**BỘ GIÁO DỤC VÀ ĐÀO TẠO**
**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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ISO 9001:2015

# KHÓA LUẬN TỐT NGHIỆP

## NGÀNH:NGOẠI NGỮ

**Sinh viên:NguyễnHương Ly**

**Giảngviênhướngdẫn: ThS. NguyễnViệt Anh**

**HẢI PHÒNG - 2019**

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

# HOW TO MOTIVATE THE FIRST YEAR ENGLISH NON-MAJOR STUDENTS AT HAIPHONG PRIVATE UNVERSITY IN LISTENING ACTIVITIES

### KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
### NGÀNH: NGOẠI NGỮ

**Sinhviên          : NguyễnHương Ly**
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# NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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# CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

**Người hướng dẫn thứ nhất:**

Họ và tên:..................................................................................................

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Cơ quan công tác:.......................................................................................

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**Người hướng dẫn thứ hai:**

Họ và tên:..................................................................................................

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Cơ quan công tác:.......................................................................................

Nội dung hướng dẫn:..................................................................................

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

Đã nhận nhiệm vụ ĐTTN                    Đã giao nhiệm vụ ĐTTN
*Sinh viên*                                              *Người hướng dẫn*

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

**Hiệu trưởng**

**GS.TS.NGƯT** *Trần Hữu Nghị*

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

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Đơnvịcôngtác: ...............................................................................

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Nội dung hướngdẫn: ...................................... ................................

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2. **Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)**

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3. **Ý kiến của giảng viên hướng dẫn tốt nghiệp**

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*HảiPhòng, ngày ... tháng ... năm ......*
**Giảngviên hướngdẫn**
*(Kývàghirõhọtên)*

# PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họvàtêngiảngviên: ....................................................................................

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**1. Phần nhận xét của giáo viên chấm phản biện**

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**3. Ý kiến của giảng viênchấm phản biện**

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*HảiPhòng, ngày ... tháng ... năm ......*
**Giảngviênchấmphảnbiện**
*(Kývàghirõhọtên)*

# ACKNOWLEDGMENTS

# PART A: INTRODUCTION

**1.Rationale**

It can not be denied that English is very important nowadays. It is considered to be a very significant and necessary tool used in many fields such as science, technology, diplomacy and so on. It is seen as a means to bridge the gap and promote mutual understanding and cooperation among countries in the world. In Vietnam, at present, the role of English has been more and more increasingly crucial because of the fact that Vietnam has succeeded in becoming an official member of WTO since 2006

Being aware of the great significance of English, more and more people desire to master it However, how to teach and learn English in general and lítening skill in particular effectively is a matter of controversy

In fact, listening plays a crucial role in communicating with English speakers. Nevertheless, students tend to feel passive in listening periods. Therefore, the results most of them get are not very high. It is the fact that it's not easy for you to maintain the conversation without understanding what the speakers are saying. Sometimes, misunderstanding puts you in unhappy situations. In addition, listening is one of 4 main skills English major students have to use to work as well as to take international exams. Most students have a lot of difficulties doing listening exercises and get the lowest result among four English skill. Moreover, together with the development of society, you can see a number of international programs, live shows, or famous movies on English channels. However, you won't be able to understand what is happening without being good at listening skill. From the above mentioned reasons, the researcher comes to the decision to carry out the study entitled " How to motivate the first year English nonmajor students at Haiphong Private University in listening activities " with the aim of arousing students' active attitude towards listening as well as bettering their ability when dealing with the skill.

## 2. Aims of the study

This study is an attempt to:

1. Investigate the current situation of learning listening skill to the first year English non-major students at Haiphong Private University (HPU) .
2. Propose some suggestions to motivate first-year English non-major students in learning listening skill.

## 3. Research questions

The study is conducted to answer the following questions:

1. What is the current situation of learning listening skill of the first-year English non-major students at Haiphong Private University?
2. What are possible techniques to motivate students in listening activities?

## 4.Scope of the study.

Target learners aimed in this study are the first-year English non-major at Haiphong Private University. Students at other levels as well as at other universities are not included in this study.

The researcher only investigates methods of motivating first-year students at HPU in learning listening skill, not all skills.

## 5. Methods of the study.

- Quantitative and qualitative methods are used in the study.
- Survey questionnaires are used as the main instrument to collect data and evidence for the study.
- Observation has been made used of as another instrument in collecting data.

## 6. Design of the study.

This study consists of three parts**:**

**Part A,** Introduction**,** presents of rationale, aims, research questions and scope of the study. The methods and design of the study are also included in this part

**Part B**, Development, includes three following chapters:

***Chapter 1:*** presents background of listening and demotivation in foreign language learning. In the chapter, difficulties in learning listening skill are discussed.

***Chapter 2***: provides an overview of the study context, the research approach and information of participants and main instruments applied in the study.

***Chapter 3***: presents the documentation and data analysis. The analysis and discussion on the data are based on the survey questionnaire and classroom observation. The recommendations and suggestions for lisyenng teaching improvements are also discussed in this chapter.

**Part C,** Conclusion, presents some concluding remarks. Limitations and suggestions for future research are also provided in this part

# PART B: DEVELOPMENT

## CHAPTER 1: LITERATURE REVIEW

### 1.1. What is listening

#### 1.1.1. Definitions of listening

According to **Howatt** and**Dakin** (1974) "listening is ability to identify and understand what other are saying. This process involves understanding a speaker's accent or pronunciation, his grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously".

In addition, **Ronald** and **Roskelly** (1985) define 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 students active listeners who are aware of the 'inner voice' one hears when writing.

Besides, listening is defined as "the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed verbal and nonverbal needs, concerns and information offered by the human beings." (**Purdy, 1991**)

Moreover, **Rubin** points out listening as "an active process in which a listener selects and interprets information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express."(**Rubin, 1995**).

Also, listening is stated as " the active process of selecting and integrating relevant information from acoustic input and this process is controlled by personal intentions which is critical to listening" (**Imhof, 19**98),  .

#### 1.1.2. Types of listening

According to **Mills** (1974), listening was classified as responsive listening, implicative listening, critical listening and non directive listening: While responsive listening is identified as agreeing with a speaker, implicative

listening is understood as what is not being said. Critical listening is aimed at evaluating the message from a speaker; and non directive listening is relevant to providing a sounding board for a speaker.

In addition, **Wolvin** and **Coakly** (1988,1993) introduced the categorization of listening with five types as follow:

- Discriminative listening
- Comprehensive listening
- Therapeutic ( empathic) listening
- Critical listening
- Appreciate listening

Both discriminative and comprehensive listening are the basic types listeners can engage. Discriminative listening involves distinguishing behaviors for the auditory and/or visual stimuli. Comprehensive listening (or listening for comprehension) extends from the discrimination of the stimulus to an understanding of the message. It avoids critical judgment to the message through assigning the meaning intended by a speaker instead of assigning his/her meaning. Therapeutic (empathic) listening requires the listener to serve as a sounding board' for a speaker and is the act of discriminating and comprehending a message to provide necessary supportive behaviors and responses to a speaker. Critical listening requires a listener evaluate what is being said and discriminating and comprehending the message in order to accept or reject the persuasive appeals. Appreciative listening is to enjoy or to gain a sensory impression from the material.

