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Student

Vu Thi Huyen Trang

PART I: INTRODUCTION

I. Rationale.

Language is a tool of communication between people and people. Especially, English is becoming a common language in the world. As a matter of fact, English now is not only a subject in the educational circumstance of Asia countries but also a need for everybody. However, how to learn English effectively has raised a difficult question for us. Until now, many researchers found other ways as well as methods which could help learners learn English best. Nevertheless, because of the development trend of society and information technology, it is necessary to find a more innovative thing for English learning. It seems to be that learning online can bring many benefits for our English learning.

As can be seen, the introduction of computer and internet has apparently changed our life. Indeed, they brought benefits for various fields of social life such as: economy, politics, culture, health and especially education. Now, computers have assisted learning via Internet has become increasingly indispensable components of mainstream education. Therefore, language learning in general and English learning in particular could have special improvements.

As a matter of fact, there are several reasons why we should learn English online. These reasons are related to technological advancements, English learning methodology, and pedagogical considerations. First of all, recent technological advances support the reason why we should look more into ways of learning English via the Internet. The Internet can now be used for providing rich opportunities whereby students can start learning English on their own. Moreover, students generally have positive feelings about learning English via the Internet, for example, Kung and Chou (2002) conducted a study of student attitudes towards learning English through websites. Secondly, the Internet facilitates individualization of instruction and introduces a more interesting platform to learn by incorporating multimedia into the process (Soboleva &

Tronenko, 2002). Thirdly, it enhances the accessibility of information, language materials in this case, as well as offering various ways to connect with the target speech community (Warschauer, 1996). Unlike traditional textbook-based learning, language material on the Internet can be updated periodically.

Obviously, recent literature on methodological and pedagogical considerations requires English learners to become active participants in the process rather than passive recipients of information. In this age of information explosion, English learners are encouraged to be explorers and creators of language, and assessors of their own linguistic progress (Brown, 2001; Su & Kinshuk, 2002). Two other important aspects are the issues of learner autonomy and motivation. Learner-oriented online language teaching materials demand that the individual background of learners, their needs, and learning styles are accommodated (Soboleva, &Tronenko, 2002).

So that, given the technological advancements, methodological and pedagogical considerations mentioned above, I strongly believe that learning online is an effective way to improve your English ability. The Internet makes it possible to incorporate rich learning opportunities for presenting, practicing and improving English skills as well as to have extensive access to socio-cultural knowledge which cannot readily be found on traditional language learning teaching media such textbooks, audio cassettes, workbooks, etc.

To learn English well, we have to improve all four English basic skills (listening, speaking, reading, and writing). However, as for me, as same as other students, listening seems to be a difficult skill to practice. Students often meet many difficulties when listen English because they do not understand what they are listening to or what information they have to get? Especially with the traditional listening media such as audio cassettes, CD disc, etc, students become fed up with listening English. These things motivate me have to study on new method which inspires interest and ambition for English listening learners. Besides, the fact that all English skills listening, speaking, reading and writing can easily to be taught via the Internet but because of limitation of time,

I only concentrate on listening skill.

In short, with the hope that students have positive feelings about listening English and improve their listening English skill, I have decided to carry out the study on “ *listening online - a way to improve listening skill for English majors at Hai Phong private university*”.

II. Aims of the study.

The study is carried out to research:

The literature review of learning online, listening and listening online

The real situation of learning English- listening skill in English major at HPU

The students’ attitude toward a listening English and listening English online

The suggested ways to listen English online effectively that students can apply for their self-studying

III. Scope of the study.

Obviously, to learning English well, we have to improve all four basic skills (listening, speaking, reading and writing). However, I have no ambition of researching all these skills, I only concentrate on researching listening English online. Besides, with the hope that my graduation will get good result in standard scope, I only focus on follow parts:

-Finding out the reality of learning English listening skill of students in foreign language department at Hai Phong Private University.

- Offering suggestions for English majors on learning English listening online.

IV. Methods of the study.

First, reference books related to listening and methodology are reviewed to get background knowledge of what listening is, what online learning is, successful and interested techniques in learning English listening online.

Second, the survey questionnaire created for students in English major at HPU to find out information necessary for creating the type of online activities learners would find effective.

Third, more information about students' attitude, recognition, and difficulties they meet will be gathered from interview with the surveyed students.

V. Design of the study.

The study consists of three main parts: Introduction, Development, and Conclusion.

Part I: Introduction shows the reasons, the aims, the scope, the methods as well as the design of the study.

Part II: Development includes three chapters:

Chapter 1: Literature review aims to answer the questions related to listening, listening online that introduce the listening skill and its features.

Chapter 2: "A study on how do students in English major at HPU learn listening skill" is referred to the analysis and findings information from survey questionnaires made to the first year students and interview for other students. These help examine the real situation of learning listening skill as well as difficulties students meet and their expectations of using listening techniques to improve their English listening skill.

Chapter 3: "Ways to listen English online effectively" are suggested with the hope that students can try and have positive feelings to learning listening skill. And then they could enhance self-study ability and improve their listening skill.

Part III: Conclusion summarizes the discussed parts in the paper and some suggestions for further study.

Consequently, **Part I** has shown the introduction of the study. In the next part, the author will present the focus of the study containing her literature review on the understanding of listening skill and the survey questionnaires for the first-year students in English major at HPU which help examine the real situation of learning English listening skill. Besides, **part II** also introduces some ways to listen English online which can be applied to improve students' listening skill as same as their self-studying.

PART II: DEVELOPMENT

Chapter I: Literature review

I. Listening skill: An overview.

Beginning in the early 70's, work by Asher, Dostoevsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition. (Feyten, 1991)

1. Definition of listening.

Listening is the skill that students will be judged most in real life situations. It is an important part of everyday interaction. And, in each person's opinion, listening is understood differently. According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Besides, Thomlison's (1984) definition of listening includes "active listening" which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker. Furthermore, Gordon (1985) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives. Rather more importantly, empathetic understanding expands to "egocentric prosocial behavior". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests.

In the view of Ronald and Roskelly(1985), listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make student active listeners who are aware of the "inner voice" one hears when writing.

2. Significance of listening.

We just find out definitions of authors about listening and partly know more what listening is. And entering to this part, we can know how meaningful is listening to our daily communicate and language learning?

Language learning depends on listening since it provides the aural input that serves as the basic for language acquisition and enables learners to interact in spoken communication.

Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the process of communication. A study by Wilt (1950), found that people listen 45% of the time they spend communicating. This study is still widely cited (e.g., Martin, 1987; Strother, 1987). Wilt found that 30% of communication time was spent speaking, 16% reading, and 9% writing. That finding confirmed what Rankin discovered in 1928, that people spent 70% of their waking time communicating and that three-fourths of this time was spent listening and speaking.

According to Bulletin (1952), listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication, much of it oral, it is of vital importance that students are taught to listen effectively and critically.

Basing on second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in student's language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching, it is essential for language teachers to help students become effective

listeners. In the communicative approach to language teaching and learning, this means modeling strategies and providing listening practice in authentic situations: precisely those that learners are likely to encounter when they use the language outside the classroom. Therefore, we should establish “listening-first” as fundamental in foreign language teaching and learning.

3. Nature of listening comprehension.

Since listening is, according to Wang Shouyuan (2003), the most important component in the five aspects of overall English competence he suggests as listening, speaking, reading, writing and translation, it deserves particular attention. Educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

From the point of view of constructivist linguistics, foreign language teaching should focus on language form and structure, thus, listening teaching is undertaken in each of the four aspects of language form. When students are taught to understand a passage of text, teachers first let them discriminate between the pronunciation of vowels and consonants, then understand sentence vocabulary, sentences and discourses. The goals of this listening teaching model from the “bottom-up” is to help students understand the meaning of vocabulary by discriminating sounds, to understand sentence meaning, and to monitor and control the meaning of discourses by understanding sentence meaning.

Since the 1970s, with the development of functional language theory, there has been an emphasis on the research of language function in society. Functional linguistic experts recognize language as a communicative tool, but not an isolates structure system. Consequently the learning of listening is not simply intended to make students hear a sound, a word or a sentence, rather, the goal is to cultivate students’ abilities to understand speakers’ intentions accurately and communicate with each other effectively.

4. The process of listening comprehension.

With a greater understanding of language quality and the development of learning theory, there has been recognition of the process of listening comprehension as needing greater emphasis.

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Wipf (1984) that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the large socio-cultural context of the utterance. Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

5. Strategies of listening comprehension.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

Listening for the main idea

Predicting

Drawing inferences

Summarizing

Bottom-up strategies are text based in which the listeners relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

Listening for specific details

Recognizing cognates

Recognizing word-order patterns

Listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages. Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they regulate and direct the language learning process. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997a). The use of cognitive strategies helps students to manipulate learning materials and apply specific techniques to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to low anxiety.

In the fact, we have many ways to learn listening. However, a way seems to be more priority and is being applied in education is learning online. To get more information about it, we have the next part “learning online”.

II. Learning online.

1. What is learning online?

Online learning- Watson and Kalmon (2005) defined online learning as “education in which instruction and content are delivered primarily via the Internet. Online learning is a form of distance learning” (p.121)

While, Butz (2004) defined online learning as a form of distance education where the primary manner in which a student would access materials and interact with the teacher or other students was mediated through the Internet.

In my opinion, Online learning, also known as e-learning, is a learning experience delivered via a computer and the Internet. Course work is conducted through electronic forums, discussion groups, external resources, quizzes, social rooms, and online submitted assignments. Learning activities also include pair work, small group work and project work and throughout the course you have the guidance of one of our professional online tutors.

2. Why do we learn English online?

Learning language online seems to be a trend of education in the world. With over million students are enrolled in online schools and universities (and that number is growing 30% per year) in US, I think we should pay more attention on this learning method. So, why we should learn English online? Perhaps, the follow benefits from learning online will answer that question.

Firstly, you can study in the comfort of your own home. There is no question that environment influences learning. An environment that you're familiar with, that has positive connotations, and that has a relaxed feel will be more conducive to productive learning than a sterile, windowless classroom – it's a no brainer. It's great to be able to turn up to “class” in your pajamas if you so desire.

Secondly, you enjoy the flexibility of being able to select hours that suit you. Live online language learning can take place early in the morning, during work hours, late at night, even in the middle of the night if you're one of those fortunate people who don't need much sleep. You can find language trainers in virtually any time zone so there are no restrictions, and there are free online tools available to help you “arrive” on time for your class no matter where in the world your trainer may be working from.

Thirdly, you benefit from a huge variety of language learning tools and opportunities on the Internet with a trainer who is able to help you navigate through them. One of the big problems is to know where to start. Out of the top ten ranking sites, most are either directories, or sites with a multitude of links for self-study activities that you can access online. How do you know which

activities are adapted to your level and to your specific learning style and language needs? Too much choice can be demotivating. Part of the role of a live online trainer is to point you in the direction of resources that are uniquely suited to you.

