

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



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Lưu Thị Trà My

Giảng viên hướng dẫn: ThS. Nguyễn Việt Anh

HẢI PHÒNG 07- 2020

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**HOW TO DEAL WITH DIFFICULTIES IN LISTENING
SKILLS FACED BY STUDENTS AT HIGH SCHOOL IN
HAI PHONG**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

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Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

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Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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Luu Thi Tra My

ABSTRACT

Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning, listening is of paramount important since it provides the language input . Without understanding input appropriately, learning simply can not get any improvement. In addition, without listening skill, no communication can be achieved . As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill. This small project is an attempt to identify problems faced by the Tran Hung Dao upper secondary school . This research would concentrate on these matters below:

The way student self-study on their own

The most common problems they encounter

The strategies which help them to get over and succeed in listening

I hope that my research would bring students advantages and development to their listening skill.

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PART 1 : INTRODUCTION

1.1 Rationale

It could not be denied that English language in the whole world has become more and more important. English even becomes the international language, is used in many countries in a popular way and is the mother tongue of many countries over the world. In fact, English is the native language of more than 350 million people and it is spoken more than any other languages. It is the international language of different fields such as business, politics, science, technology, banking, tourism and others. Therefore, the demand for learning English is very great. In Vietnam as well as in other countries, there is a greater and greater need to learn English, from young to old, and from male to female alike. English gradually plays a vital role in Vietnam nowadays. Therefore, it is being taught at every educational level and it has become a compulsory subject in most schools. Being good at communication in English particularly and in foreign languages generally is the desire of all foreign language learners.

However, it requires them to speak and to listen well in which listening seems the most challenging task for every student. In fact, there are many factors affecting the learners in listening acquisition. Consequently, it is very difficult for them to master this skill. Like students from different universities, I have faced many difficulties in listening. With four - year experience in learning the skill and from what me observed in practicing listening of other classmates, it can be found that many students failed in practicing listening skill. Some of them complained that they felt unconfident with listening tasks so they could hardly understand the spoken messages. All these above reasons have inspired I to do research on listening skill and as a result, a research title goes as “Difficulties of learning listening comprehension faced by Tran Hung Dao upper secondary school

1.2 Aims of the study

This research attempts to explore ways employed by students while doing their own listening. It also aims to find out difficulties as well as to provide some recommendation for improvement.

1.3 Justification

Listening is almost ignored in both secondary and high school, where students spent seven years in English language learning. This results in poor listening skill when they become English major. As compared with other language skill, listening is considered the most challenging subject. Therefore low scores in listening are unavoidable.

1.4. Objectives of the study

The main objective of this research is as follows: To investigate English listening problems and listening proficiency of students the grade 12

The sub-objectives of this research are as follows: To investigate the causes of misunderstanding and misinterpreting English messages and obtain the suggestions from the students that would help them improving their English listening skill.

1.5. Scope of the study

The subjects of this research are limited to 12 graders program, at Tran Hung Dao high school. 90 students will be the sample of this survey.

The instrument for the survey is a self- administered questionnaire. The participants are asked to answer the questionnaire by themselves. The questionnaire consists of both closed-ended and opened-ended questions.

1.6. Methods of the study

The study will be conducted using quantitative and qualitative methods. The study includes survey questionnaires for both teachers and students, interview questions for students only grade 12 at the Tran Hung Dao upper secondary school. After getting the results, the researcher will use the tables and charts for presenting the collected data.

1.7 The organization of the study

The study includes : 3 Parts mainly organized as follows:

Part I: Introduction deals with :Rational, Aims of the study, Justification, Objective of the study, Scope of the study, Methods of the study, The organization of the study.

Part II: Development

Chapter 1: Literature Review Theoretical background related to English listening skill : Definition of listening, Type of listening, Listening process, Significance of listening , Problems faced by students while learning listening , Methods of learning listening.

Chapter 2: Research methology consists of : Introdution, Participan, Resources and materialsts, Instruments for collecting data, Data collection procedure, In conclusion.

Chapter 3 : Data analysis discusses : The first is students' attitude toward learning English in general and listening skill in particular , the second is the students' assessment of learning the listening skill, the third is studying on practicing listening skill of students, the four is difficulties students encounter when listening in class,in addition is the factors affecting to the interest in English listening skill,next is ways to improve listening skills for students English Majors, finally is the activities students should do before and while listening in class.

Chapter 4 : Findings and discussion of findings mentions : Finding and discussion, Recommendations

Part III: Conclusion focus : Overview of the study, Limitation of the study, Suggestions for the further study.

PART 2 : DEVELOPMENT

Chapter 1 : Literature Review Theoretical background related to English listening skill

1.1 Definition of listening

Listening plays an important role in second language instruction for several reasons (Rost, 1994). If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986). Thus, in order to help students get improved with their listening skill, it is needed finding out their listening problems which cause difficulties to them. According to Yagang (1994), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. As Nguyen Ngoan stated in his article "listening to VOA: advantages, problems and solutions" the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents. The research available on second-language listening comprehension is insufficient. Comparing with other skills, Goh (1997:161) said that "there are

fewer insights about the process of listening and the way it is learnt". Similarly, Richards (1985:189) stated that:" there is little direct research on second language listening comprehension". As for that, I am doing this research not only to help students in our university with better listening but also to contribute a small part to enrich the listening research which has been done so far.

Unlike other skills, listening needs to deal with spoken language which is often unplanned and typically exhibits short idea units (Vandergift, 2006). Listening takes place in real time and is ephemeral, thus a listener does not have the option of reviewing the information and has little control over the rate of the speech.

Despite of being a difficult concept to define in the eyes of researchers, some of them have introduced definitions of listening from various perspectives 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, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously. Thimlison'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. 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.

Purdy (1991) defined listening 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." Carol(1993) described listening as a set of activities that involve "the individual's capacity to apprehend, recognize, discriminate or even ignore". Rubin(1995) conceived 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.” For Imhof(1998), listening is “ 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”. Reviewing listening studies done in the past decades, Buck (2001) wrote that listening us a personal and individual, and a series of process which begin with deciphering incoming sounds and later make meaning out of them. Recently, Rost (2002) sated “listening = experiencing contextual effects” which can be translated as “listening as a neurological event (experiencing) overlaying a cognitive event creating a change in a representation”.

There have been different definitions of the term “listening comprehension.” According to Semiotician Roland Barthes: “Hearing is a physiological phenomenon, listening is a psychological act. “Hearing is always occurring, most of the time subconsciously. In contrast, listening is the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound waves. Listening can be understood on three levels: alerting, deciphering, and an understanding of how the sound is produced and how the sound affects the listener (Barthes, Roland (1985) In the Responsibility of Forms, New York Hill and Wang). Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker’s accent or pronunciation, speaker’s grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously (Saricoban, 1999). Definition of listening is also simplified is the activity of receiving, evaluating and understanding something we hear. Arguing that what is successful listening, Anderson and Lynch (1988) also defined: “Understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means” (P6)

Today, we realize that listening is a process acquiring people to be active and a listener is a good one when being active. To be well in listening, listeners must have the capability of analyzing and deciphering the message sent, and the ability of applying strategies and skills to get meaning, and the ability to make the reply in many ways, basing on the content, the theme and the aim of the conversation. Listening also strongly relates to thoughts, emotions and intentions. In conclusion, listening is a process of identifying and understanding what the speakers say, which includes understanding a speaker's pronunciation, grammar and vocabulary. Listeners have to know how to conduct and do the process under the circumstance in an active way, not make listening viewed as a passive process.

1.2. Types of listening

Wolvin and Coakly (1988, 1993) have introduced a categorization of listening. They identified 5 types of listening: Discriminative Listening , Comprehensive Listening , Therapeutic Listening , Critical Listening and Appreciative Listening.

Discriminative listening is where the objective is to distinguish sound and visual stimuli. This objective does not take into account the meaning; instead the focus is largely on sounds. In a basic level class, this can be as simple as distinguishing the gender of the speaker or the number of the speakers etc. As mentioned before the focus is not on comprehending; but on accustoming the ears to the sounds. If one thinks she/he can see that this is where listening begins - the child responds to sound stimulus and soon can recognize its parents' voices amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

Then, there is *Comprehensive listening* which the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors, (both individual and social) students can end up understanding the same message in different, different ways. Most of work in

teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.

The third one - *Therapeutic listening* - is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations. *Critical listening* is the fourth kind of listening, in which listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.

The final one is *Appreciative listening* which the focus is on enjoying what one listens. Here, some students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then we reflected on the practice of listening to songs in the language lab. Generally those students listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the second time and were able to see the relation between how one would enjoy something that she/he is able to make sense of.

In this way, the discussion of the five types of listening turned out to be quite informative and thought provoking for all underscoring the adage when one

1.3 Listening process

Listening process divides into five periods:

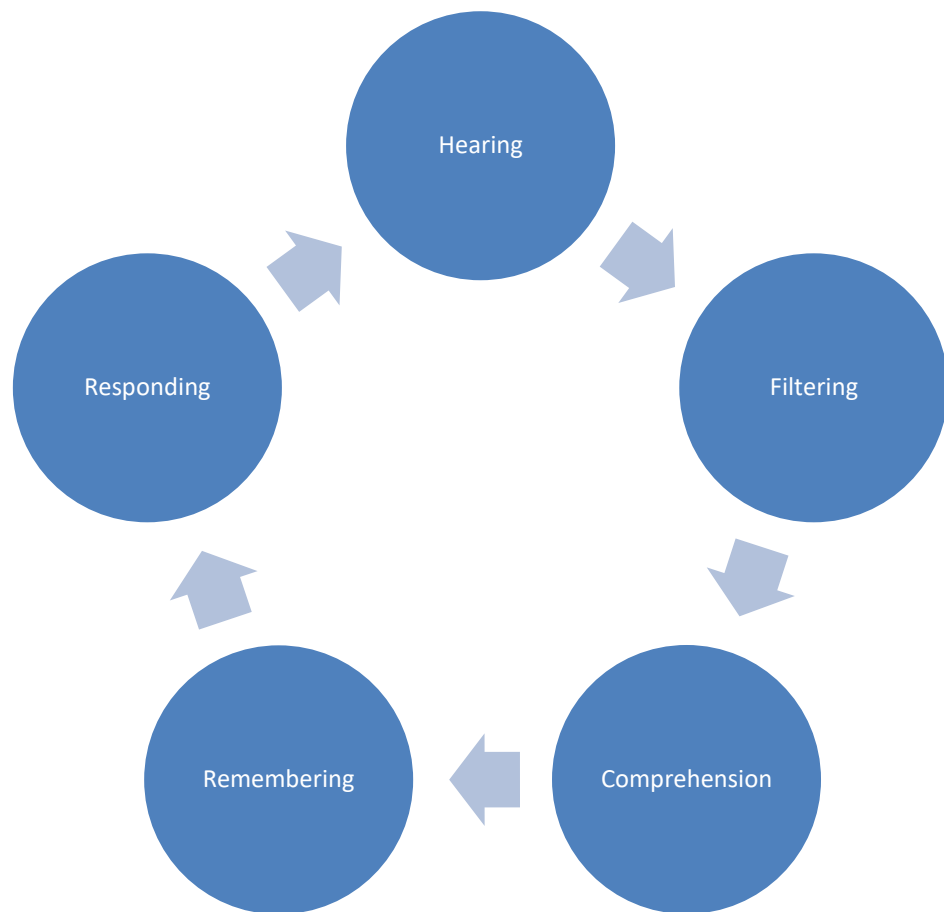


Chart 1.1. Five periods in listening process

Hearing - Filtering- Comprehension - Remembering - Responding

Hearing: Hearing is the first essential step in the listening process and relates to the sensory perception of sound. The listener further processes the perceived sound. For learning to be effective, hearing needs to be done with attention and concentration.