Besides, four types of listening suggested by **Garvin ( 1985**) was introduced by **Rost (1990)**

- Transactional listening
- Interactional listening
- Critical listening
- Recreational listening

Transactional listening typically occurs in formal listening settings such as lectures. In transactional listening situations, a listener has limited opportunities to interfere or to collaborate with a speaker for negotiating message meaning. In addition, according to **Rost (1990),** interactional listening is relevant to recognizing the personal component of a message. In interactional listening situations, a listener is explicitly engaged in the cooperation with a speaker for communicative purposes and focuses on building a personal relationship with the speaker. Also, **Rost** addressed that critical listening similar to the one suggested by **Wolvin** and **Coakly (1988,1993),** indicates the act of evaluating reasoning and evidence, while recreational listening requires a listener to be involved in appreciating random or integrating aspects of an event. He further stated that listening requests a cognitive and social skill as well as a linguistic skill, and that the purpose of listening guides a listener as he/she listens.

## 1.2. What is De-motivation in foreign language learning?

### 1.2.1. Definition of de-motivation

**Deci**and **Ryan (1985)** used a term "a-motivation", which means "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity."

**Dornyei (1998)** pointed out that "demotivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been got rid of. It only means that a strong negative factor restrains the present motivation with some other positive motives still remain ready to be activated."

**Dornyei (1998)**defined de-motivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action".

It is important to make a distinction between the states of 'diminished motivation' and 'total loss of motivation', that is to say demotivation and amotivation respectively. *Dörnyei (2001a)* emphasizes that "demotivation does

not by all means entail that all the positive influences that in the beginning made up the motivation basis have been lost" (p.143).

### *1.2.2. De-motivation factors in foreign language learning.*

According to **Dornyei (1998)**, factors demotivating students' learning are as follows:

- The teacher (personality, commitment, competence, teaching method);
- Inadequate school facilities (group is too big or not the right level, frequent change of teachers);
- Reduced self-confidence (experience of failure or lack of success);
- Negative attitude towards the L2;
- Compulsory nature of L2 study;
- Interference of another foreignlanguage being studied;
- Negative attitude towards L2 community;
- Attitudes of group members;
- Course-book

Basing on **Dornyei's study (1998)**, factors affecting students' motivation can be classified into student's factors, teacher's factors, and teaching and learning conditions.

Other researchers also pointed out other factors affecting students' motivation in learning speaking. **Tsui (1996)** found out five principal factors affecting the reluctance of the student to speak up in class:

- Students' perceived low proficiency in English
- Students' fear of mistakes and derision
- Teachers' intolerance of silence
- Uneven allocation of turns
- Incomprehensible input

In his investigation, **Oxford (1998)** listed some demotivating factors in classroom:

- The teacher's personal relationship with the students, including a lack of caring, general belligerence, hypercriticism and patronage
- The teacher's attitude towards the course or the material, including lack of enthusiasm, sloppy management and close-mindedness
- Style conflicts between teachers and students, including multiple style conflicts, conflicts about the amount of structure and conflicts about the amount the degree of closure or 'seriousness' of the class
- The nature of the classroom activities, including irrelevance, overload and repetitiveness

## 1.3. Difficulties in learning listening skill.

### *1.3.1. The stages of listening comprehension*

**Buck** in **1994** has been divided two stages in listening comprehension:

- Apprehending linguistic information (text-based: low level)
- Relating that information to a wider communities context (knowledgebased: high level)
- And two processing models for comprehension:
- Bottom-up
- Top-down

In addition, according to **Morley**,**1991**, these studies recommended that listening is achieved through bottom-up process and

it happens through variety of consecutivestages during a mounted

offer, beginning with lowest-level of process and moving up to higher-levels

of process.Bottom-up process starts with the lower-level decoding of the

language system elicited by an external supply like incoming info and

moves to decoding the illustration through a memory of this decoding

in reference to higher-level information of context and the world.

On the other hands, top-down processing explains that listening comprehension is achieved through processing that involves prediction an inference on the basis of hierarchies of facts, propositions and expectations by

using an internal source such as prior knowledge **(Buck, 1994)**. This process allows listeners to skip some specific information and make researchers think that listening comprehension is not an unpredictable ability.

Besides that, **Mary Underwood(1989)** suggested three stages of listening comprehension. There are pre-listening, while-listening and post-listening stage.

As the narrator of him, "Pre-listening work can be done in a variety of ways and often occurs quite naturally when listening form part of an integrated skill course. When planning lession, time must be allocated for pre-listening activities and these activities should not be rushed". (**Mary Underwood, Teaching Listening, Longman 11989, P.31).** It can not deny that learners will find it extreamely difficult to do a lesson of listening, when they do not know what they will hear. Although, the sound or words they hear are familiar, they may still not understand because they are shortage some types of knowledge about the topic, layout or relationship between the speaker, therefore, listeners feel like in real-listening circumstances in their native language. Teachers can help their students to understand the aim before doing a listening lesson. This type is described as "pre-listening activities". According to **Penny Ur,1992,P.4,** he said that "It would seem a good idea when presenting a listening passage in class to give students some information about the content, situation and speakers before they actually start listening."

The While-listening stages include activities that students are required to perform during the time they listen to the text. The goal of while-listening activities is to help learners develop the skills to evoke messages from spoken language. There are also other reasons why students need to hear the language they are learning. The main thing is to learn how to recognize its sound (pronunciation of words, stress, rhythm, intonation that they use what they hear as a model for their own speech). When developing listening skills to understand,while-listening activities must be carefully selected. They must be different at levels and in different cases. "Good while-listening activities help learners find their way through the listening text and build upon then expectations raised by prelistening activities." **(Underwood, Teaching Listening, 1990, P.46).**

Post-listening is the activity that is done after listening completely. Some post-listening operations are extensions of the work done at pre-listening, while-listening stages and some are only loosely related to the listening text itself. The aim of post-listening activities are to check whether the learner understands what they need; to see why some students miss parts of the message or do not understand the message; to provide students with the opportunity to consider the speaker's attitude and manner of listening texts; to expand the subject or language of the message; and to transfer what has been learned to other contexts and introduce work to be planned.

### 1.3.2. *What are difficulties in learning listening skill?*

At times, everybody has an issue staying fully centered throughout a long presentation. We will typically have an issue being attentive to even comparatively temporary messages. A number of the factors that interfere with smart listening would possibly exist on the far side our management, however, others are manageable. It's useful to bear in mind of those factors so they interfere as very little as potential with understanding the message. Messages of speakers we admire. Typically we tend to merely fancy being in their presence, and our summation feedback. The book **Stand up, Speak out: The Practice and Ethics of Public Speaking**alsowork out of total the difficulties when we learning listening.