Besides, you also enjoy personal contact with a personal language trainer or coach who can help you practice using your language in a variety of contexts. Live online cannot replace real face to face communication, but can be surprisingly close to the real thing. This is where personalized live online training can fill in the gaps in classroom language learning as it makes individual tuition or micro-group learning accessible to anyone with a broadband Internet connection.

Next, practicing your language in simulated ‘real life’ situations in virtual worlds is good condition for you. This is the topic for another article, but the realism of virtual worlds like Second Life affords a level of simulation that is far beyond what you could experience in a traditional classroom role play situation. Language teaching in virtual worlds is still a very new and experimental field, and technically quite complex.

And lastly, you can take control of your learning. The best language-learners are self-motivated, and know how to leverage their particular passions and interests to help them make progress. To online education, they can choose a learning method or control their learning way which suitable to their favorite.

3. Advantages and Disadvantages of Online Learning.

We hear about the success stories of online education from many resources: news media, editorials, online school publicity, and postings of students themselves. A college degree or advanced degree was once only a dream for full-time employees, family-oriented career professionals, single mothers, and students in remote areas is now a reality. It’s a popular new form of schooling that offers many advantages. But it’s not for everyone; potential students should be aware of both sides of the coin so they can make informed an informed decision about whether an online class or degree is right for them.

At times, what is an advantage for one student is a disadvantage for another. For example, since online students interact with each other and with the instructor via the internet, it is essential that they have solid computer and internet skills. Those who do not have these skills will have to put in extra hours working either on their own or with the program's technical support staff to come up to the skill level required. Those who already are knowledgeable won't see this as a disadvantage and, in either case; the student will develop increased internet ability and computer familiarity that will pay off later in the job market.

Obviously, we can't deny that learning online brings many benefits for English learners. And following part will show advantages which could be applicable for the first year students.

3.1. Advantages of Online Education

You can retain your work while attending school. Potential students who want to do part-time job have been reluctant to attend college or graduate school because of lost earnings and lost seniority. With online learning, they can do both.

Spending time with family while learning: The potential for disrupting family life has kept some potential students from commitment to a campus-based degree program. Online classes offer a solution because many classes can be taken at any time. Spousal support may also be a consideration.

Online interactive classes tend to adopt new concepts and changes more quickly. Whereas it may take years for a traditional class to change and even a new text adopted, online courses can change very quickly, an advantage for students whose course of study is currently evolving as quickly as it is learned. New findings from anywhere in the world can be brought in quickly and easily.

Student interaction is increased. Unless a student in a traditional class has time to chat with other students in a student area or nearby coffee shop, he or she may never really get to network outside of class. In an interactive class, these students may share their views and ask questions of other learners all around the globe. And these other learners may prove to be valuable contacts

outside of school. The very act of exchanging information in this manner may be relevant at work later on, giving students a level of comfort with such exchanges.

Faculty is more likely to be known experts in their fields. Perhaps you have heard of a leading researcher in another country whose class you could only dream of attending. With the facility of online learning, you can study with such experts who are giving an online course anywhere in the world.

Learning at your own pace: Whether you are an average, fast, or slow learner, you can work at your own pace when you take an online class. If English is your second language, you have the opportunity to review the material more than once to be certain you understood everything. If you learn very quickly and are normally bored waiting for other students to catch up, you are now free to move as quickly as you like. Classes are usually open 24 hours a day, 7 days a week. It is very good for students.

Money is saved that would otherwise be spent on gas, parking, lodging, and meals. You can meet online with experts and students worldwide without leaving your home or office to attend class physically.

You save time on lecture notes and organizing your materials. Instead, you have the opportunity to concentrate on the material online and to find what you need without running errands physically. E-mail takes the place of traveling to meet with other students.

Financial aid is also available to online students.

Online classes may be more equitable, ensuring that all students are treated equally. If a student believes he or she is not often called on or his or her input not valued because of personal appearance or a speech impediment, virtual learning is the great equalizer.

Geographic and socioeconomic disadvantages are minimized. Students in rural areas can take classes online, as long as they can get to a computer with internet access. Likewise, with financial aid and scholarships available through online colleges and travel and lodging expenses eliminated, classes and degree

programs are within the reach of more of the population.

One advantage of the online approach is the written record of class contributions by teacher (s) and students. This information is available for student and teacher review, not lost forever due to faulty note taking during a traditional lecture.

3.2. Disadvantages of Online Education

Anything has two faces, beside those advantages mentioned above; online education also has some disadvantages which are listed below:

You must be able to organize your time and to do the work of the course. If you typically depend on class peers to motivate you, online education may be tough for you because are, in some ways, on your own.

If eye contact with the teacher and with other students is necessary in order for you to keep your focus, virtual learning a regular classroom may be the better choice for you. Or, try an online class that is not a critical one for you and see whether you adapt well to the online learning environment.

If you know that your appearance, voice, or style of interaction has helped you win in the past, online learning may nullify these advantages, leaving you with a learning curve to succeed.

To make online education or virtual learning as easy as possible, a student must be comfortable using a computer and the Internet. Someone who has to master these skills will likely experience a learning curve and have to work doubly hard at first to keep up with the class and assignments

Those who prefer to listen only in lectures and class will find that online learning requires a record of their participation. Silently following along no longer works; each student is expected to make an online contribution and, possibly, to participate in team or group projects with others. Active learning is the key to success in online education.

III. Listening English online.

1. Using English as a second language (ESL) websites.

As can be seen, many ESL websites offer learning materials, lessons plans, games and other instructional resources that are freely available to students. Now through the Internet, the sharing between teachers and students extends world-wide and reaches out directly to students. A large number of websites have been created by ESL teachers and along with instructional materials for students; they offer teachers opportunities for professional development by inviting contributions, ideas, and discussion from teachers around the globe. These ESL websites provide a valuable online service for learners. So students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language learning needs, and access them in their own time and at their own pace.

Jones (2000) in Moote (2002) examines the characteristics of some online learning materials for students and describes three models of online learning sites for students: distributive, tutorial and cooperative.

In the **distributive** model, materials or lesson sheets are available for learners to study independently. Students respond to reading or listening passages by completing multiple-choice, gap-filling or other exercises. The software allows students to get immediate feedback on their answers.

The **tutorial** model is often found on free-for-service websites that offer two-way communicate between the teacher and the learner using email, chat, telephone or video conferencing.

The **cooperative** model allows students in the course to communicate with each other as well as with the teacher.

The Web has opened up a wealth of language learning resource for ESL students. ESL websites have general and special interest collections that are adequate for most students' needs. By taking the time to select websites and activities carefully, teachers should offer a good online learning experience and provide students with skills to continue their language learning independently, in

their own time and at their own pace.

2. Listening online

In common consideration, “learning listening” has frequently been described as one of the more problematic areas of second language teaching and learning. Buck (1999) points out that the issues learners face in responding to spoken language is that:

- Speech is a set of acoustic signals and knowledge of the sound system of the language is needed to process the spoken text.
- Spoken language is different to written text. It is constructed differently, is more disjunctive and has no “fluencies” like pauses, hesitations, self-corrections and repairs.
- Speech is fast and delivered in real time which means listeners need to process and respond quickly.

Now, we have a better understanding of the features of spoken texts and the listening strategies in order to understand and respond to spoken English in different situations. Until recently, limitations in Web technology prevented ESL website developers from offering the wide range of spoken texts and instructional activities that learners need to develop listening skill.

Advances in Web technology and personal computing have led to a sudden and rapid increase in the number and a range of online resources available to learners. Media players are now included in commercial software packages and are just as easily downloaded for free from the Internet. It is now almost standard practice for websites to include video and audio files on their sites containing audio chat, and ESL websites in particular have been quick to capitalize on the opportunities for language learning that multimedia offers.

The increasing range of online video and audio offers ESL students a multitude of opportunities to develop their understanding of spoken English. Students can access ESL listening sites that include different genres of spoken texts and topics that include academic, vocational, and general interests such as the family, the arts, sports and music, and day-to-day activities such as shopping.

ESL sites offer audio and video texts for beginners that are shorter and delivered at a slower pace. Some provide transcripts and learners can read as they listen, replay as often as they like, and progress at their own pace. Advances learners can choose audio or video on news sites with interviews and reports or discussions that exemplify natural features of authentic spoken discourse. In some cases, these sites also offer transcripts.

Ultimately, learners are provided with individual choice, learning programs that respond to individual listening comprehension needs using a wide range of text styles and types, taking learner interests, needs and preferences into consideration (Burns 1997; Hoven 1999)

3. Providing a Website list for listening activity.

Looking at the fact, I fully see that a huge number of online resources are always available to learners that students can access anytime, anywhere. However, which websites are useful for English listening learners. Following part, I will suggest a website list including different types, forms that can serve for learner 'goal of listening English online:

<http://www.esl-lab.com/>. A non-commercial site developed by Randall Davis. Includes over 140 exercises divided into 4 groups: general listening, academic listening, long conversations with video, and short exercises. Some are quite engaging (see for example "A Great Car Deal"). Exercises are also divided into easy, medium, difficult, and very difficult. Lessons have pre- and post-listening exercises, the latter including quizzes and text completion. Transcripts include glossed vocabulary. Requires RealPlayer

<http://esl.about.com/cs/listening/>. This is the listening section of a large ESL site hosted by Kenneth Bearer including a variety of listening activities divided by levels. Exercises range from number identification and spelling to short dialogues and reports. Also has links to other ESL and native speaker sites for listening. Free, but filled with advertisements including flashing banners and extra browser windows opening. Some files play directly through browser; others require RealPlayer.

<http://www.petalia.org/hoctienganh/listen.htm> This is a learning English site that provides a range of listening resources. The resources contain so many online listening activities such as news, lectures, music, movies, radio...It is very easy to access this web and listen.

<http://www.cdiponline.org>. A free resource of listening materials, lessons and supportive instructional activities related to news stories, created by California Department of Education. Includes both transcripts and support exercises. A good web for lower level learners; requires RealPlayer.

<http://www.englishpage.com/listening/>. This web has created this collection of listening resources to help advanced English learners learn English online. The resources include free online news and culture broadcasts, online music, online movies, online radio and more. (Most resources work best with high-speed Internet access.)

<http://www.breakingnewsenglish.com> Breaking English-(news and commentaries) (immediate to advanced level)

<http://www.elllo.org> English language listening lab online- (beginning to advanced level)

<http://www.englishlistening.com> English listening lounge (unscripted interviews) - (beginning to advanced level)

<http://www.eslgold.com> ESL Gold – (vocabulary lists with audio) (beginning to intermediate)

<http://www.eviews.net> (interviews) [intermediate to advanced]

<http://www.ezslang.com> EZ Slang.com- (daily conversation with idioms). (Intermediate to advanced level)

<http://www.focusenglish.com> Focus on English – (conversation English) (beginning to advanced level)

<http://www.esl-lab.com> Randall's ESL Cyber Listening Lab- (all levels)

<http://www.bbc.co.uk/worldservice/learningenglish/> BBC World Service- you can listen to news in British English (Beginning to advanced level)

<http://www.voanews.com/english/>

<http://www.cnn.com/> These sites for accessing to news in American English (advanced)

<http://www.bussongs.com> Bus songs.com- (beginning to intermediate)

http://lc.ust.hk/~sac/materials/english/video_ent.htm . You will find out collection of movies in the Video & Multimedia Area. The list of movie titles we stock is here.