Filtering: The next step involves sensing and filtering of heard sounds. The heard message is categorized as wanted or unwanted, useful or useless. The unwanted message is discarded. In this step, the sense of judgement of the individual comes into play, that is, the filtering process is subjective and a person chooses to retain what makes sense to him.

Comprehending: The next level of listening consists of comprehending or understanding. The listener understands or interprets what the speaker has tried to convey. This activity can be described as absorbing, grasping or assimilating. In order to grasp the meaning of the message, the listener uses his knowledge,

experience, perception and cognitive power. The verbal and auditory message is coupled with non-verbal communication to understand it.

Remembering: Remembering relates to a process whereby the assimilated message is stored in memory to facilitate future recall. Remembering assumes significance because many times messages received are meant not for immediate consideration but for future use.

Responding: For listening to be complete, a response is important. Responding to a message may take place at the end of the communication, immediately after or later. When it is stored for future use, the response may take place later. However, if there is a need to seek clarification or to empathize with the listener, it may take place earlier. Responding may also take the form of prodding or prompting in order to show that the message is being received and comprehended.

1.4. Significance of listening

We just find out definitions of authors about listening and part 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.

* The importance of listening skill Listening is one of the necessary life skills which are defined as "skills which can provide you with a better perspective on life, skills which can allow you to maintain a higher awareness of both yourself and the world around you". It is one of the most vital ways that human beings feel the life and live. Everyone, in the real life, often listens more than speaks, reads or writes. We listen everywhere and every time. We listen to everything and everybody. For instance, at home, we listen to the news, watch films or talk with others. At school, students listen to the lecturers teaching. At a meeting, the staff listens to the new plan from the director, etc. It is obvious that listening is really important in the real life. As it is mentioned in the differences between hearing and listening, hearing is a part of five senses (hearing, smelling, tasting, touching and looking) but listening is a choice to hear and understand it. As an integrative skill, listening plays an important role in the process of language learning or acquisition and facilitating the emergence of other language skill.

According to Nord (1980, p.17), listening is the way of learning the language. “It gives the learner information from which to build up the knowledge necessary for using the language”. When this knowledge is built up, the learner can begin to speak. Failing to understand spoken language, people may miss important information presented to them or respond in a funny way. So training in listening is really necessary. It helps students make the transition from classroom English to the real-life English more easily and effectively.

1.5. Problems faced by students while learning listening

Students face a lot of problems while they learning listening such as :

Lack of control over the speed at which speakers speak: that means the learners cannot control how quickly the speaker speaks. They feel that the utterances disappear before they can sort them out. “They are so busy working out the meaning of one part of what they hear that they miss the next part. Or they simply ignore a whole chunk because they fail to sort it all out quickly enough.”

One of the reasons for this is that learners cannot keep up with the speed and they often try to understand everything they hear. When they fail in sorting out the meaning of one part, they following will be missed. This can lead to the ignorance of the whole chunk of discourse. Obviously they fail to listen. One method of tackling this is to show students how to identify the important words that they need to listen out for. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that you know they can do even if they do not get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

Not recognizing the words that have been known: If you have a well-graded textbook for your class, this is probably a more common (and more tragic) problem than not knowing the vocabulary at all. Apart from just being too busy thinking about other things and missing a word, common reasons why students might not recognise a word include not distinguishing between different sounds

in English (e.g. /l/ and /r/ in "led" and "red" for many Asians), or conversely trying to listen for differences that do not exist, e.g. not knowing words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms. What all this boils down to is that sometimes pronunciation work is the most important part of listening comprehension skills building.

Being distracted by background noise: Being able to cope with background noise is another skill that does not easily transfer from L1 and builds up along with students' listening and general language skills. As well as making sure the tape doesn't have lots of hiss or worse (e.g. by recording tape to tape at normal speed not double speed, by using the original or by adjusting the bass and treble) and choosing a recording with no street noise etc, you also need to cut down on noise inside and outside the classroom. Plan listenings for when you know it will be quiet outside, e.g. not at lunchtime or when the class next door is also doing a listening. Cut down on noise inside the classroom by doing the first task with books closed and pens down. Boost their confidence by letting them do the same listening on headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an additional challenge by using a recording with background noise such as a cocktail party conversation.

Trying to understand every word : Despite the fact that we can cope with missing whole chunks of speech having a conversation on a noisy street in our own language, many people do not seem to be able to transfer that skill easily to a second language. One method of tackling this is to show students how to identify the important words that they need to listen out for. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that you know they can do even if they do not get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

Getting left behind trying to work out what a previous word meant : This is one aspect of the problem above that all people speaking a foreign language have experienced at one time or another. This often happens when you hear a word you half remember and find you have completely lost the thread of what was being said by the time you remember what it means, but can also happen with words you are trying to work out that sound similar to something in your language, words you are trying to work out from the context or words you have heard many times before and are trying to guess the meaning of once and for all. In individual listenings you can cut down on this problem with vocabulary pre-teach and by getting students to talk about the same topic first to bring the relevant vocabulary for that topic area nearer the front of their brain. You could also use a listening that is in shorter segments or use the pause button to give their brains a chance to catch up, but teaching them the skill of coping with the multiple demands of listening and working out what words mean is not so easy. One training method is to use a listening or two to get them to concentrate just on guessing words from context. Another is to load up the tasks even more by adding a logic puzzle or listening and writing task, so that just listening and trying to remember words seems like an easier option. Finally, spend a lot of time revising vocabulary and doing skills work where they come into contact with it and use it, and show students how to do the same in their own time, so that the amount of half remembered vocabulary is much less.

Not knowing the most important words : Again, doing vocabulary pre-teaching before each listening as a short term solution and working on the skill of guessing vocabulary from context can help, but please make sure that you practice this with words that can actually be guessed from context (a weakness of many textbooks) and that you work on that with reading texts for a while to build up to the much more difficult skill of guessing vocabulary and listening at the same time. The other solution is simply to build up their vocabulary and teach them how they can do the same in their own time with vocabulary lists, graded readers, monolingual dictionary use etc.

1.6. Methods of learning listening

Why most people fail to improve their English listening skills ?

There is only one reason people fail: they do not listen to enough English.

Makes sense, right? If you spend 1,000 hours listening to English, your listening will definitely improve. Unfortunately, here is what many people do to improve their listening: Watch a few movies in English every week, Listen to something in English 3 – 5 times a week, Listen to English for 15 minutes per day. These actions are weak. They are not significant enough to make a difference. Think about it. If you listen to English for 15 minutes a day. One year from now, you will have listened to only 91 hours of English. This is not enough! It will take you many years to see an improvement.

People who listen to English a lot also fail!

Some people spend several hours a day listening to English. They know that to improve their listening, they need a lot of practice. Unfortunately, these people usually fail to improve their listening as well. Why is that? Here is what usually happens: At first, they are motivated to improve their listening. They decide to listen to English for 2 hours every day. After a while, they have trouble finding time to practice. Finally, they lose motivation and give up. Because they quit too soon, their listening skills did not improve. This is how many “motivated” English students fail. They practice hard in the beginning, but then they quit soon afterwards because they cannot maintain that kind of practice. Here is the lesson to be learned: for your English listening skills to improve, you must listen to English regularly over a long period of time. Listening to English for several hours per day “for a month” is not enough. You need to do it for many months (or over a year).

How to “Successfully” improve your listening skills (even if you do not have time)

Want to improve your listening “successfully”? If you do these two things, your success is 100% guaranteed: Listen to a lot of English every day. Do it for a

long period of time. But how do you do that if you don't have time? Let me share a few tips to overcome this problem.

Success tip 1: make sure your phone always has English listening material First, you need to download a lot of English listening material to your phone. This way, you can listen to English no matter where you are. What kind of English material to download to your phone? Podcasts are audio shows (English conversations) which you can download from the Internet for free. To download podcasts to your phone, you need a podcast app. Go to your app store and search for “podcast app” and pick one with good ratings. Once installed, open the podcast app and search for podcasts by entering a search term. (Just enter something you are interested in.) After that, you will be able to listen or download podcast episodes.

Success tip 2: turn boring time into listening time . Take a look at the activities below. What do they have in common? Driving , Riding a bus/train, Doing house chores (washing dishes, cooking, etc.) , Working out, Waiting for something. These activities have one thing in common: they do not require concentration or deep thinking. Throughout the day, there are a lot of activities like the examples above. These are the best times to improve your English listening skills! Make sure to listen to some English during these activities. By doing so, it is quite easy to listen to English for 1 – 2 hours every day. Do you see the brilliance of this strategy? This is how you can improve your listening even if you don't have time. Even busy people can do this!

Success tip 3: make it fun & entertaining! We all spend time each day on entertaining stuff: playing games, surfing the Internet, gambling, etc. We spend lots of time on these things because they are fun and addictive. So, if you want to spend a lot of time listening to English, just make it entertaining. If you do that, it is easy to improve your listening skills. (And you do not have to force yourself to do it.) But how do you make “listening to English” fun? Let me give you a couple of ideas.