#### Noise

Noise is one of the biggest factors to interfere with listening; it can be defined as anything that interferes with your ability to attend to and understand a message. There are many kinds of noise, but we will focus on only the four you are most likely to encounter in public speaking situations: physical noise, psychological noise, physiological noise, and semantic noise.

a. **Physical Noise.**

Physical noise consists of various sounds in an environment that interfere with a source's ability to hear. Construction noises right outside a window, planes flying directly overhead, or loud music in the next room can

make it difficult to hear the message being presented by a speaker even if a microphone is being used. It is sometimes possible to manage the context to reduce the noise. Closing a window might be helpful. Asking the people in the next room to turn their music down might be possible. Changing to a new location is more difficult, as it involves finding a new location and having everyone get there.

**b.    Psychological Noise.**

Psychological noise consists of distractions to a speaker's message caused by a receiver's internal thoughts. For example, if you are preoccupied with personal problems, it is difficult to give your full attention to understanding the meanings of a message. The presence of another person to whom you feel attracted, or perhaps a person you dislike intensely, can also be psychosocial noise that draws your attention away from the message.

**c.    Physiological Noise.**

Physiological noise consists of distractions to a speaker's message caused by a listener's own body. Maybe you're listening to a speech in class around noon and you haven't eaten anything. Your stomach may be growling and your desk is starting to look tasty. Maybe the room is cold and you're thinking more about how to keep warm than about what the speaker is saying. In either case, your body can distract you from attending to the information being presented.

**d. Semantic Noise.**

Semantic noise occurs when a receiver experiences confusion over the meaning of a source's word choice. While you are attempting to understand a particular word or phrase, the speaker continues to present the message. While you are struggling with a word interpretation, you are distracted from listening to the rest of the message. One of the authors was listening to a speaker who mentioned using a sweeper to clean carpeting. The author was confused, as she did not see how a broom would be effective in cleaning carpeting. Later, the author found out that the speaker was using the word "sweeper" to refer to a

vacuum cleaner; however, in the meantime, her listening was hurt by her inability to understand what the speaker meant. Another example of semantic noise is a euphemism. Euphemism is the diplomatic language used for delivering unpleasant information. For instance, if someone is said to be "flexible with the truth," it might take us a moment to understand that the speaker means this person sometimes lies.

Many distractions are the fault of neither the listener nor the speaker. However, when you are the speaker, being aware of these sources of noise can help you reduce some of the noise that interferes with your audience's ability to understand you.

**Types of noise**

**Physical Noise**
- Construction activity
- Barking dogs
- Loud music
- Air conditioners
- Airplanes
- Noisy conflict nearby

**Psychological Noise**
- Worries about money
- Crushing deadlines
- The presence of specific other people in the room
- Tight daily schedule
- Biases related to the speaker or the content

**Physiological Noise**
- Feeling ill
- Having a headache
- Growling stomach
- Room is too cold or too hot

**Semantic Noise**
- Special jargon
- Unique word usage
- Mispronunciation
- Euphemism
- Phrases from foreign languages

# CHAPTER 2: METHODOLOGY.

**2.1.**  Overview of the study context.

Hai Phong Private University was estavlished in 1997 as a private vocatinal school and it was one of the first 20 non-public Universities which was founded in tre country. At this time the scale of HPU was medium  with just under thousand students in two main systems: University System and Vocational College System and training a lot of majors such as: Information Technology, Electrical Engineering, Business Administration, Agriculture, Petrochemical Industry, Food Processing,etc. After over 20 years of development, Hai Phong Private University has gradually affirmed its reputaiton in the current education system, instead of training to spread the majors, the University has focused on directing seven basic majors: Information Technology, Electrical Engineering-Electronic, Construction Engineering, Environmental engineering, Business Administration, Traveling Culture, Language. Up to now, Hai Phong Private University has trained and provided thousands qualified employees to the job market.

English is a required subject in the training curriculun of the University. Especially, all majors mentioned above, English is very important and necessary as it is condition for students to graduate. It will make students to find a lot of job opportunities in foreign company. The English program at the HPU is comprised of General English ( 51 credits for the first and second year students), English for Specific Purposes ( 31 credits for the third and fouth year students). This thesis works with freshmen's studying of English for communicative purposes. In the first year at the University, the students are equipped with basic knowledge of grammar and vocabulary in everyday life and four skills of English.

The researcher and other students have been also studied English at the HPU. Most of them teach general English and have at least ten years of teaching experience.

Students at Hai Phong Private University are from all districts in Hai Phongin Vietnam. Few of them are from the rural areas such as Cat Ba Island District, Bach Long Vy Island, Thuy Nguyen District, KienThuy District, especially students at English non-major Department. Some students have no knowledge of English as they studied French or Russian at high schools. Generally, students' English fluent is at beginning level with basic knowledge of grammar and their language skills are very bad.

**2.2.** Participants

Nearly over seventy the first-year students were selected from 4 classes to take part in the research. 7 years is the maximum number of years, which they have studied English. Although, they had 3 years at high school and 4 years at secondary school, the teachers in there only oriented their students to concentrate on learning grammar and focus on reading skill, unusually or even never gave the students to create an opportunity to practice listening and speaking skill. Thus, when they change the study environment and methods at university, it is a big issue to get used to styling in there.

On the other hand, the English major is the compulsive subject for all ologies at Haiphong Private University. Exception students choosing the main major is Language, the remaining majors have entrance mark that is approximately 15 point or little more for three main subjects ( Maths, Literature, English or Maths. Physics, Science). Most students choose Maths, Physics, Science to apply for Haiphong Private University, their listening marks for the first term are very low (just from 4.5 to 6), even they aren't enough to mark to pass the exam. For this reason, they have a trend to demotivate in learning and practicing the listening skill in English subject.

**2.3.** Research approach.

To find answers to the research questions, the study collects data from survey questionnaires and classroom observation.

Questionnaire is one of the most popular instruments in obtaining broad and rich information. It is easy to prepare and helpful to the researcher to get great amount of information within a short period of time.

Along with questionnaire, observation is applied to help the researcher clarify information which cannot be provided in the questionnaire.

### a. Questionnaire for the students

The questionnaire is designed with two main parts and includes five questions.

- Part 1 is to get students' information about their age, place of birth, the duration they have learnt English.

- Part 2 is designed to collect information on students' current situation of English listening learning at Hai PhongPrivate University and factors affecting their motivation in listening activities.

The purpose of the questionnaire is to obtain a snapshot of students' motivation in learning English listening, their problems they will have when they study this subject.

### b. Observation

Observation will be also carried out by the researcher at Hai Phong Private University to make the study more reliable. The observation was carried out in the second semester of the school year 2018-2019, the class performance was observed in two classes in Business Administration Department. Each class performance lasted forty-five class minutes. Researcher have taken notes the results of students after they did the activities .

**2.4.** Data collection procedures.

The time for data collection lasted for six weeks from the fourth month of the second semester of the school year 2018-2019. This was the time when students completed two-third of the term. Students may have an overview on the difficulties of English listening learning in the first year at the Hai Phong Private University and they will be applied the new methods to improve listening skill before they have last second-semester test.