To sum up, **Chapter 1** has provided us with the background knowledge of listening, learning online and listening English online. In the **chapter 2**, we will investigate how students in English major at HPU learn English listening thanks to survey questionnaire.

CHAPTER II: A study on how English majors at HPU learn listening skill.

This chapter aims to show the attitudes and expectations of the students in English majors towards learning English listening skill. The first section in the chapter reveals the **reality** and the second deals with the **results and analysis** of the collected data from survey questionnaires.

I. Reality

In terms of the limitation of time, the survey was conducted in Hai Phong Private University and found its reality. The focus of the survey questionnaires have been put on the characteristics of lecturers and students along with reality of their teaching and learning also.

1. Current learning of listening skill in Hai Phong private university

During my observation time in some English periods in HP private university and interviewing students, I found that learning English listening is not very effective. The current methods in each English period seem to be poor and atmosphere find a little bit boring. Students cannot catch the new words and information in the listening lesson. In class, they only can concentrate on the lesson in the first minutes, and they feel so tired or boring that they don't want to listen any more. Besides, self-studying of students outclass is not high, most of them are lazy in practicing listening day by day. Therefore, I think it needs to be having new activities to attract students to learning English listening.

2. The staff

Hai Phong private university has active and young English lecturers and advantageously, all of them graduated from famous universities and have experience in teaching English. All of them are interested in teaching professional and they are very enthusiastic in teaching and helping students; they always update new information resources and prepare their lectures carefully and thoroughly. However, because of the limitation of teaching materials (listening by radio and CD record) and keeping the traditional teaching methods (focusing on model lessons that are difficult and not attractive), the

students have not positive attitudes to listening English.

3. Students

Foreign language department is one of the departments of HP private university. It has nearly 300 students divided into nine classes. Almost students have awareness of learning and they know better than anyone the importance of English language in their life. However, they seem to pay attention to written English form rather than listening and speaking form. They often meet difficulties in understanding spoken conversation as well as lose all confidence in communication. This is partly due to the learning method from high school. Especially to the 1st year students, it is difficult to adapt to learning circumstance in university. These students seem to be not understand what is taught in listening classes because they have not understand the spoken content of the lessons. Therefore, during the time I observed at this university, I found that it is necessary to find new listening activities that attract students in order to enhance their self-studying capability as well as improve English listening skill and become confident and active students.

4. Teaching and learning condition

Hai Phong private university is well-equipped with a lot of aids and spaces. The teaching and learning condition here is so good with system of new blackboard and table, furniture is right in size and quality. Furthermore, there are types of modern machines put in each learning room such as projector, camera that facilitate for teaching and learning activities. In this university, there are two large libraries (one in university zone, other in student hostel) where lecturers and students can borrow books, magazines and newspapers. Especially, there are free computers put in libraries to help student easily check private information and find data. Authorities have opened a system of internet named wire-fine net in 2009 which laptop can access to; this is good condition for student to develop their self-studying. However, teaching aids to study English in class are not enough. Now, students only listen to lessons by radio, cassette, and record. Though the sound quality of them is not good, the authorities cannot

prepare each headphone for each student. Besides, according to timetable of the 1st year students, they only have four periods per week for listening subject. These reasons why students have not been good at listening English yet.

In short, with the modern equipments, well-trained and enthusiastic lecturer staff, Hai Phong private university still is a good environment for teaching and learning English.

II. Survey questionnaire

1. Participants

Fifteen survey questionnaires were completed by 28 first year students and some second year and third year students in English major at Hai Phong private university.

2. Purpose of the survey questionnaires

With a view to provide a through insight into the real situations of learning English listening, survey within the scope of the study is conducted in Hai Phong private university. The main aim of the study is to collect and analyze data regarding the recognition and utilization of listening. The survey questionnaires are designed for the following purposes:

- To make out the attitude of students towards English learning in general and English listening skill in particular.
- To get more information about the real situation of leaning listening skill in class and out class in English major at Hai Phong private university.
- To get to know students' difficulties as well as expectations to find the activities that can attract them into listening English.

Finally, thanks to these, I will suggest a way to listen with many activities that can attract students' interests and improve their listening skill.

3. Design of the survey questionnaires.

The survey questionnaires consist of 10 questions for 28 students to be the first year students and 5 other student to be 2nd and 3rd year students in order to study the reality of learning listening skill in class and out class in English major at HPU. Students were asked to tick the most suitable answers which correspond

with their option. The questionnaires are designed as below:

- ❖ Question 1, 2 and 3: studying on students' attitude toward learning English in general and listening skill in particular.
- ❖ Question 4, 5: studying on practicing listening skill of students.
- ❖ Question 6: difficulties students encounter when listening English.
- ❖ Question 7, 8 and 9: exploring students' opinion on listening online.
- ❖ Question 10: students' expectation to improve their listening skill.

4. Data and analysis

4.1. Students' attitude toward learning English in general and listening skill in particular

4.1.1 Students' interests in learning English skills.(question 1, appendix 1)

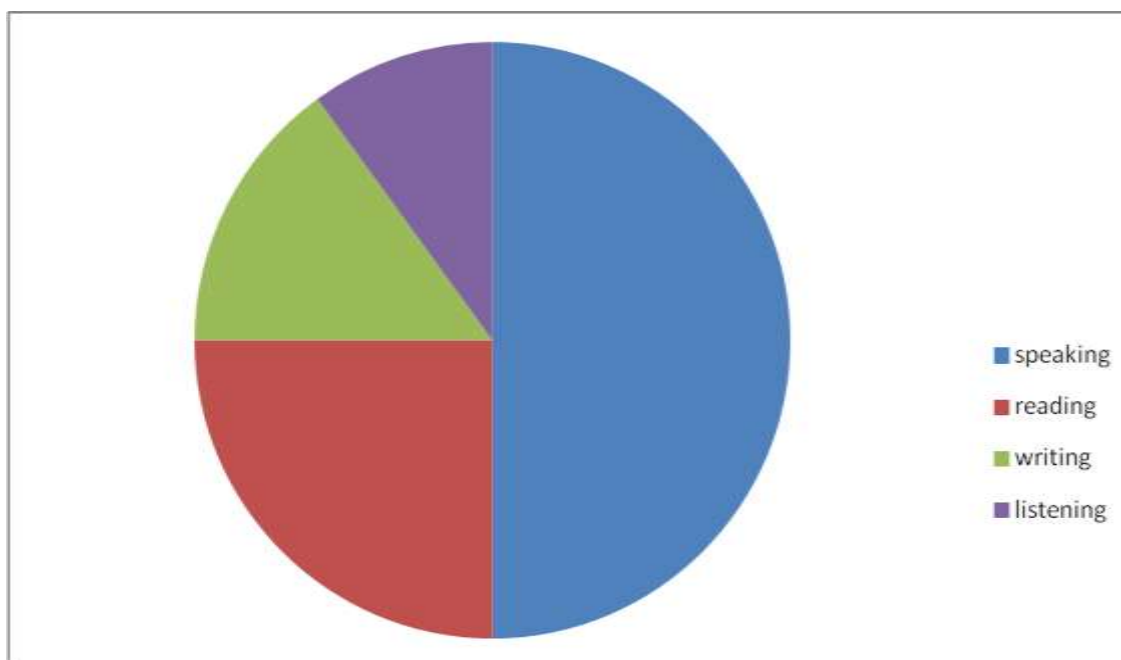


Chart 1: The most favorite skill to students' view

The aim of this question is to research which English skill students like most. The result given in chart 1 reveals the fact that four skills including listening, reading, writing and speaking all receive strong emphasis in language learning but the pie chart above shows the most favorite skill that students are interest in. We can easily see that prominent one among the four skills is speaking with the percentage of 50%. While listening is only occupies 10%. There are many reasons for this figure. First, listening skill is more difficult than

others, it requires listener must practice usually in a long time and operate with other skill such as pronunciation, knowledge, grammar...Second, Vietnamese teachers' voice makes students not vary interested in. Moreover, when learning listening in class, students often listen to CD disc, cassette...in which the native foreigners speak quite fast with so many homophones, accents...so it is very difficult for students to catch the words and understand what the speakers mean. The figures show that the two skills reading and writing account for 25% and 15% in turn. In general, two in four skills are speaking and listening playing important role in communication, but there is a far gap in students' ambition between them from chart 1. So it needs to find the ways to attract students' interest in listening skill.

4.1.2. Students' opinions toward the role of listening skill. (Question 2, appendix 1)

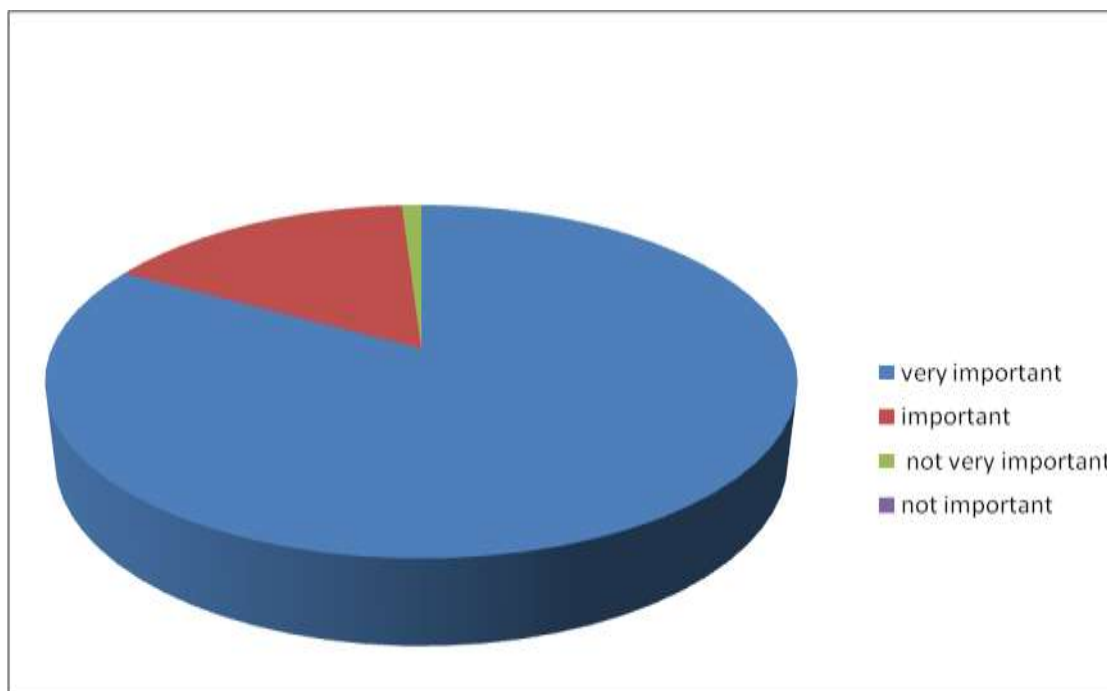


Chart 2: Students' opinion toward the role of listening skill.

