate their process of learning the foreign language without feeling frustrated or discouraged for not being able to understand what is said. By mastering basic listening strategies, learners can understand small patterns of the spoken discourse, even when they are just beginning the process of learning a foreign language.

As I have mentioned, when applying bottom-up listening strategies, learners just have to concentrate on individual patterns; however, if the speech rate is delivered fast, beginners can face difficulties in achieving the goals of the activities. Therefore, the speech rate should be adjusted according to the level of the learners, and teachers can use their voice to adapt the speed of the discourse to the language level that they are teaching. The teacher's scaffolding enables learners to better understand better the spoken discourse and increase motivation in learners to continue listening. Listening to the input more than twice allow the learners to achieve a better understanding of the spoken discourse, therefore it is important to let learners listen to the same spoken text more than once.

Because the listening passages in the textbooks are not very long, so the teacher will help students listen again and again to make them familiar with the native speaker's accent, speech rate, help them to deal with difficulties that might occur in the listening session. Listening for exact phrases or words also can be done. Tape scripts can be used by

students if necessary.

2.5. Findings and discussions

2.5.1. Tests' result annalysis

The aim of the listening test was to answer the question to what extend that bottom-up techniques help students to enhance listening. The time for the test was within 20 minutes. During the test, the teacher worked with a cassette player and as an examiner. After that the tests were collected and marked. The investigator then analyzed the test scores in terms of frequency distribution.

In the same way, the results of the post test were interpreted and compared with those of the pre-test and mid-term test. This data helped the investigator explore the improvement of students, then finding out what effects the using of bottom-up techniques in teaching listening had on students.

The pre-test

Table 1.1 shows some significant descriptive statistics of the results gained by two class in the pre-test.

Pre - test		
Score	Number of testees	Percentage
0	0	0%
1	0	0%
2	7	20%
3	5	20,1%
4	13	37,1%
5	7	20%
6	3	8,5%
7	0	0%
8	0	0%
9	0	0%
10	0	0%

Table 1.1: Descriptive statistics for the pre-test

As can be seen from the table 1.1, the marks were ranged from 2 to 5, in which mark 2, 4 and 5 were the most common. Students seemed to be more uniform level. In the beginning of the term their listening skill seem to be at low level of proficiency.

The mid-term test

The mid – term test		
<i>Score</i>	<i>Number of testees</i>	<i>Percentage</i>
0	0	0%
1	0	0%
2	0	0%
3	4	11,4%
4	7	20%
5	9	25,7%
6	11	31,4%
7	3	8,6%
8	1	2,9%
9	0	0%
10	0	0%

Table 1.2. Descriptive statistics for the mid-term test.

We can see from the table 1.2, there was a shift in the mark range of the two test. The number of students who get mark 2 was sharply fall while the number of students getting marks 5 and 6 was increased. The highest mark climbed to 8 not 7. This positive sign showed a certain improvement of the classes in their listening skill. However, the full mark (mark 10) was still untouched. At a glance of these figures, it could be assumed that the classes made greater improvements in their listening skill now compare to the beginning of the term.

The post-test

The result of the post test is shown as follow:

Post – test		
<i>Score</i>	<i>Number of testees</i>	<i>Percentage</i>
0	0	0%
1	0	0%
2	0	0%
3	0	0%
4	1	2,9%
5	10	28,6%
6	7	20%
7	12	34,2%

8	3	8,6%
9	2	5,7%
10	0	0%

Table 1.3. Descriptive statistics for the post-test of the term.

Table 1.3 shows percentage of the raw mark in the post test. As can be seen from the table, the number of students who get low marks has been decreased markedly. In the comparison with the results of the pre-test and the mid-term test, we can see an improvement in students' marks.

There was a positive change in the mark range, in which the lowest mark was 4 and the highest mark was 9. However, they haven't got mark 10. The number of students getting mark 7 in the pre-test and the mid-term test were very low, but in the post-test this number was increased. On this basis, it may be inferred that classes made more their effort in learning listening skills.

This big difference in the test scores between pre-test and post-test showed very clearly that after one term of using bottom-up techniques in teaching listening skills, the students' skill have been improved significantly.

2.5.2. Questionnaire's result analysis

These questions were delivered to students in the end of term. The aim of this questionnaire was to collect data relating to students' attitude toward listening lessons with bottom-up techniques, what they have been conducted, what can they get with these techniques in learning listening, their personal views of possible activities which they desire to do during the listening lesson. The questionnaire consists of 9 questions; the information gathered by means of these questions is presented and analyzed as follows.

2.5.2.1. Activities motivated students in the pre-listening stage.

The aim of this question was to collect data relating to activities that the teacher has used to motivate students in their pre- listening stage.