During the first weeks, the questionnaires were delivered to over seventy first-year students in four classes at Business Administration Department in HPU. The students had 15 minutes to complete the questionnaire. The purpose and importance of the study were explained. The researcher also helped students clear with the contents of the questions and how to answer them. All questions from students were clarified by the researcher during the completion of questionnaire.

In the next week, the researcher will give the five methods for students practicing at home to improve listening skill and they must practice it for five weeks. Day by day they will send the video as a evidence to a group on Facebook.

In the last four weeks, the classroom performance was observed and the results of last second-semester test. The detailed notes were kept and interpreted, and then the results were drawn out.

# CHAPTER 3: DATA ANALYSIS AND DISCUSSIONS

In this research, the data collected by using the survey questionnaire, the all-inclusive analysis will be presented. It is the assessment of observing the change of the first year English non-major students when they used the methods to improve listening skill after a month. The figures will be shown by the pie chart, column chart, and table, it is taken out by a series of questions and has immediately conclusion at each data.

## 3.1. Results from students' questionnaire.

### a. Years of studying English between English non-major students and major English students.

| Students ╲ Years | <7 | 7 | 5 | 3 |
|---|---|---|---|---|
| English non-major | 0% | 60% | 27% | 13% |
| English major | 90% | 10% | 0% | 0% |

Table 1: years of studying English.

Table 1 shows that the number of years students spent to study English before they were entering at Haiphong Private University.

Overall, it is clear from the table that no one studying at English non-major Department has a long time to learn English, it is the opposite of English major students.

As we can see, the number of non-major students has learned English for seven years, being highest, it is about 50% and nearly more than twice as five years. However, plenty of students spent time more than seven years studying a language which is nobody and it is a fewer student having three years to learn it. Thus their mark in English subject is quite low.

Comparing to the major English students who had a long time studying English in school and out of school, therefore, the number of students spent time more than seven years, being highest with 90%. The rate of students in the remaining years is not worth considering.

**b. Which is the most difficult skill in studying Englisyh for non- major English students?**



**Chart 1: the difficult skill in studying English for non-major students**

Chart 1 illustrates that the hardest ability to study English for non-major students.

In general, it is clear from the pie chart that listening skill and writing are two skill that according to the viewpoint of students is the most difficult skills.

The level students voting for listening skill is the highest, which is approximately 33% and nearly more twice as the rate of students in speaking skill. This is a quite large difference percentage because listening and speaking are two skills that are closely related. Thus it is unusual.

The skill which makes students think to be easier than listening, it is writing skill with 29% and it is higher than the rate of students choosing reading skill which is 23%. It is a reasonable rate between two skill, it does not differ too much as listening and reading skill.

**c. The factors affecting students' listening skills.**

| Factors / Opinion | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Your vocabulary is really not enough to use in listening comprehension skills | 47.5% | 27.5% | 17.5% | 7.5% | 0% |
| The ability to your pronunciation and recognition English sounds is quite weak | 23.5% | 39.5% | 19% | 10% | 8% |
| Your grammar is quite limited to use in listening comprehension skills | 45% | 20% | 25% | 5% | 5% |
| You lack concentration when listening | 67.3% | 0% | 30.7% | 2% | 0% |
| You can hardly grasp the main idea of the listening lesson | 0% | 51.6% | 37.4% | 11% | 0% |
| You can't keep up with the speaker's speed | 81% | 2% | 15% | 2% | 0% |
| You can not form a listening habit | 10% | 23.7% | 56.3%% | 10% | 0% |
| Stress make you fell hard to understand the message intended | 5% | 80.9% | 14.1% | 0% | 0% |

**Table 2: The factors affecting students' listening skills.**

The table provided information about the problems strongly affecting students' listening skills.

Overall, it is clear from the table that the students are affected by two general factors. There are linguistic and non-linguistic factors, however, the linguistic issues are more than the non-linguistic problems.

As can be seen from the table, nearly all students are not confident about the ability to keep up with the speaker's speed in the record, only 2% of students

think that they can keep up with the speaker's speed as opposed to 81% of the remaining students. It is the main problem of the first year English non-major students because they studied in the Vietnamese habit before, it's difficult to break the habit of Vietnamese speed. So that when they are approached by the new method in listening skill, they feel pressure to change the listening custom. Besides, the lack of vocabulary and grammar are important issues of the Haiphong Private University students, the number of students who is good at lexical, it is not over approximately 10% of students. Plenty of people strongly agree that their vocabulary and grammar is really no enough to use in listening comprehension skills, which is nearly 50%. Although it is not higher than the first problem, it is also a worrying issue of students. Most the first year English non-major is not focused on English when they studied at high school, they concentrate on 3 main subjects which were tested to go to University. It is usually mathematics, physical, science, rarely people chose mathematics, literature, and English to consider college entry points. Thus their lexical foundation is not sure to understand the information when the foreign people speak. In addition, if they want to understand and have a good test in listening skill, they will improve their pronunciation and recognition English sounds abilities because the countries use English as a mother tongue or even the second language, each country has its own pronunciation and it can make students be mistaken.

Last but not least, non-major students are quite short of focusing when they listening more than half of the students strongly agreed that they were always influenced by objective factors in the lesson, such as the sound of the fan turning, the voices of the people talking, the tables and chairs hitting. Others feel normal with this view (30.7%), they think that these factors affect them but not as much as their own psychology affects their hearing. Up to 80.9% of students agree that health and psychological problems strongly affect students' listening skills. Issues such as illness, mental stress contributed a significant part in the first-semester listening skill grade to a record low.