All the subjects I interview are students in English major of Hai Phong private university. So they know better than anybody the role of listening skill. According to chart 2, most of them realize the very important role of listening skill which occupies 83%. Meanwhile, 14% of them thought that listening skill

is important. No respondent chooses the answer the listening skill is not important. Only one respondent occupies 3% pointed out that listening skill is not very important to him because his career in the future will not relate to communicate with foreigner. Therefore, from the figure above, we can easily see that students realize obviously how important is listening skill to them.

4.1.3. Students’ opinion toward English listening.(question 3, appendix 1, question 1, appendix 2)

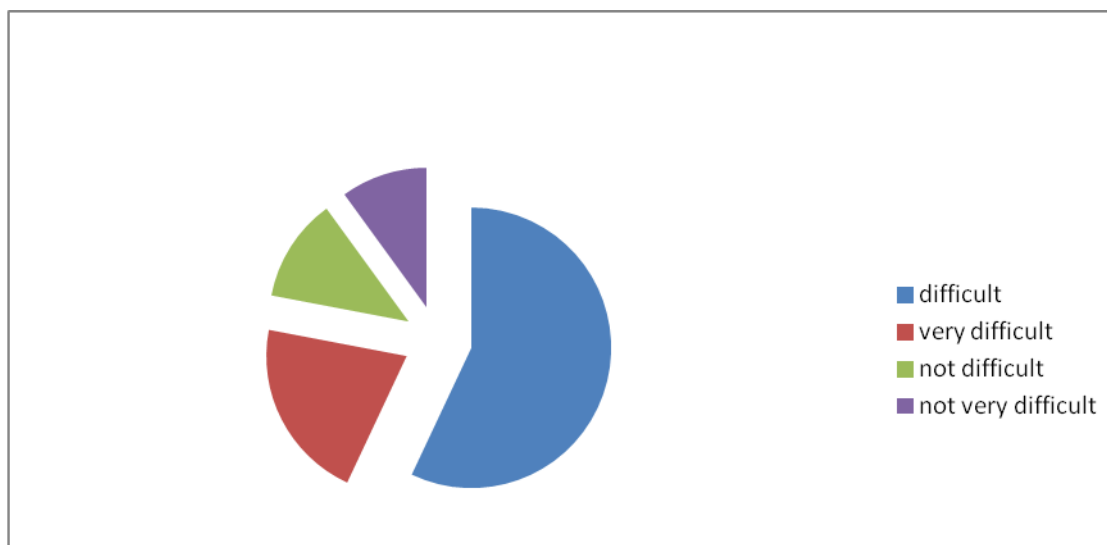


Chart 3: Students’ opinion toward English listening.

This question is given out to explain reason why students don’t like listening skill which estimated with percentage of 10% in chart 1. According to the pie above, we can see the students’ opinion about learning English listening. Almost students say that English listening is difficult with the figure of 57% and followed one occupies 21% showing the choice of students consider English listening is very difficult. This thing proves that total of 78% students having the same thought. Continually, 12% of students consider English listening is not difficult and 10% of them for the last answer. To other students’ view who are the 2nd and 3rd year students, most of them still have the same opinion with the 1st year students. They said that although they got more and more knowledge and experiences after each term, they meet many difficulties in listening English especially when communicating with foreigner, they cannot get all information

from speaker. So, the fact show that students feel English listening is so hard and because of this, they pay less interest in listening skill.

4.2. Studying on practicing listening skill of students (question 4 and 5, appendix 1)

Level	Student
Never	1
Sometimes	23
Frequently	4

Table 1: Students’ practicing level about listening online

In this survey, studying on students’ practical level about listening skill is very meaningful. According this question, we can find out the real situation of students. Looking at the table above, we easily see that the majority of students, 23 people choose the answer is sometimes they practice listening English. 1 student never listens and 4 students practice frequently at home. This proves that almost students have not care a lot of enhancing their listening skill. This is one of reasons why our students still are not good at listening English.

However, regarding to students listen sometimes and frequently (the figure is showed in chart 4 below), 40% of them often listen to English about 1 hour. It is right time to practice each day because if we listen so much, we will feel boring or tired and it is very difficult to get all listening lesson content. The students listen 30 minutes have the same percentage with ones listen unstably is 25%. They say that they often learn belong to their mood, if they feel comfortable they can listen a long time and contrast or even, they don’t listen anything during 1 week. At last, some respondents with the percentage 10% say that they listen 15 minutes each day.

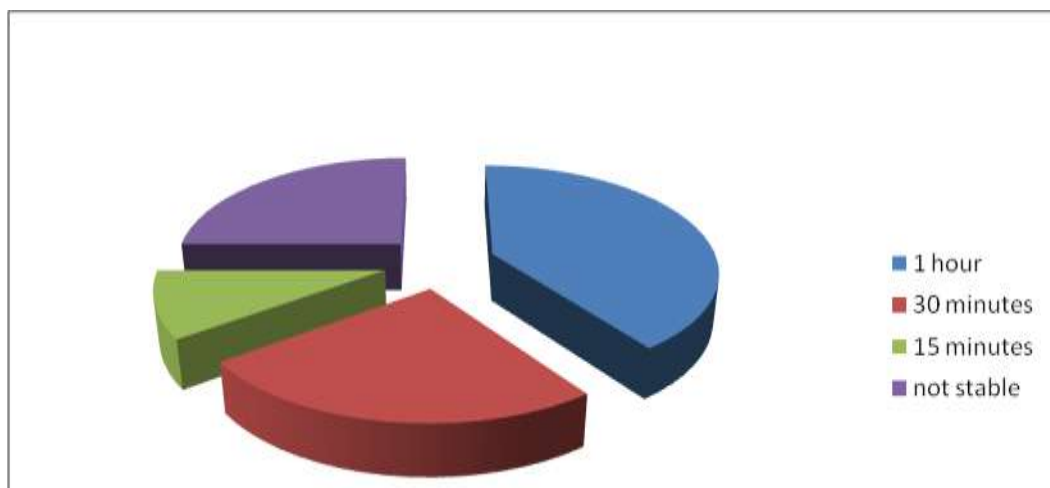


Chart 4: The time students spend on practicing listening English a day.

In short, the fact shows that almost students pay less interest in practicing their listening skill. Maybe it belongs to many factors: learning methods, learning document and materials or something else, but mainly they should have awareness of their self-studying. They will be better if they are harder.

4.3. Difficulties students encounter when listening in class(question 6, appendix 1)

Difficulties	Students
I don't familiar to listen to the native voice.	12
I am fed up with listening lessons	3
The lessons are difficult for me	2
The sound quality from radio is not good so I cannot concentrate.	23
Other difficulties.	15

Table 2: Difficulties of students when listening in class

This question is raised to 28 students from NA 1301 to explore their difficulties they meet when learning listening in class. However, each person can choose many answers so I can give my comment by estimating. The table 1 above indicates a majority of respondents, 23 people state that the sound quality from

radio is not good so they cannot concentrate on the listening test. Meanwhile, only three people are fed up with listening lessons and two people think that the lessons are difficult. This means that the main problem is not in learning circumstance or lecturers; it belongs to the learning aids. Besides, there are 12 students say that they don't familiar to listen to the native voice. They explain they often listen to English from their teachers or friends but it is different from the voice in CD and English lessons. Except these reasons, 15 students gave many difficulties in listening English. Some of them respond speakers say so fast that they cannot catch up with, so they don't finish all exercises. Others share their vocabulary is not rich so they know it is very hard to listen well. 2 students say that they want to focus on listening lesson so much but there are many noises outside which prevent them from English listening. "Listening by radio without seeing mouth or intonation of speakers" prevents them from getting information from listening test, said 3 students. Surprisingly, 4 students accept that they are not good listeners because of their laziness.

In general, through analyzing above, there are so many problems students meet in listening period. However, these difficulties are popular for learners. Like other university, HPU can supply the necessary learning aids such as radio, cassette, CD disc...and lecturers suggest the ways or techniques for students in class. If student want to become good listeners, they have to practice themselves everyday and find potential document resources to listen.

4.4. Exploring students' opinion on listening online

4.4.1. Students' utilization of listening online.(question 7, appendix 1, question 2, appendix 2)

	The 1 st year students	The 2 nd and 3 rd year students
Listening online	50%	100%
Not listening online	50%	0%

Table 3: Students' utilization of listening online

This question is to find students use method of listening online or not. It is raised to both 28 first year students and 5- 2nd and 3rd – year- students. The table 3 above shows that 50% of the 1st year students tried to listening online, and a half left with the same percentage 50% has not tried this method. In regard to 5 other students belong to higher class, 100% of them choose the method listening online. However, to know all students’ opinion toward listening online, we have to come to the next question.

4.4.2. Students’ opinion on using listening online activities and its frequency. (question 8,appendix 1,question 3,appendix 2)

Activities	The 1 st year students(subject 1)			The 2 nd and 3 rd year students(subject2)		
	frequently	sometimes	never	frequently	sometimes	never
Online lectures		20%	80%	20%	60%	20%
English and American news.	10%	45%	45%	20%	80%	
English songs	80%	20%		100%		
English stories			100%			100%
English movies	14%	78%	8%	80%	20%	
English poems			100%			100%
Games			100%			100%

Table 4: Students’ opinion on using listening online activities and their frequency

This question is created for both 2 student subjects. It is to survey what activities do students often use when listening online and its frequency. Due to the table 4 above, as the view of subject 1, they listen to English songs and movies most frequently with 80% and 14% in turn; English and American news take the third rank with 10%. To subject 2, they like subject 1 because they listen to English songs most frequently with the figure 100%. However, there is a different point that subject 2 also frequently listen to other things such as:

English movie (80%), news and online lectures (the same 20%). It is very surprise that the majority of the first year students, 78%, sometimes use English movie, even there is 8% student never use this activity. Besides, English and American news, online lectures and English songs are sometimes used with the percentages 45% and the same 20% in turn. To other activities, total 100% of 2 student subjects claim that these activities are never applied: English stories, poems and games. 80% subject 1 never uses online lectures, 45% never use English and American news and 8% never use English movie. In short, through all figure above, we can see that English songs and movies are prioritized to listen most by both 2 student subjects. Besides, subject 2 also concern to online lectures and English and American news. What do students think about the effectiveness when using these online activities? The next question will clear it.