Options	Results
a. Learning new words.	48%
b. Introducing new grammar structures.	57%
c. Giving back ground information.	16%

d. Brainstorming, discussing the topic in pairs or groups.	21%
e. Answering the relevant questions.	13%

Table 2.1: Activities motivated students in the pre-listening stage.

As can be seen from the table, the highest percentages of response to used activities in the pre-listening stage which motivated students were: introducing new grammar structures (57%). This followed by learning new words (48%). These numbers show that students were interested in learning vocabulary and grammar relating to listening lesson before they listen to the recording. While most students preferred starting lesson with vocabulary and grammar, there was a number of them liked starting the lesson with back ground information (16%); brainstorming or discussing the topic (21%) and answering relevant questions (13%). It could be understand that students wanted to know many things about the text recording before they listen.

2.5.2.2. Activities attracted students in while-listening stage.

When being asked: “*In the while-listening stage, which activities attracted you?*” students reported as follows.

Options	Results
a. Retain input while it is being processed.	25,8%
b. Recognize word and clause divisions.	48%
c. Recognize key words.	53%
d. Recognize key transitions in a discourse.	18%
e. Recognize grammatical relationships between key elements in sentences.	32%
f. Use stress and intonation to identify word and sentence functions.	25%

Table 2.2: Activities attracted students in while-listening stage

All given options were activities that should be involved in a listening lesson with bottom-up techniques. The aim of this question was to collect students’ opinion about these activities. According to students’ opinion, most students were interested in activities referring to key words (53%), words and clauses (48%). The reason for this might be that catching and understanding the key words, words and clause divisions made student easier in understanding the spoken text. 32% of students wanted to recognize grammatical relationship key elements in the sentences. 25% of them liked doing exercise referring to stress and

intonation. The number of students who wanted to retain input while it is being process was 25,8%; and 18% of them regarded to activities refer to key transitions.

From the percentage shown in the table above, it is definitely believed that teacher adapted bottom-up activities rather successfully in her listening lessons because all of them were recognized and responded by students.

2.5.2.3. Useful and effective activities to students after listening.

Options	Results
a. Retelling the main ideas.	34%
b. Discussing in groups or in pairs.	26%
c. Plays roles based on listening content.	47%
d. Summarize the text.	31%
e. Other ideas.	12%

Table 2.3: Useful activities to students after listening

As can be seen from the table, the most preferred activities in post listening were realized with the portion of 47%. They appreciated the effects of playing role based on listening content. They explained that playing roles helped them a lot in practicing speaking skill and also helped them pronounce precisely the words. Retelling the main ideas and summarizing the text counted for 34% and 31%. 26% showed their interest in discussing in groups and in pairs because it was a good way to check their understanding about the listening text. Besides, they added other ideas for post-listening activities. For example, teachers should play the tape again, pausing at sentences or words that students did not understand and explain to students. Teachers should talk more about word stress, sentence stress, colloquial word-combinations, shortening and the components of spoken language. It can be seen that explaining components of spoken language, developing communication skills are the desire of most of the students. Teachers should take these ideas in to account so that they can find the best way to help their students.

2.5.2.4. Teaching methods in helping students listen better and more efficiently.

It is useful to take a close look at what students thought about the actual teaching methods that teachers utilized during their process of listening skill.

When being asked “*What has the teacher done to help you overcome difficulties in*

listening?” the students gave some answers as follows.

Options	Results
a. Encourage you to activate your previous knowledge into listening texts.	30,4%
b. Create comfortable environment for you to exchange information before, while and after listening.	45,7%
c. Provide you with certain key words.	28,6%
d. Explain clearly about the listening texts.	30%
e. Suggest you essential listening strategies needed for each kind of listening task.	31,4%
f. Other ideas.	4,8%

Table 2.4: Teaching methods in helping students listen better and more efficiently

The table indicates that the teachers have used a variety of methods to help students overcome difficulties in listening comprehension. Notably and interestingly, the most favorable way the teachers used was that they tried to create a comfortable learning environment for students to discuss and exchange information, which climbed to 45,7% of all the students. This indicated that teachers always desired to make their students feel comfortable and free to learn at their best through sharing their thought and experience with their partners. 30,4% acknowledged that their teachers have encouraged them to activate their prior knowledge in listening spoken English. Anderson and Lynch (1988: p6) emphasized that “understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activate and try to understand what the speaker means”. Consequently, teachers should think more about the ways to activate their students’ schemata in listening comprehension.

From the percentage shown in the table above, it is definitely believed that teachers have been doing as instructors which are somehow in great help for learners in overcoming listening difficulties.

2.5.2.5. Tasks that teacher required students to do in listening lesson.

Like activities in question 2, tasks given in this question were typical tasks of a listening lesson with bottom-up techniques. The aim of this question was to check students’ interest in listening tasks. Students’ answers were shown in the table as follows.