**d. The first-semester mark.**
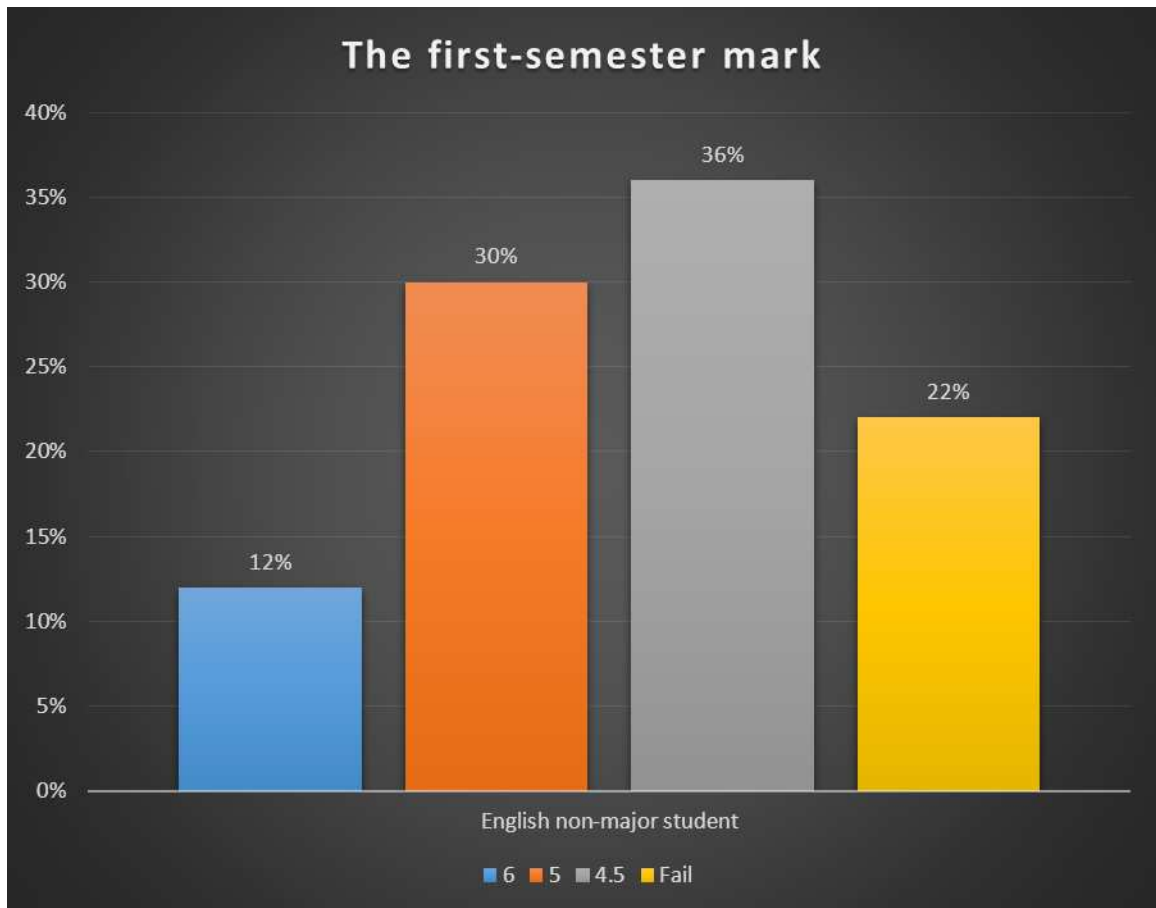


**Column 1: the first-semester mark**

The chart shows the information about the mark of the first year English non-major students at Haiphong Private University in the first semester.

In general, it is clear from the column chart thatstudents with 4.5 points accounted for the highest percentage and tended to increase.

6 points is a relatively low number of listening skills of students of foreign language departments, however, it is the highest score for non-major students. Therefore, the percentage of students achieving 6 points is only 12%. Compared to point 5, that number only accounts for nearly one third (30%). These are two points to make sure students can pass the course.

However, the number of students who scored 4.5 has the highest proportion (36%), these students rely on the process score to be able to pass the subject in a difficult way. 22 percent of the remaining students missed the course for reasons of low test scores, failing the test and not being eligible for the exam.
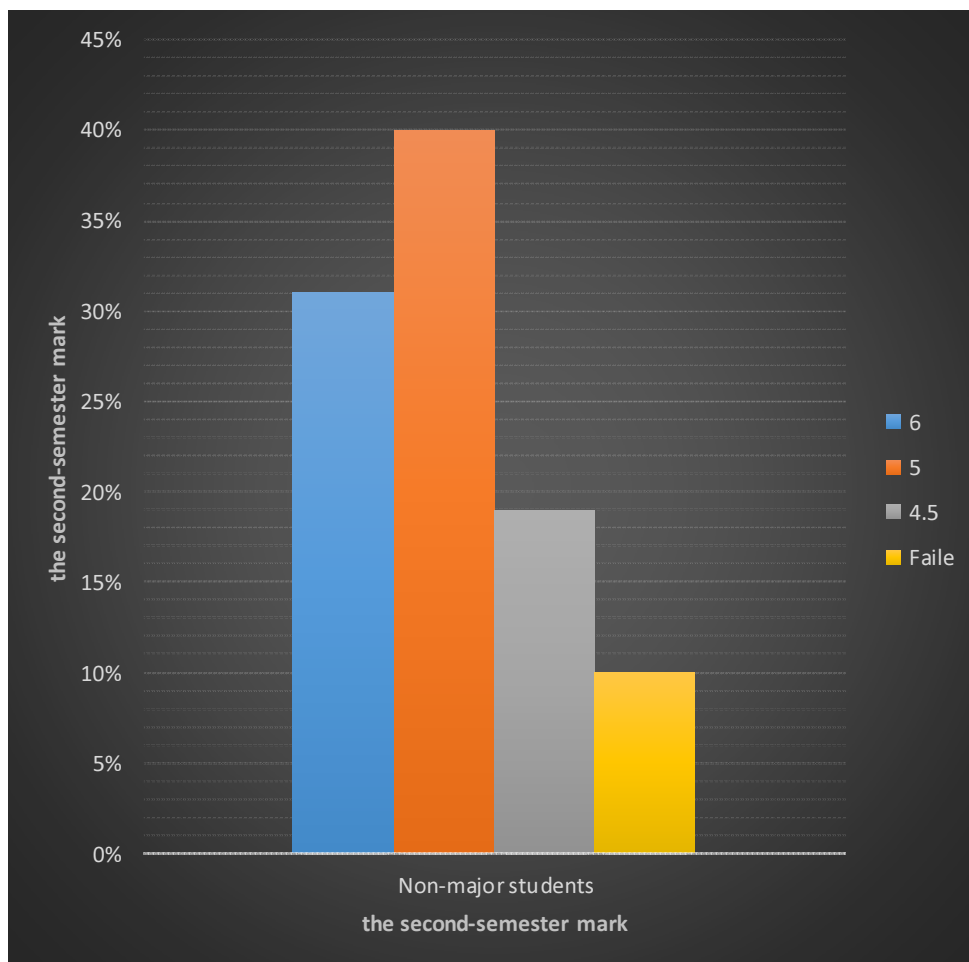
**e. The second-semester mark.**

Based on Table 2, the writer has designed 5 methods to improve listening skills for non-English students. That is:

- Predict content: Watch or listen to recorded TV shows or clips from YouTube, pause after a few sentences. Try predicting what will happen or what the speaker can say next. Students must use the video in the soure: https://www.youtube.com/user/SERLYMAR/playlists ( There are over 200 intersting English Video for student practicing listening skill. There are suitable for beginner)

- Listen to the main idea: Find a short video with subtitles on a topic that interests you. Use titles to help you predict content and then listen to content words. Go back and listen again with the subtitles. How many parts did you understand during the first listening session? Please try again in a week. The soure students must use: https://learningenglish.voanews.com/(This website is popular for English students and it is suitable for beginner )

- Signal word detection: Most textbooks for English learners come with a CD and speech. Find examples of business presentations or lectures and see how many signaling phrases you can identify (listen more than once if needed). Then check your notes and compare them with the lines. Students must use the source: https://www.ted.com/(It includes a lot of lectures of Education and Technology Topics and there are suitable for high beginner and low intermediate people)

- Listen to every detail: Choose a type of detailed information you want to practice listening to and watching the programs you wish to receive. For example, you can listen to weather reports for weather details or you can follow sports news to find the latest results. The source: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english(There are some news within 6 minutes for beginner practicing)

- Reasoning inferences: Find a video on YouTube about a popular TV show, for example, Friends. Now, instead of watching it, just listen to the

conversation. Can you guess what is going on, who is talking and what is their relationship? Now listen to the video a second time but also watch it. Is your conclusion correct? The soure researcher will choose for students using is the videos of the gameshow**Who want to be millionare?** And **Master Cheft** in Youtube . Both gameshows are suitable for high beginner and low intermediate.