4.4.3. Students’ opinion toward effectiveness of listening online.(question 9, appendix 1, question 4, appendix 2)

Activities	The 1 st year students(subject 1)			The 2 nd and 3 rd year students(subject2)		
	Effective	Normal	Not effective	Effective	Normal	Not effective
Online lectures	50%	40%	10%	50%	30%	20%
English and American news.	30%	65%	5%	40%	60%	
English songs	80%	20%		100%		
English stories	15%	43%	42%		65%	35%
English movies	65%	35%		80%	20%	
English poems		70%	30%		40%	60%
Games		15%	85%		10%	90%

Table 5: Effectiveness of listening online activities

Looking at the table 5 above we can easily see the similar and differences in both 2 subjects’ opinions about listening online activities’ effectiveness.

Firstly, they think that English songs and movies are effective to them with the percentages 80% and 65% in turn of the first year students, and 100%,80% in turn of the 2nd and 3rd year students. Students respond that they like these activities because they feel relax when listening them. Furthermore, combining listen the sound and see the image support them understand songs or films' content better. In regard to the first year students, listening games, stories and poems are not effective showed through the figures 85%, 42% and 30% in turn. However, 50% of them also like listening online lectures. One student explains listening online lecture is rather attractive with different levels and directly hear the voice of foreign teachers. Rather low numbers (30% and 15%) belong to English and American news and stories. In the subject 2' opinions, online lectures and English and American news are high considered with rather high percent 50% and 40% in turn. They think these methods are effective to their listening skill. However, higher percentages of students say that games (occupy 90%) and poems (occupy 60%) are not effective. To sum up, basing on the table 5, we explore what online activities do students like most and their opinion toward its effectiveness. Nevermore, this result is in relative rate because there are some of all students have not tried these online activities and their answers just are in their thoughts. To know more about students' expectation to improve their listening skill, we should go to the next question and get the answers.

4.5. Students' expectation to improve their listening skill (Question 10, appendix 1, Question 5, appendix 2)

This question is to find the expectation, the hope and the need of all students. Thanks to it, I collected many different answers but having the same goal is their listening ability will be better. Beginning is the view of the first year students. One student says that each time she listens to lessons, she feels tired and asleep and she hopes that she can find other listening test types which attract her more. Some people state that they only have 4 listening periods per week, it is not enough so they often practice listening at home; however, they don't know what listening documents good for them? 2 students hope they will have private

computer to support their English learning. There are some respondents having simply hopes such as they can get some new words after 1 listening module, or they only need to finish all exercise after one time listen. Besides, there are many bigger expectations: they hope that they are perfect in listening, professional listeners or can listen as English people. Some students say that they sometimes learn English online and feel more effective, they hope can find more and more useful websites to serve their English learning. In regard to the 2nd and 3rd year students, most of them expect to improve their listening skill through learning online because they know it is a new learning method which is popular in the world education. And, they partly realize effectiveness of this listening online method. In short, the answers above contribute to clear students' expectations in improving their listening skill. It is necessary to find out some ways which support students enhance their self-studying ability and develop more listening skill.

III. Findings and discussion of findings

Since the survey and interview are restricted to only small number of students, surely that the result cannot reflect the all the real condition of learning listening skill of students in English major at Hai Phong private university. Nevertheless, I hope that my findings and the discussion following can give useful information to some extents.

According to the view of the first year students, almost them realized the importance of listening skill proved by 83% of them consider this skill is very important. So that they will try to find good ways to learn English because English is necessary for their future job. However, a small percentage of students, about 10%, like listening most. This truth is explained by 78% of the first year students and majority of the 2nd and 3rd year students who think listening skill is very difficult and difficult. Although students obviously know the importance of listening skill, they pay less interest in it. It is necessary to find out students' demand and help them have the positive feelings to listening English.

Regarding to students' difficulties when listening in class, it is noticeable that the factors such as the noise outside class, the sound quality of radio, and listening without seeing prevent them from concentrating on listening lessons. Besides, most of students are lack of vocabulary and not familiar to the English native voice. Only small numbers of students (two people) complain that the lessons are so difficult for their level and some others don't like listening lesson types and fed up with them. At last, it is such a surprise that students still are lazy in practicing listening. Actually, the objective factors in class affect to students so much in learning listening. Furthermore, student cannot better if they only practice listening in class. So, they should find other ways such as practicing at home, listening to friends, teachers or foreigners...to overcome difficulties and improve their listening ability.

However, in the fact, our students still are not very hard in practicing at home. By conducting a survey, we can find that a majority of students, 23 ones, sometimes practice listening, even one person never listen at home. It is also happy because there are some students harder, practicing frequently each day. But, to 23 students regarded above, each time they practice listening English, they also listen about 1 hour each day. This is rather good. In short, if students want to enhance their English skills in general and listening skill in particular, they had better to practice more and more.

Finding students' opinion toward listening online activities, firstly, there are 50% of the first year students and 100% of 2nd and 3rd year students have tried this learning method. And I see that both two student subjects like listening songs and movie most. Then, listening news and online lectures also brings benefits to them with 30% and 50% in turn as the subject 1's point of view and 40% and 50% in turn as the subject 2's point of view. In contrast, they do not think listening game, story or poem is effective with the high percentage of both two student subjects.

After interviewing all students about their expectation in improving listening skill, I am not surprised when receiving answers which have the same

hope. That is their listening skill will be improved, they can get the information and new words after each listening time. And more important, they understand all speakers' contents when communicating with foreigner.

In general, with this **Chapter 2**, through the survey questionnaire, we partly know more information about students' opinion, awareness, expectation as well as difficulties they face in learning English listening. Besides, students' utility and statement about learning listening online also are regarded to. It is hope that these findings and discussions will be useful to help more people to acknowledge the real situation about learning English listening of English major at Hai Phong private university as well as the application of learning online method and their effectiveness from students' point of view. Basing on the result of the survey, **Chapter 3** will provide us some listening online activities which are expected to attract student more in listening English, help them enhance self-studying and their listening skill.

CHAPTER III: Suggested techniques and tips to learn English listening online effectively

In the **chapter 2**, the reality about learning listening skill of English Majors students at HPU has been presented. From the survey questionnaire, it is found that students still face many difficulties in learning listening skill. Although they also touch to technology innovation and apply new method (listening English online) for their learning listening skill, they have not got all effectiveness of this learning method yet. Thus, in the shape and side of this research paper, **Chapter 3** will show the listening English online activities and steps to listen to them according to analyzing each activity in turn. Now, we are going to the first listening activity “listening to lecture with video”.

I. Listening to lectures with video.



Advantages:

Lectures are the main way of communicating knowledge at university, so it would be of great benefit if you can improve your ability to better understand lectures. There are a number of schools making online audio and video lectures available to self-learners around the world. These lectures can be downloaded or played for free on your computer. Through lectures online, students gain knowledge in a specific subject area, listen to foreign lecturer accents and familiarize themselves with U.S. teaching style, especially these lectures online

will be careful preparation of students for attending reality lectures at their university.

Limitations:

Listening to lectures online from comprehending academic lectures in a second language is not an easy task, because it involve skills such as coping with the lecturer's speech characteristics (e.g. accent, speed, intonation, expressions), identifying the main ideas, and note-taking. Besides, you can meet some troubles about internet, transferring, downloading or sound quality when you are online. So lectures on the internet partly support you in listening to English, but it cannot replace real lectures in class.

Choosing the materials and preparation

a. Choosing the materials

The most important thing to listening English online is to find listening practice material that has the right level of difficulty. If you listen to something that is very easy to understand, it will not challenge your listening skills to improve, and you will probably also become bored. But if you listen to material that is too difficult, you will not be able to understand it even if you listen many times, and you will become discouraged or frustrated.

Here are two suggestions for choosing lectures for listening practice:

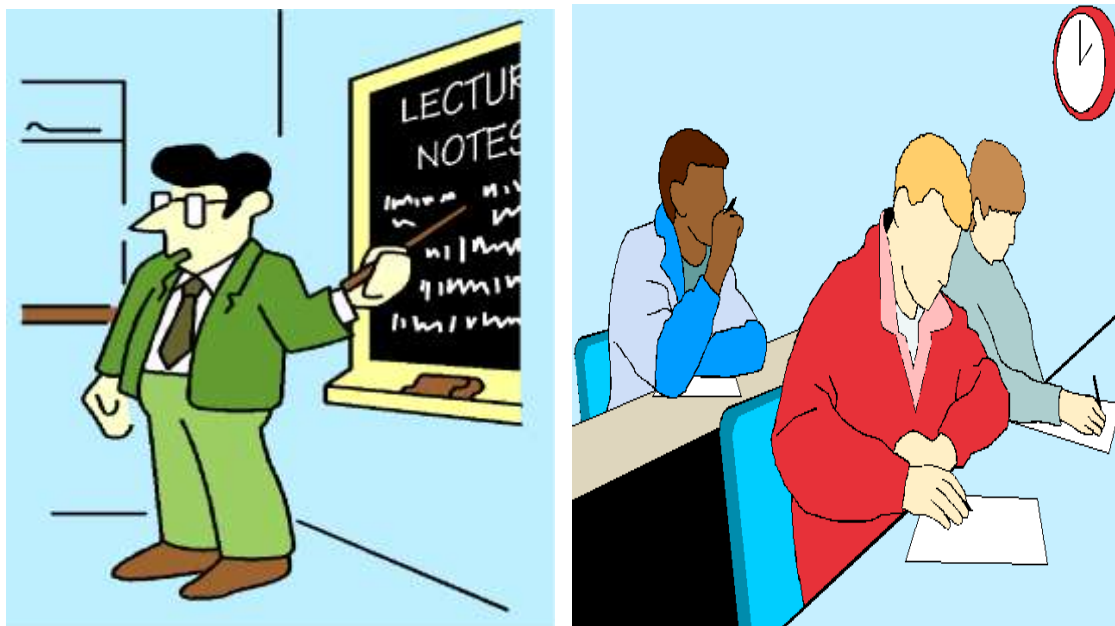
Choose lecture you can understand at least part of, but which also challenges you to listen hard. Try to find video that you can understand partly even the first time you listen. They should be easy enough that you can get the main ideas after listening two or three times.

If you cannot find lecture that is at just the right level of difficulty, it is usually better to choose lecture that is a little bit too easy rather than too hard - but not so easy that you can't learn anything new from it.

There are many websites that supply you lectures with video and transcripts; besides, lectures are available for all level from beginning to advanced and various topics on the internet. Please try to access some follow sites because they are good resources for you:

<http://luyengheanhvan.com>

<http://www.petalia.org/hoctienganh/listen.htm>



b. Preparation.

Surely that you prepare all the necessary tools for listening to a lecture online such as: notebook, pencil, headphone... Accessing the Internet and choose a favorite web for you, find and click one video. Then you wait and get ready to click “play” button.

Procedures:

Pre-listening...