Options	Results
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a. Identify key words that occurred in the spoken text.	47%
b. Distinguish between positive and negative statements.	35,4%
c. Recognize the time reference of an utterance.	27,7%
d. Identify sequence markers.	38%
e. Identify which modal verbs occurred in a spoken text.	22%
f. Other ideas.	8,4%

Table 2.5: Requires tasks for students in a listening lesson with bottom-up processes

It can be seen from the table, the most favorable task was identifying the key words that occurred in the spoken text, which climbed to 47% of all the students. As I have said, might be students appreciated the important of the key words in listening. 38% of the students liked doing tasks that referred to sequence markers; 35,4% of them showed their interest in distinguishing between positive and negative statements. Identifying which modal verbs occurred in a spoken text and recognizing the time reference of an utterance counted for 22% and 27,7%. Additionally, 8,4% of students gave their own ideas. For example, teacher should give tasks with short forms of grammatical elements; tasks refer to colloquial word-combinations. Teacher should help students to recognize different accents in the spoken text. We can see that, these students' ideas were very important and helpful. Teacher should take these ideas in to account, so that they can give students better and more interesting tasks in listening lessons.

2.5.2.6. The students' opinion about the listening tasks.

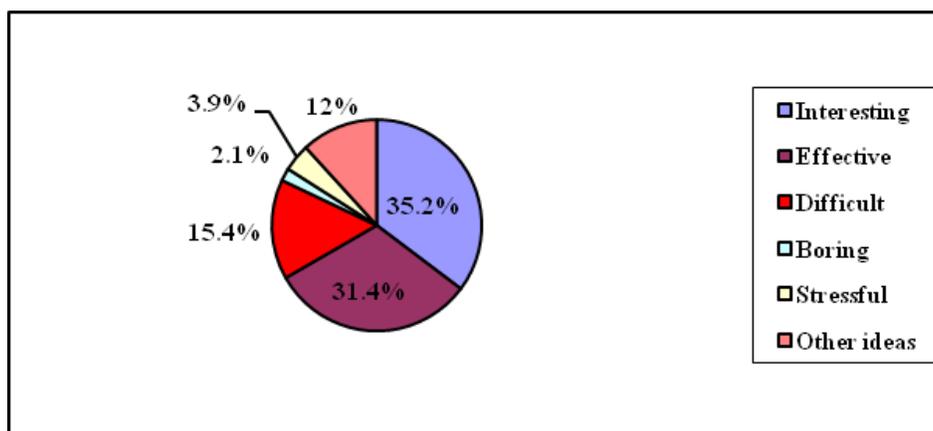


Chart 2.1: The students' opinion about the listening tasks

As can be seen from the chart, students had positive attitudes towards tasks teacher

ordered in the listening lessons. Specially, the biggest number of students (35,2%) admitted that the tasks were interesting. Additionally, 31,4% judged the tasks help them learning effectively. 12% of them gave other ideas; surprisingly, they said that tasks given by teacher were very funny. These tasks made them relaxed in listening. Nevertheless, 21,4% of all students pointed out the negative sides to tasks teachers have employed. They felt that listening tasks were difficult (15,4%), boring (2,1%) and stressful (3,9%).

From the data collected, it can be agreed that teachers try her best to give students appropriate tasks in listening lessons, so that most of students realized that they were interesting and useful for them. However, the tasks couldn't provide all the students' needs. Therefore a small number of students felt that these tasks were difficult or boring or stressful. Consequently, tasks should be varied and suitable to the students' different learning needs and interests.

2.5.2.7. The students' opinion about teaching methods

Teacher's methods are best exposed through the ways they organize learning activities for students. Therefore, when being asked about their opinion about teaching methods, the students shared different views and thoughts over teachers' performances in class, which is clearly shown in the table below.

Options	Results
a. Motivating.	37,1%
b. Interesting.	50%
c. Tense/ stressful.	2,8%
d. Demotivating.	7,1%
e. Boring.	5,7%
f. Other ideas	0%

Table 2.6: The students' opinion about teaching methods.

As illustrated from the table, students had positive attitudes towards the way teachers organized listening activities. Specifically, the biggest number of students (50%) admitted that the teaching styles were interesting. Additionally, 37,1% judged the teaching methods motivate them respectively. Overall, teachers have used certain teaching strategies that attracted the students' attention; curiosity in learning as well stimulated them in listening comprehension.

Nevertheless, 15,6% of all students pointed out the negative sides of teaching techniques that teachers have employed. They felt that listening lesson demotivated them and they soon got bored and tense.

From the data collected, it can be agreed that teachers affect the effectiveness of beginners in listening comprehension by their teaching methods and performances. Consequently, teaching styles should be varied and modified or adapted in order to suit the students' different learning styles and interests.

2.5.2.8. The students' opinion about their listening skill after term.

Obviously, it is essential to have a look at how well students can achieve after a term learning listening with bottom-up techniques. When being asked: "What do you think of your listening skills after a term?" the students gave answers as follows.