The students are required to choose at least one of the five activities to practice and taken the practice videos as evidence to upload on a group in Facebook before taking the second-semester exam within 1 month, the results were surprising.



Column 2: the second-semester mark

The chart represents the data about the mark of the second-semester of English non-major students.

Overall, it is clear that the rate of 5 points of the second-semester score surpassed the lead instead of 4.5 points in the previous semester.

Although the score has changed significantly, 6 points are still the highest score that non-foreign language students achieve. Perhaps due in part to practicing listening skills according to the writer's method, the percentage of students scoring 6 is up to 31%. It is just behind the 5th point with a rate of 40%.

The percentage of students achieving 4.5 has decreased rapidly but it still accounts for 19% of the total number of students surveyed. In addition, the number of students who fail the exam is also reduced from 22% to 10%. This is a good sign because among students who fail the exam, the reason is mostly absent and disqualified or the process score is too low, very few cases have the test score below 4.5.

## 3.2. Findings and discussion.

In the listening comprehension progression, most of the first year English non-major encounter numerous styles of difficulties that consult with several perspectives of spoken English. Ther are each linguistic factors.

On the subject of linguistic factors, there are four problems that English non-major students at Haiphong Private University are dealing with. First of all, nearly half of the scholars (approximately 50%) have an issue in listening comprehension because they restrict vocabulary and grammar. It is a very huge problem, as the narrator of Madona Underwood, she said: " an unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the text part of speech". Next, it is tough for college students to recognize English sound from different voices. It is simple to know this since spoken English is characterized by the particular traits of linked speed such as weak forms, contraction, elision, assimilation, and connotation, that are whole completely different to the Vietnamese language.Thirdly, The first year English non-major students of Hai Phong Private University is quite limited in intonation and accent knowledge in English. In the world, there are many countries that consider English as the

language to communicate, but each place has different sounds, the way of accenting and pronunciation is also quite different. Very few students can clearly hear and distinguish these two types of voices, so this is a factor that makes it difficult for students and makes them unable to receive the messages most accurately (39,5 %). Last but not least, it is about controlling the speaker's speed to be able to listening comprehension. Almost non-language students strongly agree that they cannot keep up with the speaker's speed when turning on the conversation (81%).That greatly affects the ability to understand the main idea of the information that the speaker wants to mention because when the listener fails to keep up with the pace of speaking, they will forever think about the first information but ignore the next information.

There are three viewpoints of non-liguistic factor in listening compehension including psychology, environment and general cultural knowledge.The first problem, most students feel stressed and anxious when they are forced to listen to a long conversation (80.9%) by native speakers. Therefore they always need a period of time to stabilize their psychology, however, the time for listening skills test is not enough for students to have more time to do it. Students often show signs of stress in the examination room as follows:

- Always feel anxious and restless.

- Hard to think and focus on work.

- Appear clumsy symptoms, forgetful.

- feel a headache.

- feel dizzy, sweating

The most common solution that students often apply to solve the above problems is before going into the exam room, take a deep breath, taking the listening skill exam as an easy subject. It has a positive effect on pushing students' anxiety and "fear" listeningproblems.Second, the surrounding environment has a huge impact on the concentration of non-major students to receive information. 67.3% of students strongly agree that outside actors such as car sounds, desks and chairs, people talking, even light, also make them lose

focus in listening English.The last is the lack of students' understanding of cultures around the world, it is a great help in guessing the information of the conversation. For example, the conversation mentions the Opera House, students will know immediately that the speaker wants to talk about a place in Sydney, from which students can recall all the information related to the place or custom in there.

From the findings and discussion above, the researcher assess that the first year non-majoe English students at Haiphong Private University confront with a lot of problems in two main factors linguistic and non-linguistics). In the next, the writer will suggest spme techniques for motivating students in speakig activities to supplement for listening skill.

## 3.3. Suggested techniques for motivating students in listening activities.

The importance of motivation in teaching and learning foreign languages has been discussed for many years. No one can deny that motivation is an imporatcefactor  contributing to the success of teaching and learning language skills. For a long time, there have been a lot of researchs  about using English songs, games and its effectiveness in learning foreign languages in general, learning listening skill in particular. Based on the above analysises, English non-major students have faced  to many difficulties when they learn listening. One of the most effective ways to learn and bring more excitement to students is through songs and games because English songs and English Games help a lot in improving students motivation when learning listening skill.

# Using English Songs

**Task 1: Students are asked to listen to the song and fill in the blank with the missing words. These words may be given or students must recognize them while listening.**

- **Activity 1: Listen song: Faded**

You were the **(1)**…………..to my light

**(2)**…..you **(3)**…..us

Another start

You fade away

**(4)**……our aim is out of **(5)** ….

Wanna see **(6)** ….

Alive

Where are you now

Where are you now

Where are you now

Was it all in my **(7)** ….

Where are you now

Were you only **(8)**……

Where are you now

**(9)**……..

Under the sea

**(10)**……………………

**Task 2: Select True / False: Students listen to the song and mark True or False**

- **Activity 1: Listen to the sentences True or False of "our house" song. Correvt the false ones.**
- **Activity 1: Listen to the sentences True or False of "I see the light" song. Correvt the false ones.**

|  | True | False | Correct |
|---|---|---|---|
| Everdays seeing from the doors |  |  |  |
| All that point never even knowing |  |  |  |
| All those years outside wanting in |  |  |  |
| Just how blind I've been |  |  |  |
| Now I'm here blinking in the starlight |  |  |  |
| Now I'm here suddenly I see |  |  |  |
| Standing here it's all therefore clear |  |  |  |
| I'm where I'm meant to be |  |  |  |
| And at last I see the light |  |  |  |
| And at last I see the light |  |  |  |
| And it's like the fog has lifted |  |  |  |
| And at last I see the light |  |  |  |
| And it's like the sky is new |  |  |  |
| Now she's here shining within the visible light |  |  |  |
| Now she's here suddenly I know |  |  |  |
| If she's here it's crystal clear |  |  |  |
| I'm where I'm meant to go |  |  |  |

| | | |
|---|---|---|
| And at last I see the light | | | |
| And it's like the fog has lifted | | | |
| And finally I see the sunshine | | | |
| And it's like the sky is new | | | |
| And it's warm and real and bright | | | |
| And the world has somehow shifted | | | |
| All without delay everything appearacetotalle different | | | |

**Task 3:Find and fix errors: Students listen to songs and find errors. This type of exercise often focuses on words that are confusing to students when they sound like homophones but with different meanings and different ways to write (homophones) or words that sound similar to each other (similar sound words) .**

- **Activity 1: Listen to the song: Oh Pretty Woman and find out the mistakes.**

Pretty woman, walkin' down the street
Pretty woman the kind I like to meat
Pretty woman I couldn't help but sea

Pretty woman stop away

Pretty woman talk away

Pretty woman look my wave

'Cause I need you, I'll trick you write

Come with me baby, be my tonight

What do Isea?