First, click on “CC” button to see the subtitle of lecture but turn off the sound. Looking at subtitle one time quickly to find out new words and the main parts of lecture; by this way, you can get more vocabulary and ready to listening to the lecture.

Then, set up yourself some questions about lectures such as:

"What do I already know?"

"What do I want to know?"

"How many parts are there in this lecture?"

"What am I supposed to learn from this lecture?"

"What is the lecture's purpose?"

Basing on these questions, you collect thing you know, give yourself a goal to listen, and what information you have to catch while listening. All these preparation will make you more confident and willing for next listening activity.

While listening...

At the first time listening: taking notes

This time, turn on the sound but do not use the subtitle. Basing on the vocabulary and notes you have in preparation, seriously, you focus on lecture and write down anything or main point you can listen to.

At the second time listening: repeating word of speaker.

While listening, you certainly recognize many words, phrases, or sentences that their pronunciations, intonation and stress are different from your thought. So try to listen and read following the tape. By this way, you can enhance your pronunciation quickly and easier in realizing these words in the next listening lessons.

At the third time listening: answering the question

Remember all the questions you gave yourself before listening. Now, try to listen to information from lecture. According to the notes you write down and things you can remember; combine all points in order to answer the questions correctly.

Post listening...

Rewind the video and listen one more times to remember the contents of lecture. Compare your notes with the subtitle of lecture to find out what main point or key word you missed or not.

Reread vocabulary, structure to ensure that you remember meaning as well as pronunciation of new words and grammar best.

II. Listening to news online with the text.

Advantages

Listening to news online brings to students many advantages. Firstly, all

news from other fields of society is updated every week on websites online so these websites can be often used for learning purposes. Moreover, there are a lot of interesting things that students can learn doing quizzes or listening exercises, in other words, learners do not get bored with their activities. The students were free to choose recordings that they wanted to hear, listen to them for as many times as they needed for a complete comprehension, then read tape-scripts, which are available on these learning sites, and analyze unknown vocabulary. Finally, students can enrich their major vocabulary, terms and grammatical structure through listening to news online.

Limitations

Beside benefits of listening to news on the websites online mentioned above, it has some limitations. Firstly, because there are so many other news sources, you must waste time to find which news is suitable for your level. Next, students face many difficulties in listening to news because of lacking of vocabulary and knowledge.

Selecting the materials

This is not easy task. Find out which news you want to listen to, when and on what website. You had better choose the short and understandable news so that you can catch some information from news and not become fed up with them.

When choosing news, you should find more Vietnamese documents related to that news in order to get more knowledge about it. You also find some pictures relating to topic that the news talks about because they will promote your imagine. When you can image the process, development or occurrence of an event or something like that, you also can catch information quickly when listening to the news. For example, looking at pictures below, we can see that everything such as house, construction, people are damaged by earthquake.



There are many ways to listen to news or report. Now, I will give two different procedures when listening to news and I hope that students can apply them in practicing their listening skill. They are displayed as follow:

Procedure 1:

Pre listening...

Firstly, preview the text of news.

You look at the text quickly and catch information, new words as much as possible. That will help you to catch the key words and main idea while listening. For example, here is short news about a disaster: “Earthquake in Haiti”.



The text:

United Nation officials said some 250 people worked in the headquarters of the peacekeeping mission which has collapsed. They said the head of the mission was inside the building and remains unaccounted for, but the earthquake struck around 5 o'clock in the afternoon, so it's not clear how many others were still present.

United Nation troops have surrounded the ruins and are trying to rescue those trapped in the rubble; other United Nations buildings have also been damaged, but details are scarce because of disrupted communications. The peacekeeping force numbers around 11,000 people, including civilian personnel; it's located in different parts of the country, and was deployed in 2004 to bring order following an armed insurrection against then president Jean Bertrand Aristide. The blow to the United Nation's services on the ground may slow relief and rescue efforts for the Haitian people, but its humanitarian department is sending emergency response teams and releasing emergency funds. The Secretary General Ban Ki-Moon has said he's shocked at the scale of the devastation and has made initial contacts to encourage a coordinated international response. Barbara Plett, BBC News, New York

Next, give questions:

Set up some questions about news. This aims to give you the goal have to do when you listen, for example:

“What is the news talking about?”

“When did the disaster occur?”

“Where did the disaster occur?”

While listening...

Firstly, listen in order to grasp the main idea.

Listen without seeing the text. This time requires students to grasp the main idea, not every word or sentence. It does not matter if you miss words, sentences or even whole passages because you are aiming at the main point. While listening, you try your best to write down key words and important information as possible.

Go through the news sentence by sentence, jotting down any vocabulary words in your notebook that you are hearing for the first time.

Try to answer the questions prepared in pre-listening:

“The news is talking an earthquake in Haiti”

“The earthquake occurred at 5 o’clock in the afternoon”.

“It occurred in headquarters and other buildings of United Nation”.

Then, listen in detailed.

Detailed listening requires students to comprehend not only the news but also each word and sentence. The aim here is to hear every single sound and syllable and to understand every single word. This is carried out as follow:

- Stopping the tape, rewinding and listening again every time you miss something
- Write down each word, each sentence correctly
- Making a full transcription, that is, writing out the whole passage

Post listening...

Compare your transcription with available text to find out your mistakes in listening process.

Learn new words in the news and try your best to make them stay learned

Headquarters: main offices of an organization

Collapsed: fallen down suddenly

Remains unaccounted for: is still missing and no one has any news of him

Rubble: bits of broken stones, bricks that are left when a building falls down

Details are scarce: there is not much information and it is hard to obtain

Civilian personnel: people who are employed by the UN to work in offices

Deployed: started to do a job or some work (in the army or armed forces)

An armed insurrection: a violent attempt by a group of people to defeat their government and take control of their country

Blow: unexpected event that causes serious damage

Releasing emergency funds: using money that has been put aside for serious situations

You may talk about the news or story with one or more friends. This provides an opportunity to clarify what has not been understood in the listening and to express personal opinions.

Procedure 2:

Pre listening...

First, view the passage that has missing words, the news below is an example:

South Korea Blames North Korea for Warship Sinking

An investigation of the March 26th sinking of a _____warship placed the ___on a North Korean torpedo. 46 sailors went down with the warship, but South Korea was careful not to point fingers until after forensic evidence was collected. The _____of the investigation prompted South Korea to freeze all trade with the North. North Korea has rejected the accusations and threatened to declare war. US Secretary of State, Hilary Clinton, visited _____and Beijing and urged the _____community to hold North Korea accountable.

Then, basing on your knowledge and context, you try to predict which words or word types are able to fill in the gap. For example, according to the title: “South Korea Blames North Korea for Warship Sinking”, you can guess to fill in the first two gaps:

1. South Korean
2. Blame

Besides, in the next blanks, though you cannot predict exactly which words can be filled in but you guess they can be what type of words.

3. Surely is the noun.
4. Surely is a name.
5. Maybe is a noun or an adjective.

While listening...

Play the news report and try to fill in the blanks.

You can listen to the tape many times as needed to complete your task

South Korea Blames North Korea for Warship Sinking

*An investigation of the March 26th sinking of a **South Korean** warship placed the **blame** on a North Korean torpedo. 46 sailors went down with the warship, but South Korea was careful not to point fingers until after forensic evidence*

Advantages

Songs are a great way to learn English. As the students listen, the words are displayed on the screen so students can catch the lyrics as well as work on grammar, pronunciation, reading speed, reading by chunks and common slang and idioms. There are the thousands of English songs updated day by day on the Internet. You can access the websites and find your favorite songs or choose newest songs to listen. Besides, many songs are shown by different exercise types; this helps students feel more interesting and relaxing when learning.

Limitations

English songs often have intonation, stress, weakening or omission which cause students meet difficult in realizing words even though they are simple words.

There are the thousands of different songs on the websites so students have to spend much time on finding their own favorite songs and suitable to their level.

Selecting the materials

Finding English songs is very vital to students, you listen to songs with the aim is not only relaxing but also learning English. You know, listening to songs and understanding their content are not easy. Therefore, you should find and choose slow and understandable songs to you can catch vocabulary as well as the content easily.

Procedures 1:

Pre listening...

Firstly, read the lyrics having the missing words, and the song below is an example:

Blue Night - Michael Learns To Rock

Lately you been asking me if my words are true

*Don't you know I'll do anything you. Sometimes haven't been good
to you*

Sometimes I've made [] cry. And I [] sorry for everything but I promise
you [] I promise [] this

Chorus:

When the blue night is over my [] on the dark side of the [] in space

When I'm all alone [] the stars above you are the one I []

So there's no need to worry []. My heart is sealed for []

And no one's gonna take [] away

[] I promise you girl. I promise [] this

Chorus:

When the [] night is over my face on the [] side of the world in space

When I'm all alone [] the stars above [] are the one I love

Your [] is calling to me in my dreams. My love is stronger than it's []
been

Then, basing on your knowledge and context, you try to guess the words which are able to fill in the blanks. For example, there are eight blanks in the first passage; you can predict some words there like that:

- | | |
|----------|---------|
| (1) Have | (5) you |
| (3) For | (6) am |
| (4) I | |



While listening...

According to your preparation above, now you listen to entire the song and fill

in the blanks as possible.

*Lately you **have** been asking me if **all** my words are true
Don't you know I'll do anything **for** you
Sometimes **I** haven't been good to you. Sometimes I've made **you** cry
And I **am** sorry for everything but I promise you **girl**
I promise **you** this.*

Chorus:

*When the blue night is over my **face** on the dark side of the **world** in space
When I'm all alone **with** the stars above you are the one I **love**
So there's no need to worry **girl**. My heart is sealed for you
And no one's gonna take it away. **Cos'** I promise you girl
I promise **you** this.*

Chorus:

*When the **blue** night is over my face on the **dark** side of the world in space
When I'm all alone **with** the stars above. **You** are the one I love.
Your voice is calling to me in my dreams. My love is stronger than it's **ever**
been.*

Post listening...

Check your summary, gap-filling or transcription with the lyrics.

Write your own lyrics or record your own song.

You can both listen and sing your song to practice all its vocabulary, pronunciation and meaning.

Procedure 2:



Pre listening...

Find songs that have got printed lyrics. If you know the song is going to be difficult for you to hear clearly, read the lyrics first. It is useful to have some background knowledge before you start listening.

Little Love - Fiona Fung

*Greatness as you Smallest as me
You show me what is deep as sea
A little love, little kiss
A little hug, little gift
All of little something. These are our memories*

*You make me cry, make me smile
make me feel that love is true
You always stand by my side
I don't want to say goodbye*

*You make me cry, make me smile
make me feel the joy of love
Oh kissing you
Thank you for all the love you always give to me
oh I love you
Yes I do ,I always do
Make me cry, make me smile
make me feel that love is true
You always stand by my side I don't want to say goodbye
To be with you, oh I love you*

Finding the new words and checking their meaning and pronunciation some minutes before starting listening, this helps you realize easily difficult vocabulary, phrase and sentence when listening.