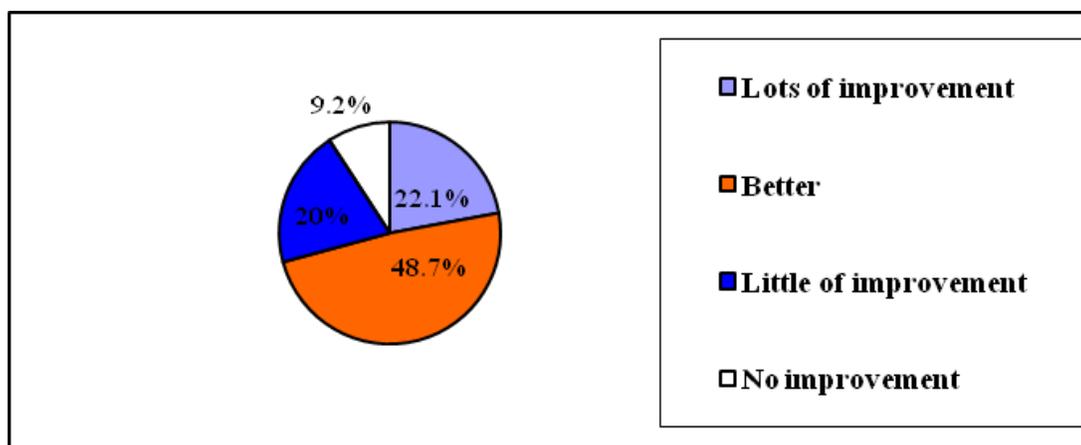


Chart 2.2: The students' opinion about their listening skill after a term

As can be seen from the chart, only 9,2% of all students have shown their disappointment after a term in learning listening. They said that their listening skills had no improvement after an experimental term. Surprisingly, 90,8% acknowledged that their listening skills have improved. 70,8% of them said that they listened better with the teacher method. 20% agreed that their listening skills have improved but it was not much.

From the percentage shown in the chart above, it definitely believed that bottom-up techniques had an effect on the beginners' listening skills.

In a nutshell, the better result of the experimental group can be deduced the means to

lead the conclusion that to some extent bottom-up techniques bring some efficiency to listening skill.

2.6. Discussion

2.6.1. For students

From the above data analysis, we can see that statistic significance between the two means. In other words, the whole two classes are agreed that their English skill has improved. Below are some achievements of using these processes.

Firstly, a large number of participants in experimental group said that they have a better result after an experimental term with bottom-up techniques. They like the way their teacher conducted the lesson. They explained that teachers' pre-teaching new vocabulary, grammar structures, explaining the contraction, linking words and so on helped them a lot in understanding deeply the listening text, especially for the students who studied English for the first time. Meccarty (2000) found that both L2 grammatical knowledge and vocabulary were significantly correlated with listening comprehension. Actually, spoken English is far different from the written one. Therefore, students could hardly make out the meaning of the utterances without teacher's explanation. In other words, bottom-up techniques proved to be an effective and useful way in teaching listening for begginers.

Secondly, apart from listening, other skills, especially speaking skill was found to be positively affected. Post-listening activities are most effective when implemented immediately after the listening experience, becoming a direct extension of it. Karakas (2002) indicated that well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. (Karaska, 2002, cited in Mohammad Reza Ahmadi, 2011). Students can present them by speaking, so that it helps improve students' speaking skills. We see the Students said that they felt more confident in speaking because they have learnt from listening texts many useful expressions which they could apply in speaking situations. By listening to the text again and again, students step by step got more accustomed to speaker's speech rate, unfamiliar accents and as a result they made significant improvement in listening.

Last but not least, an important benefit gained from these techniques is that students were become more motivated. In fact, they paid much more attention to the listening lesson and found the lesson more interesting. They were curious and eager to ask teacher to explain to them structures of spoken language. In every lesson, they tried to take note, jot down key words, and repeat what they have heard. In fact, students are no more afraid of listening lesson as they use to be before.

Through data analysis above, it is possible to realize that bottom-up processes bring a lot of good points to students.

2.6.2. For teacher

Being direct conductor through the experimental term, the investigator sees that bottom-up techniques give teachers two following advantages in teaching listening.

Firstly, teachers are easy in owning their teaching because they have a form of lesson to follow, which contains three stages: pre-teaching, while-teaching and post-teaching. Teachers become more active in their teaching.

Secondly, teaching time for teachers in the class will be reduced. Why I said that? Because when students are aware of grammar and vocabulary of the lesson they are going to learn, they will be active and smooth in doing followed tasks. Teachers do not need much time to guide or explain them. So that time teachers work as guider or presenter will be reduced. Time for students' activities will be increase.