Idea 1: Subscribe to Entertaining Channels on YouTube . Watching YouTube is a great way improve your English listening comprehension. There is a lot of English content on YouTube, and the website is designed to be addictive. Since YouTube always recommends new and interesting videos to its viewers, you do not have to manually search for new videos to watch. All you need to do is keep clicking on those video thumbnails and enjoy the videos. This is why YouTube is so addictive, and you can use that to your advantage. Some of my YouTube subscriptions Start subscribing to channels that interest you. (Of course, the channels have to be in English.) Personally, I am interested in Japanese manga (comics), scary stories, movies, and comestics. So, I am subscribed to channels related to those things. These channels are always producing new videos, so I always have new English content to listen to. Another great thing about YouTube are captions (subtitles). If you have trouble understanding a video, you can turn on captions. Although they are usually generated by computers, they are pretty accurate and useful. Note: make sure to only enable captions when it is necessary. If you can understand 80 – 90% of the content, you should disable captions so that you can focus on listening

*Idea 2: binge-watch popular television series & movies.*In the past, it was a bit difficult to find American or British TV series to watch. But that is no longer the case. With a service like Netflix, you can get instant access to thousands of TV shows and movies! So, that is how you can make listening practice entertaining. If you adopt one or both of the ideas, you will get to (1) improve your listening skills and (2) have fun. That is killing two birds with one stone!

What if you do not understand the material? What if you do not understand what you are listening to, and there is no transcript? Or maybe there is a transcript but you can not read it because you are listening and driving at the same time. What should you do? Well, you have three options.

Option 1: Do nothing. It is not a big deal if you do not understand some parts of the conversation as long as you understand the main idea. You do not need to

read the transcript just because you can not make out some words or sentences. Now you might be wondering, “*If I do not read, how will I learn the meaning of new vocabulary?*” This is a common concern. Some English students believe that in order to learn new words, they must look up those words in a dictionary. They believe that it is the only way to learn new words. But that is not true! The truth is, your amazing brain has the ability to learn the meanings of new words from context (surrounding words). This is how you learned your native language (without using transcripts or dictionaries). So, do not worry if you do not know some words when listening to English. If you hear people use those words multiple times in different contexts, your brain will eventually figure out the meanings of those words. But what if the material is too difficult? And you do not even understand the main idea. What do you do? In this case, let us talk about the next option.

Option 2: Listen to something easier .When some students start listening to something, they try to finish it even though it is too difficult to understand. Trying to do so is painful. After a while, these students usually quit improving their listening altogether. This behavior is ridiculous. There is a lot of free English material on the Internet. And new English material is created every day. Therefore, there is absolutely no need to “finish” what you start. If the material you are listening to is very difficult (or boring), just delete it and find something else to listen to. But what if almost everything is too difficult for you? What do you do? In this case, let us discuss the next option.

Option 3: Read in English to learn new vocabulary. If you feel like almost everything you listen to is too difficult to understand, your vocabulary is probably very small. That’s why you have trouble understanding most English conversations. In that case, I suggest that, other than listening to English, you also read in English to quickly learn words and phrases commonly used in conversations. For recommendations on what to read, check out this resource.

Special advice for beginners: If you are a beginner, here is my special advice for you.... Start small. At first, do not do anything that will discourage you and make you quit. If you quit, everything will be all for NOTHING. I said earlier that you must listen to English a lot. But in the beginning, do not worry about that yet. Instead, please focus on getting yourself to listen to English “every day” (even if it is just 10 – 15 minutes per day). At this stage, your goal is NOT to improve your listening. Your goal is to develop the habit of regular listening. Once the habit is formed, improving your listening will be easier. Here are things you should not do in the beginning (because they might make you quit): Listening to something that is quite difficult to understand. Forcing yourself to listen to English for several hours a day. Beating yourself up when you feel like you are not practicing enough. In the beginning (the first month), it is okay to listen for just 10 – 15 minutes a day. It is also okay to listen to something that is very easy to understand. Just make sure that you do it (almost) every day. If you fail to listen to English for a few days, that is okay. Do not beat yourself up. Do not use that as an excuse to quit. Just relax, and promise yourself that you will listen to some English the next day.

Why your listening improves very slowly (even though you listen to English quite a lot) . This is a common problem among intermediate listeners. Many intermediates feel like their listening has stayed at the same level for years, even though they still listen to English regularly. This is something that I have experienced myself. When I began to improve my listening, it did not take long for me to notice an improvement. However, as time passed, it became more and more difficult for me to notice any improvement. I was still listening to English regularly, but my listening seemed to be improving at an extremely slow pace. At the time, I did not know why. But now I do. If you have not noticed a significant improvement in your listening in a long time, here is the reason: You keep listening to things you can “easily” understand. Here are examples: You keep listening to the same speakers whom you can understand very well. You only listen to American English, but not British English. You keep listening to

the same topic(s). For example, you only listen to business podcasts. Do not get me wrong. It is fine to listen to easy stuff because it can still improve your listening. But be careful. If you only listen to something easy, do not expect to see a quick improvement. It is like trying to improve your piano skills by only playing simple songs like “Happy Birthday to You.” It is not effective.

Is there a way to “Quickly” improve your listening? Yes, there is. Here is how: Listen to “challenging” English material. Let me explain. First, let us divide English material into three categories based on difficulty: Too difficult to understand. Easy to understand. Challenging. Let us discuss which category is best.

Category 1: too difficult to understand: This is the kind of material in which you can not even understand the main idea. If you listen to something and think, “*I have no clue what they are talking about*”, then you are listening to this kind of English material. It is a waste of time to listen to something you do not understand. So, you should avoid this kind of listening material.

Category 2: easy to understand: This is the kind of material in which you can understand almost every single word. (Example: a talk by a native speaker who speaks slowly and clearly.) The reason intermediate students have trouble improving is that they only listen to this kind of material.

Category 3: challenging: Challenging English material are conversations in which you cannot make out every single word or sentence, but you still understand the main idea.

Examples of challenging material: A conversation in which people speak a bit fast (but you can still follow the conversation). A conversation that contains some words and phrases you do not know (but you still understand the main idea). A conversation in which you can understand 80 – 90% of the content. This is the best kind of English material to listen to. Want to improve quickly? Challenge yourself! Want to know why beginners improve fast? It is because, for them, almost everything they listen to is challenging. When you expose

yourself to challenging stuff, you improve quickly. So, if you are an intermediate or advanced listener who wants to improve quickly, make sure that you listen to a lot of challenging stuff. Here are a few ideas on how to do that: Listen to speakers who do not speak clearly – Do not keep listening to people whom you can perfectly understand. Some speakers are more difficult to understand than others. Listen to those people as well. Listen to various topics – Do not keep listening to conversations on the same topics. Make sure to listen to topics that you are not familiar with as well. Listen to both American and British English – If you are already good at listening to one of these accents, practice listening to the other accent as well.

Summary: how to improve your english listening skills

These are the most important things you are learned from this article: You must listen to a lot of English every day. The best way to do that (without spending your free time) is to listen to English during activities that do not require concentration or deep thinking. Another way to listen to a lot of English is to make it entertaining by binge-watching interesting YouTube channels and popular TV shows and movies. If you are a beginner, make sure to start small in the beginning. And if possible, you should also read in English to learn some new vocabulary. If your listening comprehension is at an intermediate level, and it seems like it's no longer improving, listen to challenging English material more.

CHAPTER 2 : RESEARCH METHODOLOGY

2.1. Introduction

Among the research methods, survey research is one of the most important and useful areas of measurement in applied social research. A “survey” can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview. According to Kathleen Bennett DeMarrais, Stephen D. Lapan, survey research can be defined most simply as a means of gathering information, usually through self-report using questionnaire or interview. Johnson (1992) gave the idea that “The purpose of a survey is to learn about characteristic of an entire group of interest (a population) by examining a subset of that group (a sample)”.

The reason for conducting survey includes influencing a selected audience, modifying a service or product and understanding or predicting human behavior. The data of the survey reflects descriptive, behavioral or preferential characteristics of – according to Alreck and Settle (1995) and Rea and Paker (1997). Basing on these advantages of doing survey research, the writer has decided to employ the survey questionnaire as a major technique together with other methods to collect the information for the graduation paper.

In this chapter, the writer describes the setting of the study (students and their background, resources and materials), the subjects, and instruments for collecting the data and the data collection procedure and data analysis, which integrate with the research paper.

2.2. Participants

The students The research was undertaken with the participation of 90 students upper secondary at THD school . They age from 16 to 18. The subjects of the study were 90 students uper secondary when they were in the second semester of graders 11 & 12 at THD school. A large numbers of them have learnt English for 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because most of them come from different rural areas in the North and under being influence of curriculum of

English for high schools students in the past, students did not have many chances to practice English skills. Thus, their English levels were limited and they have to face up with many difficulties in studying.

2.3. Resources and materials

The textbooks used for the student are Listen in 1, Listen in 2, Listen in 3, Contemporary topics, Let's listen and teacher – recommended book - Tactics for listening. They are useful and interesting for student in forming their basic listening skill. However, students have no chance to enjoy many listening lessons (only four terms) so to improve listening skill better, learners should actively communicate with their friends and teachers in different periods of English and find listening materials from different sources (on internet, from bookshop and library, etc) to practice listening more at home. In addition to textbooks teachers should offer addition listening levels for students to practice depending on such as: Beginner A1 : Listening practice to help students understand familiar words and basic phrases when people speak slowly and clearly. Situations include meeting people, shopping and conversation at work. Pre- intermediate A2: Listening practice to help students understand common vocabulary and expression in short, clear dialogues. Situations include simple explanations, introductions, messages and announcements. Intermediate B1 : Listening practice to help students understand the main points of clear, standing speech about everyday or job-related topics. Situations include phone calls, meetings and interviews. Upper intermediate B2 : Listening practice to help students understand extended, standard speech about familiar topics that may contain complex ideas. Situations include broadcasts, reviews, presentations and lectures. Advanced C1 : Listening practice to help students extended speech about abstract, complex or unfamiliar topics. Situations include job interviews, lectures, talks and meeting

2.4. Instruments for collecting data

While conducting the survey research, the most prevalent data-collection methods are questionnaires, interviews and direct observations of language use. In addition, many other types of information can be gathered including test results, compositions, or reactions to languages two oral or written-language data.