While listening...

At the first time listening

Jot down vocabulary that you do not know, and then check the dictionary.

Jot down the main point of the song if you are trying to develop your ability to interpret or draw infer meaning from what you hear. You can later check this with the song lyrics or with a friend who may be listening to the song with you or already know it.

At the second time listening

Stopping the tape, rewinding and listening again every time you miss something

Try to transcribe the song word for word. This is a useful technique for advanced learners or for intermediate learners if the song is fairly simple.

Making a full transcription, that is, writing out the whole passage, you can then compare your transcription with the actual lyrics.

Post listening...

Think about how you will learn and remember vocabulary that you have jotted down. Writing it down (and checking its meaning in a dictionary) is the easy part. Remembering the vocabulary is the important part.

Listen to the songs again but without reading the lyrics this time.

Discuss the song and any problems you had in listening with a friend.

IV. Playing the games online.



Advantages

Games have advantages and effectiveness in learning. Games bring in relaxation and fun for students thus they help learners more comfortable and reduce stress. The listening games section is just a page of fun activities. It's not serious. There are many games created for listening activity on the Internet nowadays. Thus, you can access the websites and choose any game to play, learn and relax.

Limitations

Although there are many website supplying different games for listening, they are rather simple to play. Therefore learners seem to be able to get a few of

effective in each game.

Below are some kinds of games that I take from the website <http://english-games.com/> - a web with so many different games.

4.1. Time game.



- Objectives: this game is to check students' listening ability about time.

- Procedures: Firstly, click to "Start" word to begin the game. Speaker will read out loud the time. You need to look at the clock on screen, after listening to speaker, click to the time you have just listened. If it is right answer, speaker will say "yes", if not, they say "no" and you must listen again. You continue to listen till the monkey climb to the top of the tree. When it takes the banana mean you finish the game and win.

4.2. Listening game



- Objectives: Playing this game, you can distinguish means of transports' name.
- Procedures: Firstly, click to menu to take the list of names related to images such as: plane, train, motorbike, van, car, truck, bike, and boat. Then click to “play” to start game. The speaker will read each name of vehicle, after listening to him, you must click to image similar to answer you choose. If you are right, screen appear the word “yes”, if not, it is “no” and you have to listen again. Lastly, when the game is completed, it will auto mark for you.

4.3.” If you had a million dollars” game

If you had a million dollars...

1. Listen to the song.
2. Click the correct words.
3. Count your score.



www.GenkiEnglish.com

- Objectives: enhance respond ability of student when listening.
- Procedures: This game requires you listen and choose the answer quickly.

Firstly, click to “play” button to start game. The singer sings a song; you have to focus on listening to this song. Although the lyric is shown on the screen, there are 3 answers similar to 3 images there. Your work is listening to the singer and clicks the correct words on the screen. When the song is finished, your score will be presented.

V. Watching the movie online with subtitle.



Advantages

English films are best things that display real life, daily conversation, dialogue that contains a lot of useful, colloquial English; even slangs. Besides, the movie itself reflects various aspects of modern American life. So while watching English movies you can develop your ability in listening to real spoken English and also learn informal and slang words which are not yet in English dictionaries.

Now, there are many websites for you to watching the movie online such as <http://www.phim88.com/online/Phim-English-Subtitle>, <http://iuphim.net> and <http://krfilm.net/> that can be easily accessed anytime or download fully free. You can find the newest film or famous movies by click to “search” button in the top of each website. Especially, almost films have both English and Vietnamese subtitle that support you so much in understand the speakers’ word.


Limitations



The good films often attract students to plot, characters, climax or content. These easily cause you neglect your studies and you cannot learn anything from films if you watch all of an English movie.

Choosing the films

Choose a film that you will enjoy. Before watching a movie, you should read “a guide” about that movie on the website ESLnotes.com that has “available guides” to popular movies. A guide is a list of over 100 difficult sentences from a movie with explanations. This helps you already know the necessary vocabulary when you are watching the film.

Look for films which carry the logo , which means that English subtitles are available. Subtitles are very useful if you find it difficult to listen to fast informal conversation.

Look for films which have a transcript (script of the dialogue) available.

If you find out about the historical or cultural background of a film before you watch, this will help you understand the film much better.

Preparation

Preparing ready all necessary tools for watching film such as pen, notebook...

Read a novel or film script, theme, plot, list of major characters of the film if there is one available. This will prepare you the content, key vocabulary of the film, so you can understand the film easily when listening. For example, this is list of major characters and plot of film “Good Will Hunting”.

Major Characters

Will Hunting.....Matt Damon

A troubled young janitor from Boston who is both an orphan and an amazing genius with a photographic memory.

Gerald Lambeau.....Stellan Skarsgard

An extremely intelligent Math professor at the Massachusetts Institute of Technology (MIT) who discovers how brilliant Will really is.

Sean MaGuire.....Robin Williams

A psychologist and old friend of Lambeau who agrees to try and help Will.

Chuckie.....Ben Affleck

Will's best friend from childhood, who pushes him to use his genius to get a better life.

Skylar.....Minnie Driver

A British science student at Harvard University who falls in love with Will

Morgan.....Casey Affleck

A good friend of Will and Chuckie

Billy.....Cole Hauser

Another good friend of Will and Chuckie

Plot Summary

Will Hunting is a 20 year old Boston janitor who works cleaning classrooms at the Massachusetts Institute of Technology, one of the best and most famous Universities in the world. He is an orphan, who grew up in various foster

homes, where he had been physically abused as a child. He is also an extraordinary mathematical genius with a photographic memory, who likes to solve math problems that an MIT professor writes on a hallway chalkboard. For the students, these problems are too difficult to solve, but for Will, they're easy!

One day, Professor Lambeau sees Will writing the answer to a problem on the chalkboard, but Will runs away before they can talk. Lambeau soon discovers many disturbing things about Will, including the fact that he is stuck in jail for having just physically attacked someone who had beaten him up many years earlier.

Lambeau arranges with a judge to keep Will out of jail, as long as Will agrees to work on mathematical problems and to get psychological help. Will agrees to these conditions.

Will is too difficult a patient for the various psychologists that Lambeau asks to help, but eventually Lambeau goes to his old friend Sean MaGuire, who is teaching psychology at a local community college. Sean has many of his own problems to face, including the fact that his wife of 17 years had recently died from cancer.

Still, he agrees to work with Will, and while the relationship is extremely difficult and emotionally explosive, Sean sticks with it because he is convinced he can help Will find some stability and happiness.

Over the next few months, Will becomes romantically involved with Skyler, a British student at Harvard University who has decided to go Medical School at Stanford University in California. Skyler falls in love with Will, and wants him to go with her to California, but Will is probably too scared to become so emotionally close to another person, or too scared to even leave Boston.

In the end, Lambeau simply wants Will to get a job where he would use his amazing mathematical intelligence, and even Chuckie wants Will to find a life

for himself that is far from the difficult working class lives that they both have now. Ultimately though, it is Sean who patiently gives Will the courage and direction he really needs to move on with his life.

Procedures

Pre listening...

Read the guide that contains difficult sentences from a movie with explanations. This helps you already know the necessary vocabulary when you are watching the film. For example, in an extract of the film “Good Will Hunting” as follow:



Words and Expressions that You may not Know

(Paragraph: “Will loses his job as a janitor, but at a local bar for Harvard students, he shows who is smart enough to get the girl...”)

You get canned more than tuna, bitch.

A semi-clever play on words, "Canned" means to be laid-off or fired from a job, and of course, to be literally put in cans.

I found the class....elementary.

One way to say simple, or too easy

Of course, that's your contention.

A good word for belief, or claim

Hang on a second!

A good way to slow somebody down when you need time to think, or as here, when you object to what someone is saying

My boy is wicked smart!

An interesting adjective that most often simply means evil although here it is used as an adverb to mean extremely!

You're an idiot.

A very common noun for a stupid or ridiculous person

Maybe we could just get together and eat a bunch of caramels.

"To get together" is an excellent phrasal verb meaning to meet

And / or spend time together. Caramels are delicious little candies.

Well, I got her number! How do you like them apples?!

A wonderful but very old-fashioned expression in the form of a question, which is used when you expect the listener to be surprised or angry or perhaps amazed

While listening...

Focus on a part of the movie only - this is especially useful if you are trying to hear pronunciation features, or want to replay the movie many times in order to remember the vocabulary that you have identified. You can choose a part that is very interesting, or that contains many pronunciation features or new words and phrases. Watching a small part is carried out as steps as follow:

Firstly, watch the film with the subtitle on at the first time. Your eyes and ears should work equally at this stage. Try to understand the theme and the main idea of the movie. Stop the film and rewind if there are bits you cannot hear or understand. Use a dictionary to find new words you do not know. This is useful if you want to focus on how words are pronounced in connected speech.

Secondly, watch it again, still with subtitle on, but now try to minimize the use of your eyes on the subtitle. Listen as much as possible and look at the subtitle only when you really do not understand. Skip all small detail at the first time and slowly increase the amount of learning by decreasing the number of time you stop the movie. Write the new sentences in a notebook.

Thirdly, watch it without subtitle. It sounds tough but in fact, after enough practice at the first two steps, you will find it easier to watch the movie in pure English.

Watch the film with a friend, so that you can talk about themes that have come up in the film or help each other as soon as anyone has difficulty in understanding what the actors are saying.



Post listening...

Try to learn and remember the vocabulary that you have noted down.

Watch a part of the movie many times. You can understand it better.

Watch another film on the same theme or of the same type. This will give you more chance to:

- Focus on the language because you understand the background
- Meet the same words and phrases again which will help you remember them.

- And hear different ways of expressing the same meaning and of communicating in similar situations.

Write about any aspect of the film such as plot, characters, ending, and themes that interests you.

Talk about the film with a partner or a group of friends.

VI. Listening to recordings of real English conversation online.



Advantages

Everyday English in Conversation is developed to engage you in meaningful situations as happen in our daily conversation. If you listen to textbook materials, you only can get the formal English or written English. The vocabulary, the style, they are all for writing. So you will meet the difficulties when you communicate with foreign people in the real life. In contrast, if you listen to real English materials, this means you are listening and learning to real English, the English that you really use in day-to-day normal conversations.

Listen to recordings of real English conversation helps learners develop conversational English skills. In details, you can:

- listen to native speakers talk about various topics
- learn useful idioms
- learn common words and phrases
- test your vocabulary skills in everyday English
- practice responding in English to real-life conversations

Currently, there are a range of websites on the internet that supply listening lesson about dialogues, conversations, and interviews for English learners. Most of them are designed with the text, transcript, even video which support student a lot to catch the content of recordings. You can listen to them online or download in your computer and practice listening whenever you want.

Limitations

Surely that when you listening to the real English, you will be not familiar with speakers' accent because of intonation, stress, weakening or omission; besides, speakers' speed maybe too fast that learners cannot catch up with.