2.6.3. Weakness

Bottom-up techniques bring students and teachers lots of benefits in learning and teaching listening skill. However, there are still some challenges need to be addressed.

Firstly, the mixed level of the class is a big problem. While most of the students are at elementary level, some of them are excellent. The reason for this lies in the differences in schedule among high schools. It is understandable that many of them felt shocked when they knew that English is not only compulsory subject but also taught in the light of Communicative Language Teaching. Listening and speaking were almost new to them. Therefore, it is difficult for the teachers to design tasks that can suit every student's taste.

Secondly, bottom-up processes may make students bored because of the repetition of

lesson's step. In the other words, students are taught lesson by lesson in the same form in the class. They may get bored. Therefore, teachers have to choose good and funny activities to motivate students in each lesson.

2.7. Summary

In short, this chapter has presented the major findings of the study. From the findings of the results of the three tests and the survey questionnaire, it appears that:

In the process of listening to spoken English, most of the begginers encounter difficulties of various kinds that refer to many aspects of spoken English. The most common one are lacking vocabulary, problems with connected speech including weak forms, contractions, elision, problems with spech rate, hesitation, redundancy, noise in authentic listening texts.

The comparison of the three tests leads to conclusion that to some extend bottom-up techniques bring positive effects on students listening skills.

CHAPTER III: IMPLICATIONS

From what we have found and discussed in the preceding chapter we can see that bottom-up techniques affected beginners. However, it is not the most powerful tool for all students in listening. Beside a large number of students who have had better result, a small percentage of them found difficulties with listening skills. This chapter will aim at giving some suggestions and some practical solutions to overcome the difficulties in order to improve the quality of teaching and learning listening. The suggestions consist of: applying bottom-up techniques, arousing students' motivation and interest.

3.1. Bottom-up techniques should be applied.

The findings in the study show that bottom-up process should be applied in teaching listening for beginners with the following aspects. One of the important things is the vocabulary because lacking of or unknowing new words hinders students from listening comprehension. Hence, teachers need to help students understand the meaning of all new words as well as its pronunciation so that they can comprehend the text spoken and get familiar with precise pronunciation of native speakers. Most students agree that lacking of vocabulary is one of their biggest hindrances in listening comprehension. Sometimes, teacher need to write down the words with unfamiliar pronunciation for students on the board and get them listen again and repeat. Also, teacher should teach students that stress and intonation are distinctive features of spoken English that makes it totally different from their mother tongue. Hence, students should be taught rules and some exceptions of stress and intonation. Consequently, their difficulties in listening acquisition will be much reduced.

Connected speech is characterized by weak forms, contractions, elision, assimilation, catenation (Anderson & Lynch (1998) which is considered the big obstacle for beginning learners. Thus, the task of teacher is to inform their students about these distinctive features of spoken language at any time convenient so that the students do not feel stressful and surprised when they listen to authentic listening materials. Specially, teacher should give certain common cases of elision, weak form, contractions and assimilation for students to learn and get familiar with. In other word students are taught to pay attention to these aspects in comprehend listening skill so that they can become effective listeners.

Moreover, other problems similar as: unfamiliar and various accents of speakers, speech rate, redundancy should be paid further attention to. The more generous types of spoken English students expose to, the better their listening skill they will get. To reduce students' tenseness in listening lesson, teachers should not only require their students to listen for speaker's feelings but also try to guess their opinions. What teachers have to notice is that students should be explained that hesitation of speakers and noise in natural speech are unavoidable things, therefore they should be alert and confident when coming across with these features in listening to spontaneous spoken English.

3.2. Bottom-up techniques in listening tasks.

To improve the students' listening skill, teachers must be sure that their students are provided with a range of listening purposes such as: expressing agreement or disagreement, taking notes, making a picture or diagram according to instructions, answering questions. The exercises of the program concentrated on training the bottom-up mechanisms of speech perception at the levels of words and sentences. In the classroom, here are some example of listening task that develop bottom – up processing:

3.2.1 Fill in the blank

This is probably the most basic exercise for a traditional bottom-up approach to listening. The student would listen to cassette tape, they will hear recordings of a short paragraph. Here is a examples:

Listen the following audio and type missing words in each blank.

Shirley Temple Black is a retired _____(1). She _____(2) with her husband in California. She likes _____(3) and playing with her grand children. Also, she someti _____(4) at Stanford University for the Institute of International Studies. She goes there everymonth and meets _____(5) ministers. They discuss world problems.

Listen the following audio and type missing words in each blank.

British commanders had _____(1) learnt the lessons of the Crimean War, and could adapt themselves to battalion and regimental columns maneuvering in jungles, deserts and mountainous regions; what they failed to _____ (2) was that when they

came up against the Boers all their tactical and technical skills were of little use because they had _____ (3) failed to comprehend the trench fighting and _____ (4) raids of the American Civil War. In 1899 all arms of the British service went to war with what was to _____ (5) antiquated tactics, and in some cases antiquated weapons.