Two survey questionnaires for both students and teachers were designed and used as the main instrument for collecting data. The questionnaires can range from short 5-8 item instruments to a long document, which requires one or two hours to complete. Items in the questionnaire can be open-ended format or closed, requiring the respondents to select one from among a limited number of responses. The discourse structure of questionnaire is important to consider, as it seems obvious that the respondent must be able to understand the language of the questionnaire.

2.5. Data collection procedures

In the process of conducting the survey research, the researcher must make a series of careful decisions about how the study will be carried out. These include a great deal of steps such as: determining the purpose of the study; stating the research questions; specifying the population and drawing a sample from the population; deciding on the methods of data collection; developing instruments, and training data collectors or interviewers; collecting data; analyzing the data; and addressing non response. Understanding these steps will help researchers assess and construct their own meaning from reports of surveys that they need.

Data gathered from responses of the students in the survey questionnaire were sorted and analyzed statistically to get the answers for the research questions. There are two main kinds of analysis descriptive analyses and co-relational analyses. To the former, the results of the survey are often reported in frequencies and percentages. These descriptive statistics are numbers that summarize the data. Co-relational analyses can be applied along with the descriptive analyses to analyze relationships among variables

2.6. In conclusion

This chapter describes the method using questionnaires to investigate students and teachers so as to answer the research questions raised in the first chapter. Based on the subjects mentioned, prominent findings for the research questions will be realized and presented in the next chapter.

CHAPTER 3 : DATA ANALYSIS

In this chapter, with data collected from the survey questionnaires, a comprehensive analysis will be presented. It is the reorganization of the students' common difficulties when studying listening skill through the data from the questionnaire by the means of pie charts and columns, laid our corresponding to the sequence of the questions and draws out immediately conclusions at each figure.

3.1 Students' attitude toward learning English in general and listening skill in particular(Q1)

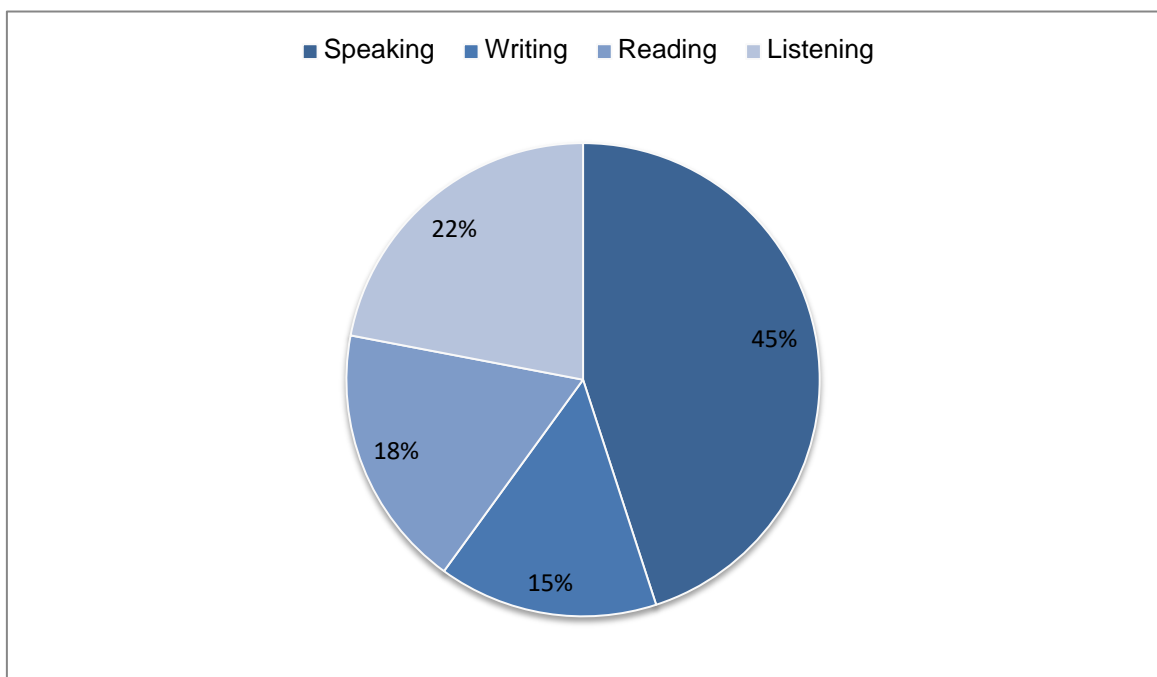


Chart 1: The most favorite skill to students' view

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 45%. While listening is only occupies 22%. There are many reasons for this figure. First, listening skill is more difficult than skill 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 very 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 18% 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.

3.2 The students' assessment of learning the listening skill(Q2)

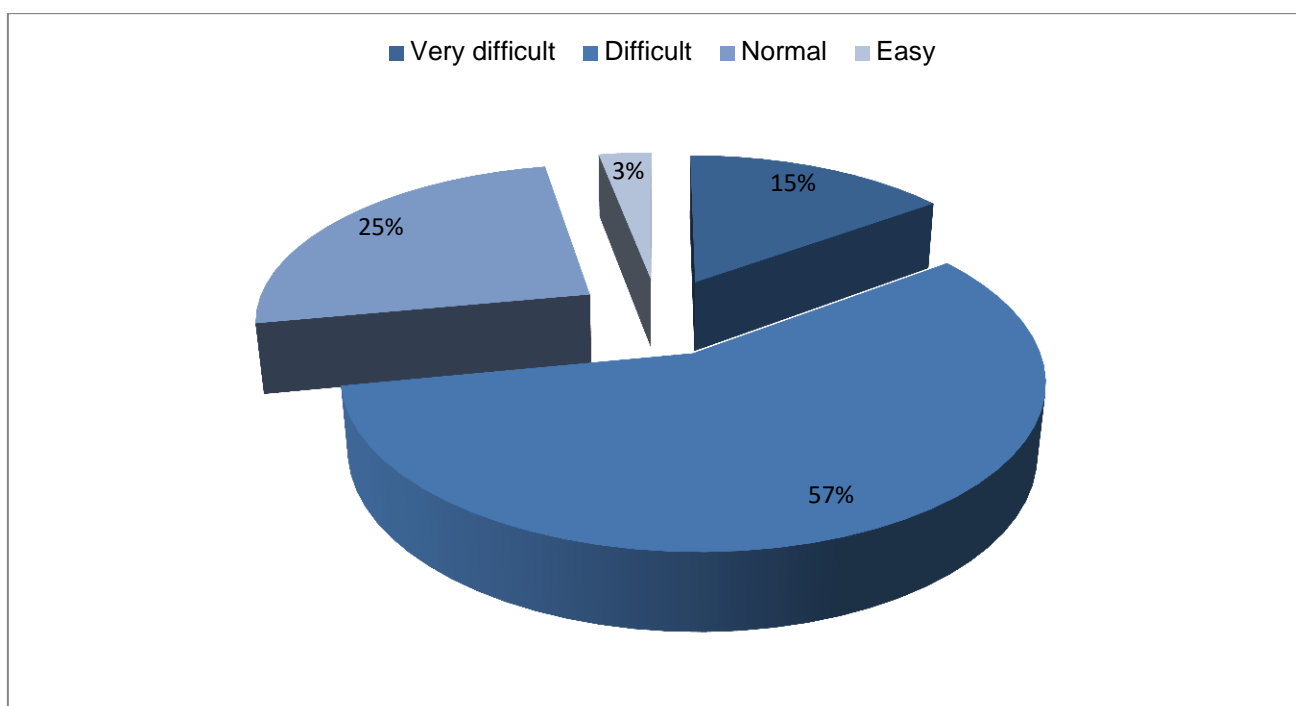


Chart 2: The students' assessment of learning the listening skill

It can be seen obviously in the chart that the listening skill is a difficult skill to learn. 57% of the learners suppose that listening is difficult. For the students, listening to English and learning this skill is really a problem. Moreover, the number of learners who agree that learning the listening skill is very difficult took 15%. It is the same as the number of the learners who find learning listening normal (25%) or easy (3%). In fact, as what can be seen by the

observation, the learners who confirm that it is easy to learn the listening skill are the best students. In short, the survey prove the assumption about the difficulty of listening to English and learning it.

Below is the result when the author asks three students the same question in the interview:

What do you think of the difficult of English listening skill ?	Number (%)
A. Very difficult	2 - 67%
B. Difficult	1 - 33%
C. Normal	0 - 0%
D. Easy	0 - 0%

Table 1: The interview results of students' assessment in English listening skill.

Statistics provide in Table 1 show that the interview result of students' assessment in English listening skill, 2 students think that the rewriting English sentences is very difficult, and only 1 students (33%) say that rewriting English sentences is difficult. Almost students think that the rewriting English sentence is a challenged subject to them. As you can see from Chart 2, almost students admit that English listening skill is difficult. As you can see from Chart 1, almost students admit that English listening skill is difficult. So how about teachers? The table below is the result of questionnaire for teachers that the research investigated six teachers.

Items	Opinion	Number of teachers	Percentage
A	It is very interesting	2	34%
B	It is very difficult	3	50%
C	It is very difficult but interesting	1	16%
D	It is quite easy and very interesting	0	0%
E	It is difficult and boring	0	0%

Table 2: Teacher's assessment on difficult of English listening skill

Teacher is assessment on difficult of English listening skill The table shows that the opinion of the teacher in learning English listening skill. There are three teachers (50%) think that English listening skills is very difficult. In spite of the difficulties of learning the listening skill, 34% of the teachers still think that it is very interesting. Listening is not as boring as many people thought. In the real life, listening is a vital skill that has much influence on the people's success in life. Its importance can be realized easily, but not many people pay attention to improve and develop this skill every day, neither in mother tongue nor in foreign language. As it can be seen, only one person choose answer C (It is very difficult but very interesting) and no one of them chooses answer A (English listening skill is quite easy and very interesting) and B (It is difficult and boring).

- Whether these difficulties can make the students uninterested in it or not? This matter was clarified by the next chart which showed the learners' interest in learning the listening skill at class.

3.3 Studying on practicing listening skill of students (Q3)

Level	Student
Never	2
Sometimes	21
Frequently	7

Table 3: Students' practicing level about listening English.

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, 29 people choose the answer is sometimes they practice listening English. 2 student never listens and 7 students practice frequently at home. This proves that almost students have not care a lot of enhancing their listening skill. This is oneof reasons why our students still are not good at listening English.