Lacking of vocabulary related to real spoken English such as slang, idiom... also cause difficult for students. In short, these things are limitations which students meet easily while listening to the real conversation.

Finding and selecting materials

There are many types of conversation: short, long, complex or simple conversation. The different conversations are displayed in different contexts, time and locations. A conversation can be showed directly or through telephone. It also talks about any topic in the life, any time or anywhere: at home, party, bus, school or hospital etc. Besides, maybe there are two, three or many people taking part in a conversation. These things mean that it is difficult for you to choose materials which are suitable to your level. If you are beginner, please find and listening to short, understandable recordings that are less noisy outside. Try to find out audio attaching to text, video and transcription because they help you much in understanding the conversation while listening.

Procedure 1:

Pre listening...

Using available clues related to topic of conversation

Using the clues is very necessary for you to predict what you might hear. The clues can be in the form of: 1) outlines, 2) questions to answer, or 3) forms or graphs to fill in. These clues help you focus on listening, and make listening practice easier.

For example, here is a form to fill in. Basing on this form, try to predict words have ability to fill in.



My telephone is disconnected.

Lucy: What's _ _ your phone, Dale? I tried to call you all night last night.

Dale: I'm sorry. No one was able to _ _ yesterday. My telephone was _ by the phone company.

Lucy: _ _? Didn't you _ _ _?

Dale: Well...er...I forgot.

While listening...

Listen to the dialogue again. Let you listen as many times as needed to fill in the blanks with the words you hear.

My telephone is disconnected

*Lucy: What's **wrong with** your phone, Dale? I tried to call you all night last night.*

*Dale: I'm sorry. No one was able to **get through** yesterday. My telephone was **disconnected** by the phone company.*

*Lucy: **What happened?** Didn't you **pay the bill?***

Dale: Well...er...I forgot.

Post listening...

Check the answer at the blanks you just fill in.

- | | |
|------------|------------------|
| 1. Wrong | 5. disconnected |
| 2. With | 6. What happened |
| 3. Get | 7. pay |
| 4. Through | 8. The bill |

Let to study the vocabulary used in the dialogue. Read aloud and try to remember them.

Apply what you have just learned to make other dialogue that have the same topic. Be creative! For example:

A: You will never believe what happened

B: What happened this time?

A: My electricity was turned off

B: Why?

A: I forgot to pay the bill again.

B: What's going to happen now?

A: I have to go down to the office tomorrow and get it straightened out.

Procedure 2:

Pre listening...

Using the text of recording

If the conversation has the text, you read it carefully first. Get already before listening by checking on the vocabulary, slang and idioms; the identities of the different speakers, the topics to be discussed etc.

And, you can use a set of questions to answer to know what main information you have to focus when listening. For example:

- Was Lucy able to get a hold of Dale?
- Was there anyone able to get a hold of him by phone last night?
- What happened to Dale's telephone?
- Did Dale do anything wrong?

While listening...

a. Listen for the main idea

Play the tape and listen to dialogue between Lucy and Dale. While listening, think of the four above questions to get the main information, you can play as many times as you want until answer all the questions.

b. Combine reading and listening

To the long conversation, you should combine reading and listening to understand the content easily.

- Listen to the whole of the recording one time with the text, then one or more time without the text.(Alternate between listening-and-reading and just listening)
- Listen to a section of the tape, then stop and read, listen again, stop and read and so on

Post listening...

Check the answer of questions above:

1. Yes, she was
2. No, there wasn't
3. Dale's telephone was disconnected by the phone company.
4. He forgot to pay the bill.

Review the vocabulary, try to remember them

Read following the recording to practice intonation, stress and pronunciation like the native people.

To sum up, in the **Chapter 3**, I have just given some ways to learn English listening online effectively. In each technique, I focus on analyzing advantages, limitations, selecting material and procedures including: pre listening, while listening and post listening. I hope that through this chapter, students can understand more about learning listening method online and I especially expect they will apply listening English online in their studying process.

PART III: CONCLUSION

In conclusion, this graduation paper has been carried out with the aim to investigate the current English listening learning situation in English majors at Hai Phong private university. From the fact, it is found that students still face many difficulties in learning listening skill so that some new listening English activities for attracting interests of students in practicing listening skill should be pointed out in order to help students enhance their self- studying ability and improve their listening skill.

Some related background knowledge as: listening skill, learning online and listening English online were presented in Chapter I. Especially, in order to research the opinion of students on the reality of learning English in general as well as listening English in particular, the survey which were carried out by survey questionnaires and interview questions with the hope to find out necessary information for creating the most effective activities to apply in practicing listening English skill have been clearly introduced in Chapter II. In Chapter III, some suggested activities to listen English online with the hope that students can try and improve their listening skill were demonstrated.

However, beside the strong points, weak points are unavoidable. Due to the limitations of time and knowledge, the study cannot cover all grades of English majors at Haiphong private university. Moreover, my graduation paper only concerns a very small part of learning listening with the main purpose is to improve students' attitude to listening English and their self- studying ability as well as their listening skill. Therefore, the author would like to receive both critical and lenient review from the readers. Finally, I hope that in the near future, many other online activities for attracting students' interest into all basic skill as writing, reading and speaking will be studied to help learners in studying English well.

Appendices

Appendix 1: The survey questionnaires

(For the first year students)

Dear the 1st year students!

This survey questionnaire aims at finding out your attitude and your expectations toward listening English. Your answers will be used for researching purpose of my graduation paper entitled “listening online- a way to improve listening skill for English major at HPU”. Thank you for your cooperation in completing this survey questionnaire!

1. Which English skill do you like most?

- | | |
|--------------|------------|
| a. Speaking | c. Reading |
| b. Listening | d. Writing |

2. In your opinion, listening skill is:

- | | |
|-------------------|-----------------------|
| a. Very important | c. Not very important |
| b. Important | d. Not important |

3. What do you think about listening skill?

- | | |
|------------------|-----------------------|
| a. Difficult | c. Very difficult |
| b. Not difficult | d. Not very difficult |

4. How often do you practice listening English at home?

- | | |
|--------------|------------|
| a. Never | c. Usually |
| b. Sometimes | d. Always |

5. How much time do you spend on listening English a day?

- | | |
|---------------|---------------|
| a. 1 hour | c. 15 minutes |
| b. 30 minutes | d. Not stable |

6. Which difficulties have you faced when you listen to English?

- a. I am not familiar to listen to the native voice
 - b. I am fed up with listening lessons
 - c. The lessons are difficult for me
 - d. The sound quality from radio is not good.
 - e. Other difficulties (please notify).....
-

7. *Have you ever tried to listen English online?*

a. Yes, I have

b. No, I haven't

8. *Which activities do you have when listening English online? And their frequency.*

Activities	Frequency		
	frequently	sometimes	never
Online lectures			
English and American news.			
English songs			
English stories			
English movies			
English poems			
Games			

9. *What do you think about the effectiveness of listening English online?*

Activities	Effectiveness		
	Effective	Normal	Not effective
Online lectures			
English and American news.			
English songs			
English stories			
English movies			
English poems			
Games			

10. *What is your expectation to improve your listening skill?*

.....
.....

Thank you very much for your assistance!



Appendix 2: Interview questions
(For the 2nd and 3rd year students)

1. *What do you think about listening skill?*
 - a. Difficult
 - b. Not difficult
 - c. Very difficult
 - d. Not very difficult

2. *Have you ever tried to listen English online?*
 - a. Yes, I have
 - b. No, I haven't

3. *Which activities do you have when listening English online? And their frequency.*

Activities	Frequency		
	frequently	sometimes	never
Online lectures			
English and American news			
English songs			
English stories			
English movies			
English poems			
Games			

4. *What do you think about the effectiveness of listening English online?*

Activities	Effectiveness		
	Effective	Normal	Not effective
Online lectures			
English and American news.			
English songs			
English stories			
English movies			
English poems			
Games			

5. *What is your expectation to improve your listening skill?*

.....

.....

.....

.....

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TABLE OF CONTENT

ACKNOWLEDGEMENT	1
PART I: INTRODUCTION	2
I. Rationale.....	2
II. Aims of the study.....	4
III. Scope of the study.	4
IV. Methods of the study.....	4
V. Design of the study.....	5
PART II: DEVELOPMENT	6
Chapter I: Literature review	6
I. Listening skill: An overview.	6
1. Definition of listening.....	6
2. Significance of listening.	7
3. Nature of listening comprehension.....	8
4. The process of listening comprehension.....	9
5. Strategies of listening comprehension.	9
II. Learning online	10
1. What is learning online?.....	10
2. Why do we learn English online?	11
3. Advantages and Disadvantages of Online Learning.	12
3.1. Advantages of Online Education	13
3.2. Disadvantages of Online Education.....	15
III. Listening English online	16
1. Using English as a second language (ESL) websites.....	16
2. Listening online	17
3. Providing a Website list for listening activity.....	18
CHAPTER II: A study on how English majors at HPU learn listening skill	21
I. Reality	21

1. Current learning of listening skill in Hai Phong private university	21
2. The staff	21
3. Students	22
4. Teaching and learning condition	22
II. Survey questionnaire	23
1. Participants	23
2. Purpose of the survey questionnaires	23
3. Design of the survey questionnaires.	23
4. Data and analysis.....	24
<i>4.1. Students' attitude toward learning English in general and listening skill in particular</i>	<i>24</i>
4.1.1 Students' interests in learning English skills.(question 1, appendix .	24
4.1.2. Students' opinions toward the role of listening skill.	24
(Question 2, appendix 1)	25
4.1.3. Students' opinion toward English listening.(question 3, appendix 1,	
question 1, appendix 2)	26
<i>4.2. Studying on practicing listening skill of students</i>	
(question 4 and 5, appendix 1)	27
<i>4.3. Difficulties students encounter when listening in class</i>	
(question 6, appendix 1).....	28
<i>4.4. Exploring students' opinion on listening online.....</i>	29
4.4.1. Students' utilization of listening online.(question 7, appendix 1,	
question 2, appendix 2)	29
4.4.2. Students' opinion on using listening online activities and its	
frequency. (question 8,appendix 1,question 3,appendix 2)	30
4.4.3. Students' opinion toward effectiveness of listening online.(question	
9, appendix 1, question 4, appendix 2)	31
<i>4.5. Students' expectation to improve their listening skill</i> (Question 10,	
appendix 1, Question 5, appendix 2).....	32
III. Findings and discussion of findings	33

CHAPTER III: Suggested techniques and tips to learn English listening online effectively and their tips	36
I. Listening to lectures with video.	36
II. Listening to news online with the text.....	39
III. Listening to music online by English songs.....	46
IV. Playing the games online.	51
4.1. Time game.	52
4.2. Listening game	52
4.3.” If you had a million dollars” game	53
V. Watching the movie online with subtitle.	54
VI. Listening to recordings of real English conversation online.....	60
PART III: CONCLUSION.....	65
Conclusion	
Appendices	
References	