3.2.2. Complete sentences

Context: Two friends, Rachel and Paul, are discussing studying with the Open University. Rachel has already done a course at the university, but Paul has not. Listen to the recording and answer the question.

SECTION 3

Questions 27 – 30

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

Studying with the Open University demanded a great deal of **27**

Studying and working at the same time improved Rachel's **28**
skills.

It was helpful that the course was structured in **29**

She enjoyed meeting other students at **30**

3.2.3. Multiple choice

In this listening task by applied bottom-up technique the teacher help students develop the ability to identify key words.

Exercise 1:

You will hear Peter Walsh being interviewed for a job. Listen and choose the correct answer for each question.

1. How long has he been in his present job?

- A. Since 2005
 - B. For about three years
 - C. For three months
2. Why does he want a new job?
- A. For a change
 - B. To earn more money
 - C. To get promotion
3. What does he like most about his job?
- A. The right to take action and make decisions
 - B. His colleagues
 - C. Working conditions
4. What kind of person are they looking for?
- A. Someone prepared to work overtime
 - B. Someone who is punctual
 - C. Someone who wants to get on
5. What qualifications does Peter have?
- A. A degree
 - B. A school leaving certificate
 - C. A postgraduate diploma

3.2.4. Fill in the table

Listen to Mattie talking about her past life, complete the text using the past simple form of the verbs in the box..

look	work	love	learn	earn	marry	died	hate	want
------	------	------	-------	------	-------	------	------	------

I ____ (10) from 6.00 in the morning until 10.00 at night. Sixteen hours in the cotton fields and only ____ (11) \$2 a day. I sure ____ (12) that job but I ____ (13) the poems in my head. I really ____ (14) to learn to read and write. When I was 16 I ____ (15) Hubert, and soon there were 6 children, five sons then a daughter, Lily. Hubert ____ (16) just before she was born. That was sixty-five years ago. So I ____ (17) after my family alone. There was no time for learning, but my children, they all ____ (19) to read and write – that was important to me. And when did I learn to read and write? I didn't learn until I was 86, and now I have three books of poems.

3.2.5. Find mistakes.

Students listen to positive and negative statements and choose an appropriate form of agreement.

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a boy called Thomas and a girl called Ruby talking about a poster for their school sports day.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

	A YES	B NO
20 Ruby realises that the first design of the poster may need improving.	A	B
21 Thomas thinks the poster should be bigger than last year's.	A	B
22 Ruby and Thomas agree that the poster should be in colour.	A	B
23 Ruby thinks the photograph should be in the middle of the poster.	A	B
24 Thomas suggests they use the same photograph as last year.	A	B
25 Ruby thinks every word on the poster should be the same size.	A	B

3.2.6. Complete a dialogue

The student would listen to cassette tape, they will hear recordings of conversations between people, lectures, or even entertainment at normal, natural levels of intonation, the teacher would play either sentence being spoken or conversations. Then students were required to fill in the blanks with the missing word.

Context: You will hear a conversation about health center, first you have some times to look at the question. Listen to the recording carefully and answer the question.

Complete the table below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Health Centre	East Centre	West Centre
Location	near to 11 _____	out of town
Appointment system	not bad	more 12 _____
13 _____	modern	14 _____
Doctor resource	15 _____ doctors Dr. Sam is good with children.	8 doctors Dr. Jerry is good with 16 _____
Home visit time	17 _____	10 a.m- 5 p.m.
Charge	£8.00	18 _____

3.3. Arousing students' motivation and interest.

The finding of the study shows that most students accept that comfortable environment encourages them in learning listening. There is no doubt that motivation and interest play an important role in doing anything. Obviously when we are highly motivated to do anything, the chance of touching success is more secure. Many researchers suggest that there is a circular cause and effect relationship between motivation and success in second language learning, the greater motivation the students build up, the more effort they try to reach success and this is also true in learning listening. Only when the students themselves feel eager and anxious to do listening comprehension, do they actively take part in the listening lessons. This can be done by getting students to think, to discuss the topic, the content of the lesson. If students know something about what they are going to listen, they will definitely pay more attention to it.

3.4. Recommendations

The bottom-up approach to teaching listening comprehension is proved to be effective in developing listening strategies. Current research on foreign language listening comprehension has revealed the importance of linguistic knowledge in the bottom-up process of speech perception. Effective L2 materials teaching listening skills should provide L2 learners with guided listening practice in accordance with their proficiency level. The study approach to the problem of teaching listening comprehension helps to get relevant information about the perception image of linguistic units of the language taught. The findings described in the article can be of use in developing listening tasks and exercise aimed at developing bottom-up listening strategies.