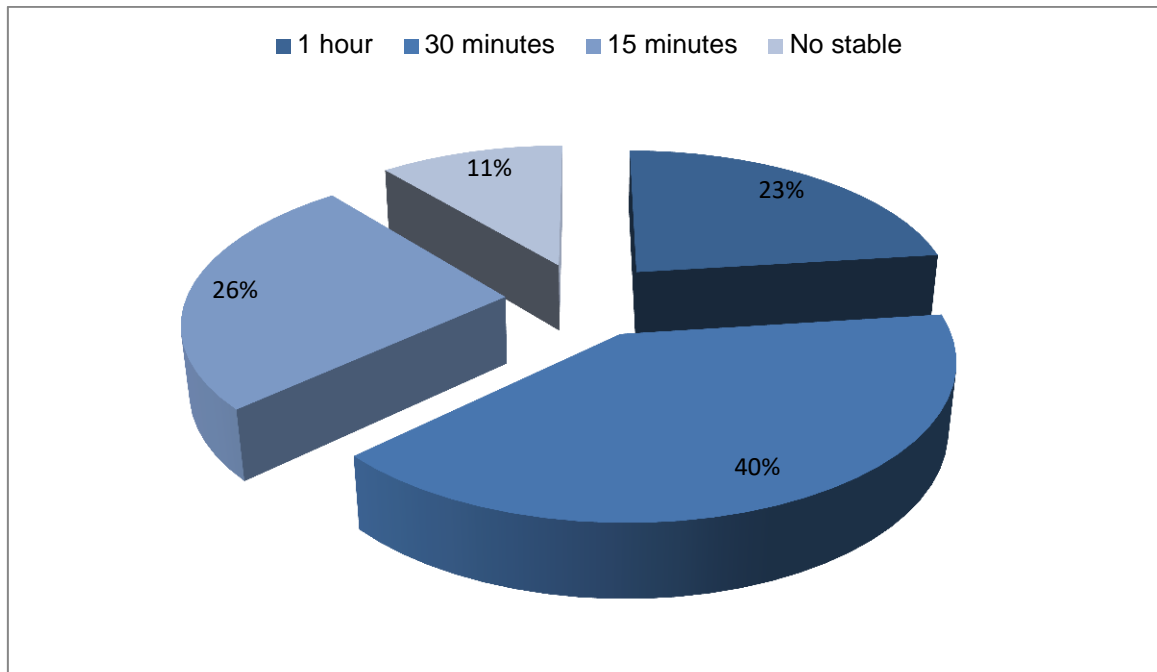


Chart 4: The time students spend on practicing listening English a day

However, regarding to students listen sometimes and frequently (the figure is showed in chart 4 above), 23% 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 40%, and ones listen unstably is 11%. 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 donot listen anything during 1 week. At last, some respondents with the percentage 26% say that they listen 15 minutes each 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 hard.

3.4 Difficulties students encounter when listening in class(Q4)

Difficulties	Students
I donot familiar to listen to the native voice	10
I am fed with listening lessons	4
The lessons are difficult for me	15
The sound quality from radio is not good so I cant concentrate	11
Other difficulties	5

Table 4: Difficulties students when listening in class

This question is raised to 45 students from calss 12 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 4 above indicates a majority of respondents, 11 people state that the sound quality from radio is not good so they cannot concentrate on the listening test. Meanwhile, only 4 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 10 students say that they donot 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,5 students gave many difficulties in listening English. Some of them respond speakers say so fast that they cannot catch up with, so they donot finish all exercises. Others share their vocabulary is not rich so they know it is very hard to listen well. 3 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, 5 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. If students want to become good listeners, they have to practice themselves everyday and find potential document resources to listen.

3.5 The factors affecting to the interest in English listening skill (Q5)

To find out the factors have influence on the interested in English listening skill, the question 7 of questionnaire is mention about it. Four factors that influence in this skill, students give their opinion in this thing : Interesting topics , Exciting activities, Adequate and modern equipment , Good teaching methods,

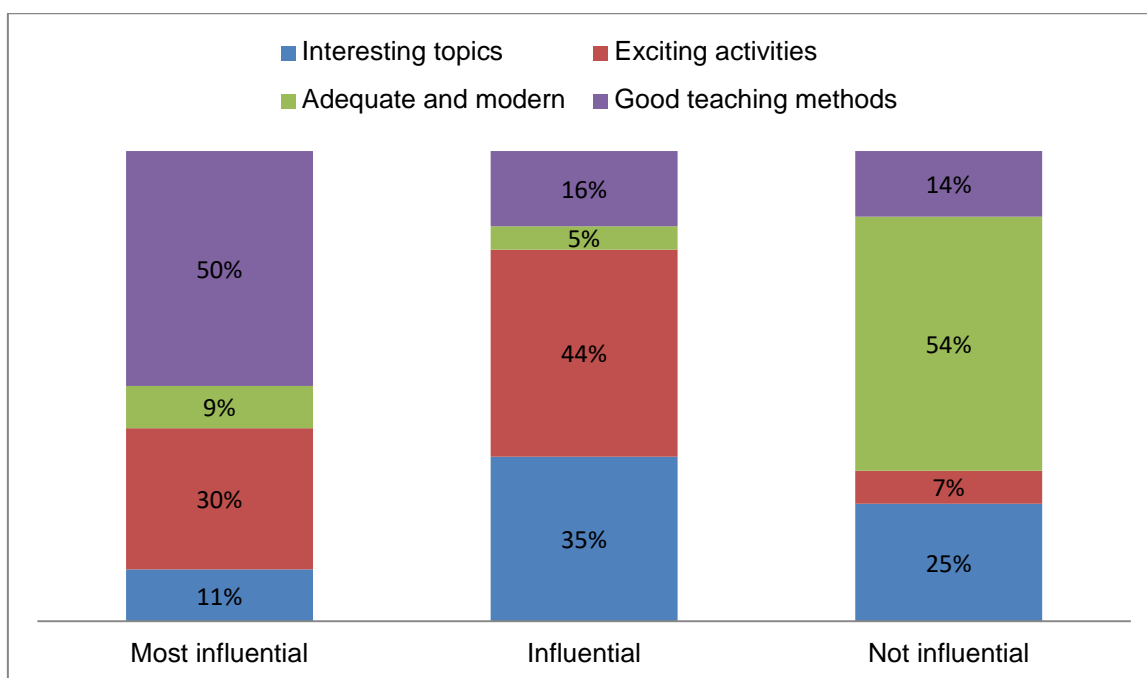


Chart 5. Factors motivating students' learning listening skill

It is easy to see from the above chart that the most influential factor to the students' motivation is the good teaching methods. 50% of the students affirm that. 16% of them think they are influential. So teaching method is the first element that all the teachers should notice in teaching any skills, not only for the listening skill. The next factor that many students find interested is the listening activities. 30% of the learners define the exciting activities motivate them a lot to learn better. Furthermore, 44% suppose that they are influential. A small number (7%) of the students think activities do not effect. In the meanwhile, 11% of the students rank the interesting listening topics the most influential factor, and 35% agree they are influential. Also, 25% say the topics have no effects their listening. The least influential factor of four is the equipment. Adequate and modern equipment are assessed that it does not have any effect on the learners' learning the listening skill by 54% of the learners. It is an amazing number due to the need of the equipment.

3.6 Ways to Improve Listening Skills for students English Majors(Q6)

How to improve listening skill English has raised a difficult question for us. Until now, many researchers found other ways as well as methods which could

help learn English best. The chart below will suggest students ways to improve listening skills.

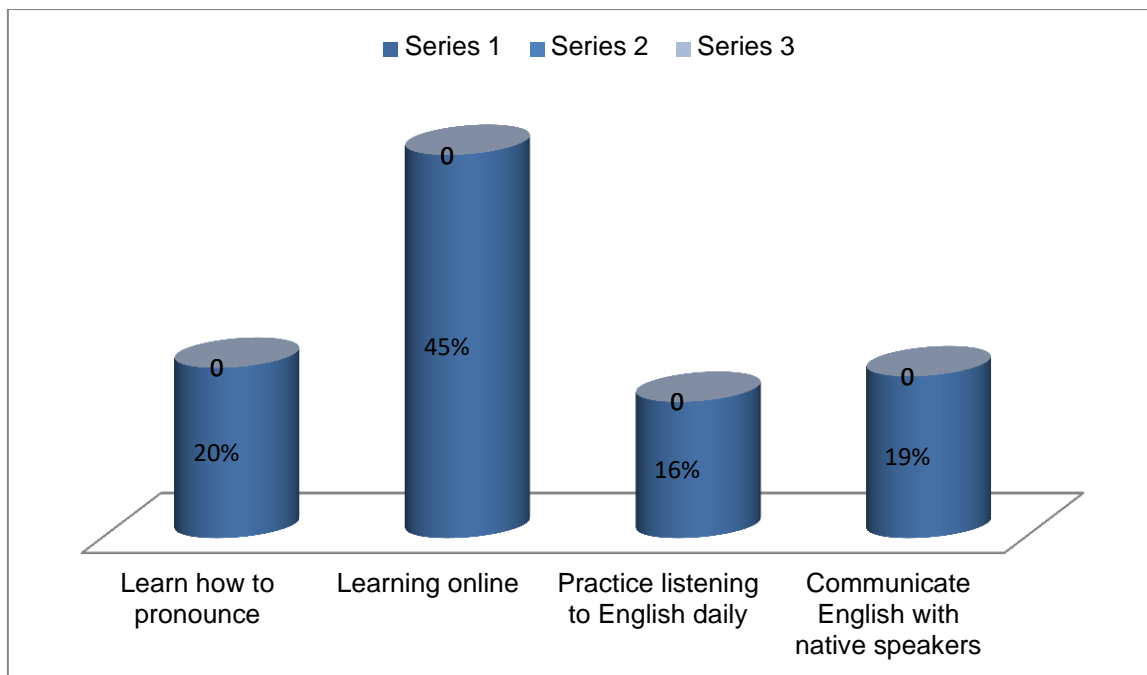


Chart 6: Ways to Improve Listening Skills for students English Majors

The survey chart shows that most students choose to learn online listening skills (45%). 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. Now, computers have assisted learning via Internet has become increasing indispensable components of education.

There are other skills such as practicing pronunciation one of the first important skills very few students choose (20%).

Next, practice English everyday (16%) because students do not practice regularly so Your listening skills are limited. Moreover, daily listening practice can help us improve our speaking and writing skills.