Is she walkin' back to me?

| Mistakes | Correct |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

29

**Task 4: Multiple choice: Students listen to the song and choose the best option.**

- **Activity 1: Students listen to the song Ka-ching and choose the best option,**

We live in a greedy little world,

That teaches every little boy and girl

To earn as much as they can possibly,

Then turn around and

Spend it foolishly

We've created us a credit card mess

We spend the money that we don't possess

Our religion is to go and blow it all

So it's shopping every Sunday at the mall

All we ever want is more

A lot more than we had before

So take me to the nearest store

Can you hear it ring

It makes you want to sing

It's such a beautiful thing, ka-ching!

Lots of diamond rings

The happiness it brings

You'll live like a king

With lots of money and things

When you're broke go and get a loan

Take out another mortgage on your home

Consolidate so you can afford

To go and spend some more when

You get bored

Can you hear it ring

It makes you want to sing

It's such a beautiful thing, ka-ching!

Lots of diamond rings

The happiness it brings

You'll live like a king

With lots of money and things

Let's swing

Dig deeper in your pocket

Oh, yeah, ha

Come on I know you've got it

Dig deeper in your wallet

Oh

All we ever want is more

A lot more than we had before

So take me to the nearest store

Can you hear it ring

It makes you want to sing

It's such a beautiful thing, ka-ching!

Lots of diamond rings

The happiness it brings

You'll live like a king

All we ever want is more

A lot more than we had before

So take me to the nearest store

With lots of money and things

Can you hear it ring

It makes you want to sing

You'll live like a king

With lots of money and things

Ka-ching!

o **What do you think the song is saying?**

   **a.** Money always makes people happy.

   **b.** The world has become obsessed with money.

   **c.** The singer would like to have more money.

   **d.** All the answers.

**Task 5: Answer the question: Students listen to the song and answer the accompanying questions.**

- **Activty 1: Students listen to the song White Flag and answer the accompanying questions.**

I know you think that I shouldn't still love you

Or tell you that

But if I didn't say it, well I'd still have felt it

Where's the sense in that?

I promise I'm not trying to make your life harder

Or return to where we were

I will go down with this ship

And I won't put my hands up and surrender

And when we meet

Which I'm sure we will

All that was there

Will be there still

I'll let it pass

And hold my tongue

And you will think

That I've moved on

I will go down with this ship

And I won't put my hands up and surrender

There will be no white flag above

There will be no white flag above my door
I'm in love and always will be
I know I left too much mess and
Destruction to come back again
And I caused nothing but trouble
I understand if you can't talk to me again
And if you live by the rules of it's over
Then I'm sure that that makes sense
I will go down with this ship
And I won't put my hands up and surrender
There will be no white flag above my door
I'm in love and always will be

my door
I'm in love and always will be
I will go down with this ship
And I won't put my hands up and surrender
There will be no white flag above my door
I'm in love and always will be
I will go down with this ship
And I won't put my hands up and surrender
There will be no white flag above my door
I'm in love and always will be

- o **What does the man promise to do?**

………………………………………………………………………………

**What did he cause?**

………………………………………………………………………………

**Why will there be no white flag above his door?**

………………………………………………………………………………

**Task 6:Spelling: Students are asked to listen to and copy the lyrics of the song. These songs often have a good amount of vocabulary, clear sound with many chorus sections so that students can easily record words after one or two listening times.**

- **Activity 1: Listen the song: You can get it if you really want and check the spelling.**

| | Mistakes of spelling | Correct |
|---|---|---|
| You can (1)…..want (x3) | | |
| But you must (2)…….and try, try and try | | |
| Persecution you must feir | | |
| Win or (3)……..you're about to get your share | | |
| You can get it if you realy want (x2) | | |
| You'll succeed at last, I (4)……it | | |
| Listen, (5)……..was not built in a day | | |
| But you must tried, try and try, try and try | | |
| You can get it if you really want | | |
| You'll succed at last | | |
| I now it | | |
| (You can get it if you really want) don't I (6)…….it | | |
| (You can get it if you really want) don't (7)……….now | | |
| (You can get it if you really want) (8)……..on trying | | |

**Task 7: Discussion: Students listen to the song then choose the meaning of the song. At a higher level, students may be asked to discuss the meaning of the song or other aspects around the topic.**

- **Activity 1: Listen to the song: Unchained melody and discuss the meaning of this song.**

Oh, my love, my darling

I've hungered for your touch

A long, lonely time

Time goes by so slowly

And time can do so much

Are you still mine?

I need your love

I need your love

God speed your love to me

Lonely rivers flow

To the sea, to the sea

To the open arms of the sea

Lonely rivers sigh

"Wait for me, wait for me"

I'll be coming home, wait for me

Oh, my love, my darling

I've hungered, for your touch

A long, lonely time

Time goes by so slowly

And time can do so much

Are you still mine?

I need your love

I need your love

God speed your love to me

- o **The meanings of the song to discuss are:**

  **1………………………………………………………………………………**

  **2………………………………………………………………………………**

  **3………………………………………………………………………………**

  **4………………………………………………………………………………**

  **5………………………………………………………………………………**

Using The English Listening Game To Motivation Students

**(The writer refered games of FluentU English Education Blog)**

- **Activity 1: Letter Sounds Scavenger Hunt**

    - **Method of proceeding:** It involves running around, so pull this one out when your students are restless.To play, call out a letter. Students must run to find an object that begins with that letter sound. The first person to find it must hold the object up and call out the name. If they're correct, you'll call out another letter. If they're wrong, the round continues.To mix this one up a bit, try calling out words. In this case, students must find an object beginning with the first, last or middle letter sound. They'll need to break the word down in order to figure it out and this works well with slightly more advanced students.

    - **Goal:** Practicing vocabulary for beginners

- **Activity 2:Birth Order Lineup**
  - **Method of proceeding:** This is a nice, quick game and while it starts out using birth order, you can really choose anything you like, from favorite colors and foods to family size or living area. Basically, students have to speak to each other to find out when each person was born so they can line up in the correct order, oldest to youngest. Have them call out their birth dates once they're lined up to see if they got it right.
  - **Goal:** Practicing vocabulary and grammar.



- **Activity 3: Liar, Liar**
  - **Method of proceeding:**Who doesn't enjoy making up tall tales. In this fast-paced game, students are divided into pairs and they're responsible for introducing their partner. They should present the other person with their name, likes and dislikes, pets and family information. However, this information can be completely made up, or it can be partially true. The other student must listen carefully and say, "Liar!" when they detect a lie. That student can then correct the other person.For example, "This is Ted. Ted likes

bananas.""Liar! I do not like bananas, I like papaya."Students switch roles once the introduction is complete.