Another application area of the approach described in the paper is developing and improving listening comprehension testing programs which can be based on the perception of the linguistic features of speech units and show the stage of development of the perception base of an L2 learner in comparison with a native speaker.

3.5. Summary

In short, this chapter has presented the major findings of the study. From the findings of the results of the teaching process and the survey questionnaire, it appears

that. In the process of listening to spoken English, most of the beginners encounter difficulties of various kinds that refer to many aspects of spoken English. The most common one are lacking vocabulary, problems with connected speech including weak forms, contractions, elision, problems with speech rate, hesitation, redundancy, noise in authentic listening texts. The comparison of the stage of listening leads to conclusion that to some extent bottom-up techniques bring positive effects on students listening skills. Based on all the findings that are presented and discussed, some suggestions for teaching and learning listening skills to beginners were proposed.

PART C: CONCLUSION

1. Summary of the study

Being teaching assistant, I can see clearly the current situation of teaching and learning English. Listening skills are by both the teachers and the students considered the most difficulty to achieve among four skills. Bearing this in mind, I has conducted this research with a view to apply bottom-up techniques in improving listening skill to begginers.

To gain the theoretical background for the study, relevant literature on the listening was reviewed.

The study was carried out with the data for the analysis collected the pre-test, mid-term test, post-test and questionnaire that completed by students in the two classes. The data collected from teaching the whole term and questionnaire showed that begginers have shown a good view to bottom-up techniques. The effects of using these techniques were approved by the result of the classes is getting better and better. It can be concluded that bottom-up techniques brought certain positive effects in teaching listening to begginers.

Through the results of the research, the investigator has proposed several recommendations for both teachers and students in teaching and learning listening skill. One of the most important things is to lay enough emphasis on the adjustment of teaching and learning listening skills to begginers with due exploitation of bottom-up techniques. Further more, a demand for arousing students' motivation and interest has been voiced by the author. Beside that it is very necessary to improve 3 stages of listening lessons.

2. Limitations and suggestions for further study

Although much effort has been made, the limitations of this research are unavoidable. Firstly, bottom-up techniques were only experimented in a numer of people for only one term which is may not be enough for the investigator to have precise judgments. Thus, it would be better if these techniques were experimented on a larger scale. Secondly, since the investigator's practical experiences in teaching listening and knowledge of this field are limited, the issue open to debate. Thirdly, as listening is only one of the four basic aspects in teaching and learning English, 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 QUESTIONNAIRE

The survey questionnaire is designed for my thesis: “*How bottom – up approach should be appropriately applied for begginers’ listening enhancement.*”. It is highly appreciated if you could spend your little time truthfully completing the questions. All the information provided you is solely for the study purpose, and you can be confident that you will not be identified in any discussion of the data.

Please response to each statement or question and complete all of them as frankly and accurately as you can.

1. *Which activities did teacher do before listening to the tape recording?*
 - a. Learning new words.
 - b. Introducing new grammar structures.
 - c. Giving back ground information.
 - d. Brainstorming, discussing the topic in pairs or in groups.
 - e. Answering relevant questions.

2. *Which activities that teacher asked you to do in the while-listening stage?*
 - a. Retain input while it is being processed.
 - b. Recognize word and clause divisions.
 - c. Recognize key words.
 - d. Recognize key transitions in a discourse.
 - e. Recognize grammatical relationships between key elements in sentences.
 - f. Use stress and intonation to identify word and sentence functions.

3. *After you listen, which activities is the most useful and effective to you?*
 - a. Retelling the main ideas.
 - b. Discussing in groups or pairs.
 - c. Playing roles based on listening content.
 - d. Summarize the text.
 - e. e. Other idea. (Please specify).....

4. *What has the teacher done to help you overcome difficulties in listening?*
 - a. Encourage you to activate your previous knowledge into listening texts.
 - b. Create comfortable environment for you to exchange information before listening.

- c. Provide you with certain key words.
- d. Explain clearly about the listening texts.
- e. Suggest you essential listening strategies needed for each kind of listening task.
- f. f. Other idea (please specify).....

5. *What kinds of tasks did your teacher require you to do in the listening lesson?*

- a. Identify key words that occurred in the spoken text.
- b. Distinguish between positive and negative statements.
- c. Recognize the time reference of an utterance.
- d. Identify sequence markers.
- e. Identify which modal verbs occurred in a spoken text.
- f. Other idea. (Please specify).....

6. *How do you think of the listening tasks that teacher has designed in class?*

- a. Interesting
- b. Effective
- c. Difficult
- d. Boring
- e. Stressful
- f. Other idea. (Please specify).....

7. *How do you think of the ways that teacher has organized listening activities in class?*

- a. Motivating students
- b. Interesting
- c. Tense/ stressful
- d. Demotivating students
- e. Boring
- f. Other idea (please specify).....

8. *What do you think of your listening skill after a term?*

- a. A lot of improvement.
- b. Better.
- c. Worse.