Finally, communicating with native speakers (19%), students often hesitate to communicate with foreigners because their vocabulary is poor and their listening and speaking skills are limited so they cannot hear foreigner to speaking.

To sum up, in the Chart 6, I have just given some ways to learn English listening effectively. I hope that through this chart, students can understand more about

learning listening method and I especially expect they will apply in their studying process.

3.7 The activities students should do before and while listening in class(Q7)

In the listening class, how they learned this skill. There are some activities that student should do:

Before listening : Pre-taught some related new words , Predict the content of the listening texts by the activities that the teacher gives, Checking / understanding the listening tasks ,

While listening : Listen and take notes , Focus on key words , ...

The following charts would express the ways they did it.

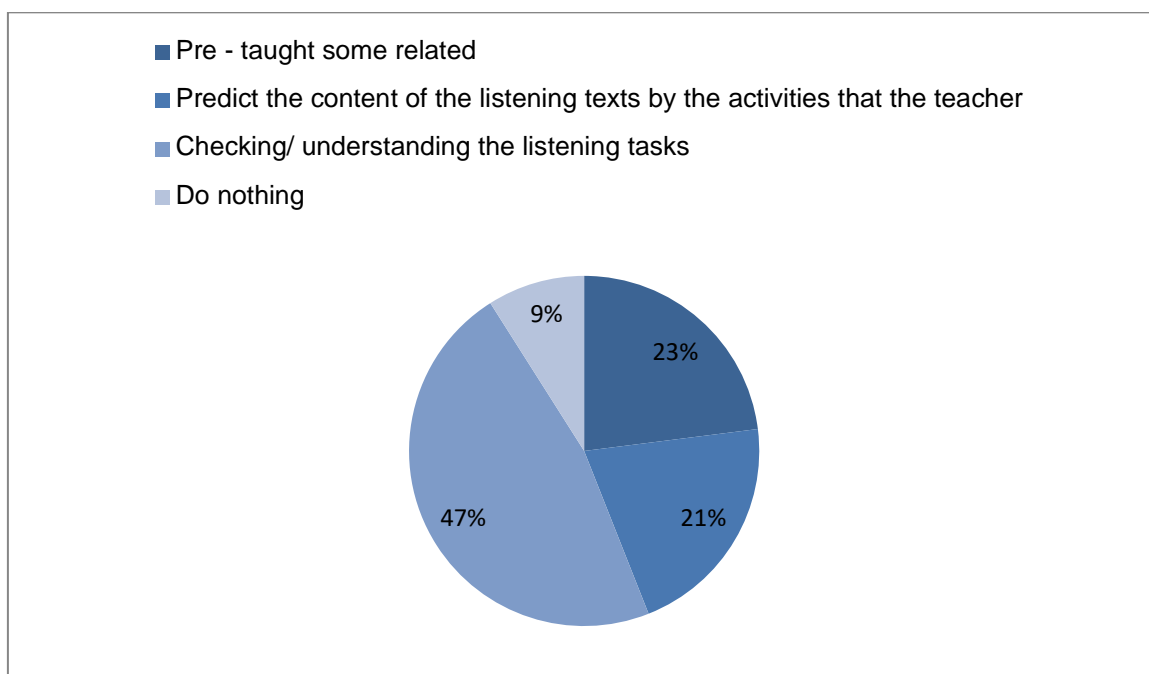


Chart 7.1 What students should do before listening.

The chart shows that most students (47%) in listening classes checking / understanding the listening tasks gives by the teacher. But some of them only learn the new words (23%) and the other learners (21%) guess the content before they start listening. Just have 9% students do not do anything. In conclusion, students should prepare things that relate to the text before listening.

So while listening, what students should do? The next chart will show this question.

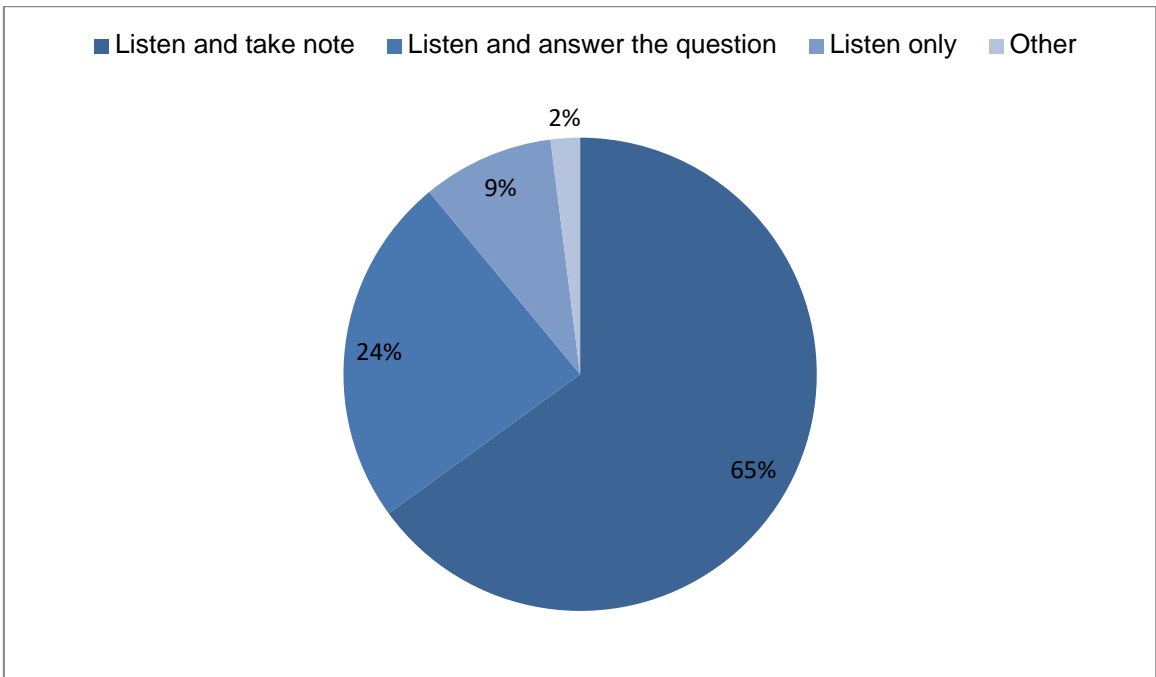


Chart 7.2 What students should do while listening

The chart shows that the majority of the learners (65%) know to take notes while listening. It is a positive activity which helps students a lot in training the listening skill both in the English class as well as other real life situations. 24% of them often try to answer the questions while they are listening. The other 9% of them only listen. These results reflect the method of teaching and learning the listening skill.

In conclusion, English listening skill is a difficult subject and what students do before and while listening is important.

CHAPTER 4 : FINDING AND DISCUSSION

4.1 . Finding and discussion

In listening comprehension process, most of students encounter various kinds of difficulties that refer to many aspects of spoken English. They are both linguistic factors and non-linguistic factors.

Regarding linguistic factors, there are five main obstacles that 12 graders at THD upper secondary schools have been facing. Firstly, most of the students (60%) have difficulty in listening comprehension because of limited vocabulary. It is a really big problem because according to Mary Underwood “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 the speech.”

Secondly, it is difficult for students to recognize words from sounds heard in connected speech. It is easy to understand this since spoken English is characterized by the features of connected speech such as weak forms, contractions, elision, assimilation and connotation, which are totally different to Vietnamese language.

Thirdly, students have poor knowledge of stress and intonation while stress and intonation play important roles in perception. According to Anderson and Tony Lynch (1988:37), stress and intonation are great sources of listening problems of EFL learners.

Fourthly, students are not familiar with various accents. Listening to the different accents from different people is a hard job. Once one gets accustomed to the way the speaker say, he or she may face problems of failure in recognizing sound and signals if he or she changes to listen to another one with different manner of making an utterance.

Lastly, it is fast speech rate that 82 % of teachers agree that their students lack control over the speed at which the speakers speak. Therefore, they may not get

messages from the speechmakers because they are so busy working out the meaning of one part of what they hear, then they miss the next part.

Non-linguistic difficulties in listening comprehension involve three aspects including psychology, environment and general knowledge. The first obstacle is stress and nervousness in students' psychology. In the researchers' opinion, linguistic factors are the reasons for learners' feelings. For example, when one hears a listening text, mostly because of lacking linguistic knowledge like word meaning, pronunciation, etc, he cannot understand the intended message. As a result, their listening comprehension fail in just step two of 5 steps in listening process and so listening skill becomes a difficult skill as the viewpoints of 53% of students and 54% of teachers.

The second obstacle is from unfavorable environment with poor physical condition, unpleasant atmosphere and noise in which noise is the most interfering factor.

The last obstacle is lack of social and cultural knowledge. 60% of students think that their general knowledge is not good enough or too poor to listen well. This poses big challenge for students because background knowledge is always the first essential factor for understanding any spoken language.

From the findings and discussions above, the researchers see that students THD upper secondary school face various difficulties (both in linguistics and nonlinguistics). The next part is going to suggest some solutions with the hope of giving some suitable ways to help learners to overcome these obstacles.

4.2. Recommendations

The previous part shows that students of THD school have in countered a great deal of difficulties in learning to listen in English. Hence, This chapter suggests some ways to minimize the students' difficulties in listening acquisition.

Recommendation for the students

* Improving vocabulary and pronunciation There are some following ways to improve vocabulary and pronunciation such as :Learn words in topic so that students can remember words more easily because they are in the logical system

,do variety of vocabulary exercises regularly , read stories, novels, newspapers or magazines in English , actively participate in environments where there is much word usage, use the new words in the real life , use body well to learn English, listen to authentic spoken texts and repeat word or sentence heard with right stress and intonation.

* Controlling the speakers' speed and get familiar with various accents Students should search and find out the listening materials from different sources from the Internet, televisions, radios, websites, etc and listen to varying voices of speakers. So that they can get familiar with their different voices, pronunciation and accents.

Besides, the learners should:

- Speak to native English and teachers and try to imitate their pronunciation
- Practice listening everyday to have sensitivity to connected speech
- Make conversations with friends in English and have peer correction
- Listen and try to memorize lyrics and rhythm of English songs
- Watch news, movies, etc on TV

Websites retrieved from:

- www.npr.org
- [movies/t. v. w/no subtitles](#)
- <http://www.voanews.com>
- <http://www.bbc.co.uk>
- <http://edition.cnn.com/video>
- <http://www.eslhome.com/esl/listen/>
- <http://www.EnglishListening.com/>
- <http://www.thedailyshow.com>
- <http://www.history.com/videos>
- <http://www.eslfast.com>

* ***Broadening social and cultural knowledge***

Without having enough knowledge of society and culture in listening, students will face problems of interpretation in “understanding” step. Thus, it is

necessary to widen this kind of knowledge in some ways. The suggestions are searching information on internet, watching TV and listening to radio regularly, asking and learning from the professional people, learning from books, newspapers, magazines, from friends and from real life.