- **Goal:** Practicing vocabulary.

- **Activity 4: Five Thing I Did Today.**

  **- Method of proceeding**: A simple yet funny game, this one requires students to go around the room listing five things they have done today. The catch is that they can't repeat anything that someone has already said.

  **-Goal:** Practicing vocabulary and grammar

- **Activity 5: Pass The Message.**

  - **Method of proceeding:**Take one student out of the room and give them a phrase to repeat. That student then enters the room and whispers the message to the next person. This continues until everyone has heard the message. The last person should write what they heard on the board.For even more fun, divide the groups into teams and see which team can get the closest to the original message. You can even give them two different messages.

  - **Goal:** memorizing vocabulary and grammar

- **Activity 6: Write It Down**
    - **Method of proceedind:** Have students pair up and have one student read a passage from a book. This can be any book they have handy. The other student must write everything down. At the end of the reading, have the students switch roles. They can also check each other's work. The group with the fastest dictation wins.
    - **Goal:** Checking spelling of vocabulary and language level.
- **Activity 7: Write It Down.**
    - **Method of proceeding:** You can use a flyswatter for this game, or just have students hit the word with their hand. Write down 20-30 words on the white board. Alternatively, you can use flashcards and hang them on the wall.

      Divide the students into two teams and have them line up. Say a word nicely and clearly. The first two students run up to the board and swat the correct word. The first one to hit it earns a point for his team. Each person only gets one swat, then they have to go to the back of the line. If they get the word wrong, the next person in line can move up to swat the correct one.
    - **Goal:** Practicing and memorizing new words.

- **Activity 8: Fruit Salad.**
  - **Method of proceeding:** Assign each student one of three or four fruits that you write on the board. These can be anything from apples and oranges to pineapple, papaya or watermelon. Have everyone set up their chairs in a circle or a line and call out a fruit. If you say "grapes," then all the grapes stand up and change seats. Keep calling out fruit and having the students switch spots. When you call "fruit salad," everyone must get up and change places. This is when you sit down in a chair. Everyone else will sit and one student is left standing. That student then has to call out the fruit names to mix everyone up. To make it a little more challenging, you can have the "loser" do something silly like dance, recite a poem, etc.
  - **Goal:** Practicing new words and fast radiating ability.



- **Activity 9: CrowdsourceThe Monster.**
  - **Method of proceeding:** Have a student come up to the board. You can divide the class into two groups, if desired, and have two students at the board. Start out by asking the seated students questions like: "How many eyes does it have?" "How big is the head?" "How many teeth does it have?". As students call out answers, the one at the board must draw the monster being described, to the best of their ability. This can get pretty rowdy, so you may want people to take turns calling out features. At the end, you'll have a unique monster for everyone to laugh about.

Alternatively, have the students draw on paper and they can keep their creations or hang them in the classroom. Repeat with other students as many times as is necessary to fill the time.

- **Goal:** Practicing and memorizing vocabulary.

- **Activity 10: Clap For Words.**
  - **Method of proceeding:** This very simple game can be played absolutely anywhere. Give your students a theme, like cities, food, or jobs. Then begin to call out words. Whenever you say a word that fits the category, the students clap. If it doesn't fit the category, no one should clap.
  - **Goal:** Practicing listening carefully ability.

## 1. Concluding remarks

Realizing that the English subject is a compulsory subject for students of Hai Phong Private University to help them find job opportunities after graduation. However, first-year English non-major students really do not feel interested in this subject. For different reasons they feel de-motivated to learn this compulsory elective subject, especially listening skills. Students were faced with difficult listening comprehension and struggled with the end-of-term competition. Being aware of the importance of this problem, the researcher has conducted a study to find out the factors that affect students' listening and provide ways to help students improve their listening comprehension ability.

The research includes three main elements. Part A is the introduction of the study. It introduces to thw readers the fundamental knowledge why this thesis is fullfiled, how it's conducted and what's conducted for. Part B is the development of the thesis involving three chapters. The first chapter gives information for readers about overview of the theorical background which study is based on. There are definitions of listening, types of listening, definitions of the de-motivation, de-motivation factor in foreign language learning and the difficulties in learning listening. The second chapter is introduction of the study's method which is applied in the thesis. It is an action reasearch with definitions and procedures, the participants and data cllection processes wjll be found here. Depending on the literature review, the writer created a survey questionnaire for the first year English non-major students and using the non-experimental research( to create a survey questionnaire, interview, discussion groups) method to analyze and discuss, the readers will find it in the chapter third.

As said by a questionnaire, students have faced with six factors of linguistic problems, which is lacking of vocabulary, grammar and cannot recognize English sound, grasp the main idea, keep up with the speaker's speed, form the listening habit. In addition, they also deal with 2 factors of non-liguistic

issues as lacking of concentration and having stress. For these reasons, writer designed 5 activities for non-major students to provide their listening skill on a month before the second-semester starting and the results of students in listening skills significantly improved.

The last parst is the summary of the previous parts and chapters, it also presents concluding remarks, limitation of the study and suggestions for futher study

### 2. Limitation of the study and suggestions for futher study

In any analysis paper, limitations are inescapable. This research is no exception on this case.

At the first, the limitation of the study is that all students at Haiphong Private University have been obliged by University Regulations and they have encountered various difficulties in learning English. However, this research only focus on the troubles of first year English non-major students, therefore, It cannot comprehensively assess all the problems, which students face while learning foreign languages in general and English in particular.

Next, the study is only assessment about the issues of the first year English non-major students at Haiphong Private University in listening activities. Thus, the writer also provides some tips to motivate it that is without mentionin the remaining three skills such as reading, writing, and speaking.

# APPENDIX

This questionnaire is designed for the study on some issues of the first year English non-major students facing in listening comprehension. Your support in completing the survey is highlyappreciated. All the provided information is solely for the aims of the study, not only forthe other goals. Please write down the answer or tick in the box!

Thank you very much for your cooperation!

1. How long have learnt English?

    A. 0-3 years              B. 5-7 years

    C. 2-5 years              D. More than 7 years

2. Among 4 skills Reading, Speaking, Writing and Listening, Listening skill, what is the most difficult for you?

    A. Reading              B. Listening

    C. Writing               D. Speaking

3. What is your first-semester mark at the first year in learning English?

    A. 4.5 points              B.5-5.5 points

    C.6-6.5 points            D. Fail

4. What is your second-semester mark at the first year in learning English?

    A. 4.5 points              B. 5-5.5 points

    C. 6-6.5 points            D. Fail

5. Check your own answer

| Factors / Opinion | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Your vocabulary is really not enough to use in listening comprehension skills | | | | | |
| The ability to your pronunciation and recognition English sounds is quite weak | | | | | |
| Your grammar is quite limited to use in listening comprehension skills | | | | | |
| You lack concentration when listening | | | | | |
| You can hardly grasp the main idea of the listening lesson | | | | | |
| You can't keep up with the speaker's speed | | | | | |
| You cannot form a listening habit | | | | | |
| Stress and the problem health make you feel hard tounderstand the message intended. | | | | | |

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