- d. No improvement.
- e. Other idea. (Please specify).....

Thank for your cooperation!

APPENDIX 2

Full name.....

Class.....

PRE-LISTENING TEST

(Time allowed: 20 minutes)

1. Listen to the tape recording twice and number the questions in the order you hear.

a. Is she married?	
b. What's her surname?	
c. What's her address?	
d. What's her first name?	
e. How old is she?	
f. What's her job?	
g. Where is she from?	
h. What's her phone number?	

2. Listen to the tape recording twice and choose the best answers to fill in the blanks.

Shirley Temple Black is a retired _____(1). She _____(2) with her husband in California. She likes _____(3) and playing with her grand children. Also, she sometimes

_____ (4) at Stanford University for the Institute of International Studies. She goes there every month and meets _____(5) ministers. They discuss world problems.

1. A. politic	B. political	C. politician	D. police
2. A. lives	B. live	C. lived	D. living
3. A. cooks	B. cooked	C. cook	D. cooking
4. A. works	B. working	C. has worked	D. work
5. A. foreigners	B. orange	C. foreign	D. arrange

3. Listen to the tape recording and write the time you hear:

1.	4.	7.	10.
----	----	----	-----

Full name.....

Class.....

MID-TERM TEST

Time allowed: 20 minutes

1. Listen to the tape recording and write the numbers you hear.

1.	
2.	
3.	
4.	
5.	
6.	

2. Listen to the tape recording and complete the questions.

1. What's _____ surname?
2. _____ her first name?
3. _____ she from?
4. _____ job?
5. What's _____?
6. _____ phone number?
7. How old _____?
8. Is she _____?

3. Listen to Bobbi Brown talking about his weekdays and choose the correct answers to complete his talking.

My weekends____(15) fast and exciting. My weekdays are fast and_____(16)!I have two_____(17), Dyland 7 and Dakota 5. Every morning I_____(18) one hour before them, at 6.00, and go to the gym. I come home and I make breakfast, then I _____(19) them to school. On(20) I always go shopping. I buy all food for the week. I often cook dinner in the evenings, but not every day because I _____(21)

_____ (22) cooking. On Tuesdays and Thursdays I visit my father. He_ (23) on the next block. Every afternoon I pick up the kids from school. In the evenings Don and I usually _____ (24), but sometimes we visit friends. We never go out on Friday evenings because I start work so early on _____ (25).

15. A. are	B. is	C. aren't	D. isn't
16. A. interesting	B. domestic	C. boring	D. X
17. A. daughters	B. cats	C. husbands	D. sons
18. A. got up	B. go up	C. get up	D. stay up
19. A. took	B. take up	C. take	D. takes
20. A. Monday	B. Mondays	C. Fridays	D. Saturdays
21. A. don't	B. didn't	C. doesn't	D. can't
22. A. liking	B. like	C. would like	D. don't like
23. A. is living	B. live	C. lived	D. lives
24. A. sleep	B. go out	C. watch TV	D. relax
25. A. Monday	B. Mondays	C. Fridays	D. Saturdays

Full name.....

Class.....

POST - TEST

Time allowed: 20 minutes

1. *Listen to Tina's talking, put a tick (V) next to things she can do and make a cross (X) next to the things she can't do.*

Things	Can/ can't
1. Drive a car	
2. Speak French	
3. Speak Italian	
4. Cook	
5. Play tennis	
6. Ski	
7. Swim	
8. Play the piano	
9. Use computer	

2. *Listen to Mattie talking about her past life, complete the text using the past simple form of the verbs in the box..*

look work love learn earn marry died hate want
--

I ____ (10) from 6.00 in the morning until 10.00 at night. Sixteen hours in the cotton fields and only ____ (11) \$2 a day. I sure ____ (12) that job but I ____ (13) the poems in my head. I really ____ (14) to learn to read and write. When I was 16 I ____ (15) Hubert, and soon there were 6 children, five sons then a daughter, Lily. Hubert ____ (16) just before she was born. That was sixty-five years ago. So I ____ (17) after my family alone. There was no time for learning, but my children, they all ____ (19) to read and write – that was important to me. And when did I learn to read and write? I didn't learn until I was 86, and now I have three books of poems.

10.	11.	12.	13.	14.
15.	16.	17.	18.	19.

3. Listen to the tape recording and tick (V) the sentences you hear.

20. Would you like | a cigarette?
 Do you like |
21. Would you | your teacher?
 Do you like |
22. Would you | a drink?
 Do you like |
23. Can I help you?
 Yes, I like. | a book of stamps, please.
 Yes, I'd like. |
24. What sport do you do?
 Well, I'd | swimming very much.
 Well, I like |
25. Excuse me, are you ready to order?
 Yes, I like | A coffee
 Yes, I'd like. |

The End.