Especially, talking to the foreigners is really a good way to improve the social as well as cultural knowledge. Students not only can hear the speakers' voice but also can know more about the countries through the real people. It is interesting if the students can go abroad or go traveling. Because "Traveling widens your knowledge".

**** Creating good learning environment***

Learning environment for listening skill, which is listening laboratory besides cassettes tapes, tape recorders and written listening texts, is a vital key affecting the quality of both learning and teaching listening skill. However, as mentioned in the previous chapter, the findings of this study shows that the students are not satisfied with the recent learning environment. Students suppose that the listening classes still so noisy. Consequently, the students find hard and challenging to concentrate while listening. It is therefore, essential to upgrade the recent laboratory so that all of students have good chance to study listening skill in such a motivating environment for improving their listening skill.

To create good learning environment, students should:

- Find a quiet place to listen in order to concentrate better during listening comprehension process.
- Have good physical condition for learning: good radio, comfortable chair, etc.
- Make friendly and pleasant atmosphere

**** Building confidence in listening***

As mentioned above, linguistic factors are the main reasons for students' nervousness and stress during listening process so it is necessary to build students' confidence with the first way - dealing with linguistic problems. The students should study; have good knowledge about the phonetics and

phonology, pronunciation, grammar, etc. Try to apply, practice and get used to using them in the real life.

The second is preparing relevant knowledge carefully before listening. Make sure that, before listening to the speakers (whether on tape or “live”), you understand very clearly, what you are expected to do, carry out the planned activities confident that you are doing the right thing. Make sure that each time a listening text is heard, even for the second or third, or fourth time you have a specific purpose for listening

The third is having ambiguity tolerance. Do not worry if you do not understand every word. It is very important that you learn to accept that a listening task can often be completed even when you miss some of the words and thus begin to appreciate that comprehension can occur with less than complete understanding of all that is said.

The fourth, in the examinations, instead of worrying and looking forward to the tape, just take time to look through the transcript, in advance.

Recommendation for the teachers

The pre-listening stage : teachers help students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task . Pre-listening tasks can: set the context of something they are going to listen to, motivate students to listen, activate background knowledge , help teachers find out about what students already know about the topic , prepare students for the vocabulary and language structures in the text , help mitigate the anxiety which comes from listening in a foreign language, by providing a clear context , offer opportunities for class discussion and more interaction among students.

What are the Stages of a Pre-Listening Task?

The two main stages of this part of the listening lesson are: The first stage involves activating schemata in order to help students predict the content

of a listening passage. The second stage involves giving a student a reason for listening

What Types of Pre-Listening Tasks are there?

Here are some pre-listening activities which can be adapted easily for different classes and levels, as well as for general English and EAP listening lessons:

What's your guess? Show eye-catching images, maps, or diagrams to help students guess the theme(s) of the listening text. Students can write pre-listening comprehension questions, then listen to see if their questions are answered.

Brainstorming & Word webs: Give students the topic of the listening and elicit words from them. With students' help draw semantic webs on the board with the words, focusing on the relationships between the words, the topic, and sub-topics that might come up in the listening.

Teach me Give each student a couple of words and/or expressions. Ask them to explain the words/expressions to one another in pairs. They may refer to the dictionary if they need to. Quickly check with the whole group, and students then predict if the words/phrases will occur in the listening itself. Students can listen and tick the ones they hear.

Chinese whispers Arrange students in two lines, whisper a word/expression to the first in the line, who whispers it on to the next in line, and so on until the last student in the line shouts out the word/expression they hear or writes the word/expression on the board. Score points for correct words. Use a sentence or expression related to the theme of the listening.

Sing along: Teach students a short song, a rhyme, or a jazz chant on a topic related to the text they are going to listen to.

Graphic organizers :Give students a blank graphic organizer which summarizes the information in the text under headings. Students listen and fill-in key words that they hear in the correct places.

Have your say If the listening involves a controversial issue or question – such as ‘What should be the minimum driving age?’ – have students give their opinions first. Students then listen to the text and see what opinions are voiced. You can also have a quick ‘anonymous’ poll, whose results can be revealed at the end of the lesson.

Let me read it first Give

students the first lines of the transcript of the text they are going to listen to. You could even give them the whole transcript and very little time to read it (just for them to get the gist of the text). Then work on listening for specific information without students reading the transcript. This is an effective activity for complex texts with many details. *Mime it* If there is a dialog in the listening, mime part of it, to arouse students' interest. *What do I need to do, teacher?* Write instructions in point form for the listening in the wrong order. Ask students to order them. This activity may help relax students for the listening, as they know exactly what is going to happen next. *Note-taking:* Discuss the topic with students and have them brainstorm headings to take notes under. Then brainstorm the sort of transition words they might hear. *Who's who?* If students are going to listen to a dialog (or text) with several characters (and of course if identifying the characters is not going to be one of the tasks in the listening!) give them an overview of who's who in the listening. *True or False* As a teacher, you can prepare a series of statements, some of them true or and some of them false. Read these to your students and let them determine if those statement you are making are true or false. Do not corroborate if they are right or wrong This will help learners to have a reason for listening

While-Listening activities : are activities that are completed by the students when they are listening to a passage. While-listening activities are also called during-listening activities. Teachers needed to do some pre-Listening Tasks in order to prepare your students before this stage of a listening lesson.

Well-designed activities can help students to: the first is identify what is important in a passage. The second is perceive the text structure. The next is keep themselves concentrated throughout the passage. The finally is show their unders

Most While-listening activities focus on these subskills: Listening for the gist , Listening for specific information , Listening for the speaker's attitude or opinion/understanding or non-understanding of the passage.

Take into consideration these guidelines when using While-listening Tasks : Allow students to listen to the passage two or three times and encourage student to focus on global meaning first and let the questions about details after the first listen.

There are many While-Listening activities that you can do, some of the best ones are the following:

Listen for details: The teacher tells a story but stops regularly and asks the students to write or give a description.*True or False :* The teachers tells a story and the students has to determine if the sentences that he has are true or false statement.*Hidden Picture :* The teachers gives a picture to the students about any particular subject and one of the students describes a picture and another student has to note down some of the things that her or his classmate says. *Dictation of short passages :* This is an activity which has been discontinued but it helps students to practice skills, they have to listen to the sentences, they have to write them down, they have to read and say their sentences to their teacher to make sure they got their sentences right.*Dictogloss :* Dictogloss is a language teaching technique in which students form small groups and summarize a target-language text. First, the teacher prepares a text that contains examples of the grammatical form to be studied. The teacher reads the text to the students at normal speed while they take notes. Students then work in small groups group to prepare a summary of their work using the correct grammatical structures, and finally each group presents their work to the rest of the class. Some of the several advantages are: They integrate the four language skills of listening, reading, speaking, and writing. They also give students opportunities to talk both about content and about the language itself. This activity is a useful way of presenting new factual

information to students, and encourage them to listen for key points. They give support to less confident students, as they are encouraged to participate in their groups as part of the structure of the activity. *Picture Dictation* : The teacher describes a pictures without showing to the students and they have to draw it. *False Facts Dictation*: The teachers reads some statements which are false facts and students has to correct them silently and then they have to discuss them with a partner. *Gap Fill*: Give students a transcript and ask students to fill in the blanks as they listen to the passage. *Multiple Choice* Ask students to read questions before they listen to the passage and then they have to select the correct answer out of 3 or 4 options. Remember that this is the second part of a listening lesson, we need to learn more about Post-Listening activities so we can be able to say that our work has been finished.

Post-Listening Activities: consist of tasks which main aim is to help students reflect on the listening experience. these activities are carried out after teacher have carried out pre-listening and while listening activities successfully.

These are ten of the most common post-listening activities that you can use in the classroom: *The first is check and summarizing* : One of the post- listening activities that a teacher can do to check understanding is to ask student to summarize the information they heard, this can be done orally or in writing. Students can make pairs and then they can talk during a minute to another student, once the minute 's over the change partner and share their views with another classmates. *The second is discussions* : one of the post-listening activities that a teacher can do is asking students to have a short discussion about the topic. The topic for the discussion must be taken from the listening task that they previously did and should be interesting enough to inspire comments and debates. *The third is information exchange* : in this activity you ask students to listen to a passage and ask another to listen to a different passage, when they finish, they share they information with each other and make sure that they understand the message the passage was intended to give. *The four is problem*

solving: Students listen to a passage with the intention of solving a problem. Some problem-solving task types such as solving moral dilemmas and solving mysteries will motivate students to listen carefully to a passage. *The five is deconstructing listening passage*: Most books have transcripts at the back of the books, those transcripts are often unused but you can use them to exploit features such as pronunciation, vocabulary, grammar and discourse markers. *In addition is disappearing dialogues* : Another activity students can do to promote critical thinking skills is erasing parts of the dialogue and then asking students to fill in the blanks with phrases they remember or other phrases that might fit perfectly into the dialogue. *Futhermore is test your classmates*: One of the best post-listening activities consist in quizzing their classmates. You can ask students to prepare a set of questions that another student will have to respond, they can prepare a multiple-choice quiz, short answer questions or true and false statements. If you have technology in the classroom, an alternative could be using an online tool to create quizzes . *Moreover is writing a short composition* : After students have listened to a passage, they can write a short essay based on the information given in the listening passage. *The next is time to act*: After listening to a passage, students can identify a theme and create a skit and perform it in front of their classmates. *The finaly is synonyms and antonyms*: Another post-listening activity that students can do is identifying vocabulary and then find synonyms and antonyms for some words in the transcript.

Example :

A. Pre- listening: Look at the picture and write the correct letter next to each activity below

Write the name of the activities:)

riding a bicycle
lifting weights
playing basketball
doing puzzle

playing leapfrog
playing table tennis
doing handspring
shopping

skating
playing hopscotch
swimming
bending over

skipping rope
playing chess
playing tag
colouring

































B. While- listening :

Task 1: These people are calling friends about the weekend. Are these statements True or False? Listen and check the correct answer.

	T	F	NG
1. Mai met Kurzweil in a conference about A.I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kurzweil is one of the leading American scientists in the development of A.I. technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. He believes that computers will be more intelligent than humans by 2029.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. According to this scientist, humans will be more powerful and have better memories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Nam and Mai will be in their thirties by 2029.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. According to some predictions, if A.I. machines become more intelligent than humans, they will destroy the world and kill humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 2: Listen to a talk show with host Cindy Brown and guest speaker Andy Lewis, a sociologist. Choose the best answer to complete each statement.

1. According to Cindy, our audience are ____ stories about celebrities and famous people.

A. interested in

B. overloaded with

C. bored with

2. People may use stories about our private life in order to_____ .

A. damage our reputation

B. write novels

C. make films

3. We should not share too much personal information_____ .

A. at parties

B. with strangers

C. online

4. Reading a person's life story critically means_____

A. making judgements while reading it

B. making criticisms while reading it

C. reading it without finding any faults or merits

Task 3: Listen and complete the following sentences. Fill each blank with no more than four words or numbers.

1. Singapore gained its independence on _____.
2. Singapore does not have a national costume, as people from the different ethnic groups tend to _____.
3. _____ used to wear *cheongsam*.
4. *Sari* is often wrapped around the waist and _____.
5. At office men usually wear dark trousers, white shirts and ties while women wear _____.
6. The young people often think of themselves _____, and then as Chinese, Malay or Indian.

C. Post – listening:

Write a paragraph about your activities in free time ?

ANSWERS

A. Pre- listening:

1. NG 2. NG 3.F 4.F 5.T 6.T

B. While- listening:

Task 1 :

1. True 2. False 3. False 4. False 5. True

Task 2:

- 1.b 2.a 3.c 4.a

Task 3:

1. 9 August 1965 2. wear their traditional clothing
3. Chinese men and women 4. hung over the shoulder
5. long-sleeved blouses 6. as Singaporeans first

TAPESCRIPITS

Task 1: Mai: Do you know anything about Ray Kurzweil?

Nam : Yes, I do, Why do you ask about him?

Mai: I saw his name in an article about artificial intelligence. Who is he?

Nam : He 's an American author, computer scientist, inventor, and futurist.

Mai : Oh, he must be very talented.

Nam : Right. He 's also one of the leading American scientists, who believes that computers will be as intelligent as humans by 2029.

Mai : Oh, really? That 's so soon!

Nam : And he also said that computers will soon think more quicky than humans.

Mai : Unbelievable! So what will happen to us then?

Nam : I don't know. But Kurzweil believes that there could be tiny robots called nanobots implanted into our brains to make us think faster, and improve our memory.

Mai : Sounds fascinating! We 'll be over thirty in 2029, And we 'll be more intelligent and have a better memory, right?

Nam : Yeah, but some of his other predictions are not that optimistic. According to him, A.I. machines will also evolve and they may cause mass destruction to our world, and exterminate humans as happens in some science-fiction films

Mai : Terrible! So, how can we prevent A.I. machines from destroying us?

Nam : I don't know. But I think scientists must be very careful in developing AI. programs. They must also detect any malfunctions and prevent cyber-attacks.

Mai: Sounds complicated!

Nam : Yes. But we want to survive!

Task 2:

Cindy: Welcome to our talk show with guest speaker Mr Andy Lewis, a sociologist. Mr Lewis...

Andy: Please call me Andy. I don't want to be too formal.

Cindy: No problem, Andy. These days, our audience seem to be overwhelmed with stories in the newspapers or on the Internet - stories about celebrities, political figures, or even ordinary people around us.

Andy: You mean we're living in a world of stories and scandals?

Cindy: Right. As a sociologist, do you have any advice for our audience?

Andy: I think there're two sides to this issue. We need some life skills to protect ourselves. First, we don't want other people to take advantage of our stories. They may use our private lives for blackmail or slander... in order to harm our reputation or just for fun.

Cindy: For whatever purpose, it could be extremely damaging.

Andy: Exactly. So we should not reveal too much of our private life on social networking sites.

Cindy: I agree. But how about the stories of other people? Should we read or follow these stories?

Andy: That's the second point I want to discuss. Another life skill is learning from other people's lives. Everyone's life story is like a book that can teach us something. So we should open that book and read it critically.

Cindy: Critically? Can you explain this?

Andy: It means we should make careful judgements when reading a life story and ask ourselves questions like, 'Why is this story told?' or 'What lessons can I learn from it?'

Cindy: Lessons such as...?

Andy: Such as a person's reasons for failure or success. This may help us to avoid similar failure or to adopt a new way of life so we can improve ourselves and become better human beings.

Cindy: Very interesting. Thank you, Andy, for your advice and for sharing your thoughts with our listeners. Next week...

Task 3:

Singapore gained its independence on 9 August 1965 and now has a population of more than five million people including Chinese, Malays, Indians and Eurasians. The country has four official languages: English, Chinese, Malay and Tamil. Singapore does not have a national costume, as people from the different ethnic groups tend to wear their traditional clothing.

The Chinese traditional attire for ladies is called cheongsam, which means a long garment. Originally, both men and women used to wear this long, one-piece dress specially designed to conceal the body shape. Today it's often worn by Chinese women in Singapore during Chinese New Year celebrations and at traditional wedding ceremonies.

For Malay men, the traditional garment is called baju melayu.

It consists of a loose shirt and a sarong worn over a pair of trousers. Malay women often wear baju kurung, which looks like a long-sleeved and collarless blouse worn over a long skirt.

The traditional dress for Indian women is the sari, which can be not only worn on special occasions, but used every day. It's a long piece of brightly-coloured cloth

wrapped around the waist and hung over the shoulder. It's usually decorated with beautiful patterns.

Because of the hot temperatures and the modern character of Singapore, clothing is usually very casual and most people prefer western fashions. For business, men usually wear dark trousers, white shirts and a tie. Standard office attire for women includes a long-sleeved blouse with trousers or a skirt.

Unified by the common goal for a better future, the people of Singapore, especially the younger generations, think of themselves as Singaporeans first, and then as Chinese, Malay or Indian.

PART 3 : CONCLUSION

This chapter will deal with a overview of the study, limitations of the study and some suggestions for further studies.

1. Overview of the study

To reach what the author aimed at this study, from facing a lot of difficulties in listening comprehension, together with the deep awareness about the importance of listening; the researchers decided to carry out the study with the hope of finding some obstacles that students experience in listening comprehension as well as suggesting some solutions to improve their listening skill.

The study includes three main parts. Part I is the introduction of the research. It introduces to the readers the basic information why this thesis is fulfilled, how it is conducted and what is conducted for. Part II is the development of the thesis including four chapters. The first chapter provide readers an overview of the theoretical background on which this study bases on. They include the definition of listening, listening comprehension, potential difficulties in listening comprehension, etc. The next chapter introduces the method applied in the thesis. It is an action research with the definitions and processes. Techniques employed in this minor thesis such as data collection and data analysis can be found here. Basing on the literature, two survey questionnaires were designed for students and teachers and using quantitative method to analyze the data, findings were found and represented in the chapter three.

Accordingly, students' eight obstacles in listening comprehension are lacking vocabulary, failing in recognizing words in connected speech, having poor knowledge of stress and intonation, being not familiar with various accents, listening to fast speech rate, possessing stress and nervousness, learning in unfavorable environment, and lacking general knowledge. The last chapter is the discussion and recommendations for the obstacles found above to help learners to overcome these difficulties. There are both suggestion for students and teachers consisting of improving vocabulary and pronunciation, control the speakers' speed and get familiar with various accents, broadening social and

cultural knowledge, creating good learning environment, building confidence in listening, materials should be authentic, combined with various accents and using both top-down and bottom-up processing skills. The last part is the summary of the previous parts and chapters. It is also the part the concluding marks are drawn out and pedagogical implications and suggestions for further researches are presented.

2. Limitation of the study.

Although the study has certain strong points such as collection methods, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable.

Secondly, due to the limitation of scope of the study, the researcher only focus on the students class 12 uper secondary school which account for a small number of students THD school. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning English listening skill in THD school.

3. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for only class 12 students in order to help them improve their listening skill. Moreover, for the further studies, to get better results, the researcher should invite more participants and

the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions. All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

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APPENDIX STUDENTS'SURVEY QUESTIONNAIRE

This questionnaire is designed for the study on some obstacles facing students class 12 in listening comprehension. Your assistance in completing the survey is highly appreciated. All the provided information is solely for the aims of the study, not for any other purposes. Please write down the answer or tick in the box!

Thank you very much for your cooperation!

1. How long have you learnt English?

- A. 1-3 years
- B. 3-5 years
- C. 5-7 years
- D. More than 7 years

2. How is listening skill important for you?

- A. Very important
- B. Important
- C. Neutral
- D. Not very important
- E. Not important at all

3 In your opinion, English listening skill is

- A. Very difficult
- B. Difficult
- C. Quite difficult
- D. Not difficult
- E. Others

4. How often do you practice listening at home?

- A. Every day, whenever I am free, it's my habit.
- B. Sometimes when I remember and like to listen.
- C. Rarely, only when I need to finish my homework.
- D. Never. I hate listening to English. It makes me have a headache.

E. Other ideas:

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

- A. 1 hour
- B. 15 minutes
- C. 30 minutes
- D. Not stable

6. *What kinds of listening text do you expect to practice more?*

(Put the tick (√) in your choice)

Kinds of listening text	Uninterested	Normal	Favorite	Most favorite
A. Songs				
B. Films or stories				
C. News, speech or lecture				
D. Dialogues : Conversation, interviewa,ect,				

7. *In listening classes, What do you often?*

- A. Try to listen to every words so you can't catch up the speed of the speech
- B. Only listen to stressed words
- C. Need to listen more than three times to understand
- D. Feel tired and unconcentrated when listen more than three times
- E. Other:.....

8. *What listening activities do you like most?*

- A. Tick off (phrases/ pictures/items)
- B. Complete the missing words
- C. Choose the correct answers
- D. Answer comprehension questions
- E. Others

9. *What should you do before listening? (more than one choice)*

- A. Should learn some related new words
- B. Should predict the content of the listening texts by the activities that the teacher gives
- C. Both a & b
- D. Do nothing
- E. Other:.....

10. *While listening, you should :*

- A. Listen and take notes
- B. Listen and answer the questions
- C. Listen only
- D. Other:.....