

**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 : Âu Thùy Vân**

**HẢI PHÒNG – 2025**

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**HOW TO IMPROVE LISTENING SKILL VIA FILMS  
IN ENGLISH FOR FIRST-YEAR ENGLISH MAJORS  
AT HPU**

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

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Tên đề tài: How to improve listening skill via films in English for first-year English majors at HPU

## **ABSTRACT**

English is a crucial language in today's world, essential for various purposes such as employment, education, and communication. Listening, one of the four key language skills, is particularly vital for effective communication. This study explores how using films can enhance listening skills among first-year English majors at Hai Phong University of Management and Technology. The research investigates the challenges these students face in listening comprehension and proposes practical strategies, including film recommendations and usage methods, to improve their proficiency. Surveys were utilized to collect data, providing insights into students' experiences and the effectiveness of film-based learning. The findings highlight the potential of films as a valuable tool for enhancing listening skills and offer suggestions for integrating films into English language learning.

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Hai Phong, 2025

Au Thuy Van

## **TABLE OF CONTENTS**

<b>ABSTRACT .....</b>	<b>1</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>5</b>
<b>PART I: INTRODUCTION .....</b>	<b>9</b>
1. Rationale.....	9
2. Aims of the study.....	10
3. Scope of the study .....	10
4. Methods of the study .....	11
5. Design of the study .....	11
<b>PART II. DEVELOPMENT.....</b>	<b>11</b>
<b>CHAPTER 1. LITERATURE REVIEW .....</b>	<b>11</b>
1.1. Overview of listening .....	11
1.1.1. Definitions of listening .....	11
1.1.2. Types of listening .....	13
1.1.3. The Importance of listening .....	14
1.1.4. Listening process .....	14
1.2. Factors affecting listening comprehension.....	16
1.2.1. Quality of recorded materials .....	16
1.2.2. Accent.....	16
1.2.3. Vocabulary. ....	17
1.2.4. Classroom atmosphere.....	17
1.2.5. Lack of motivation. ....	18
1.2.6. Pronunciation.....	18
1.2.7. Cultural differences. ....	19
1.3. Common methods to improve listening skills.....	19
1.3.1. Trying to listen actively instead of passively .....	19
1.3.2. Practicing dictation.....	19
1.3.3. Playing ESL (English as a second language) Listening Games Online ..	20
1.3.4. Listening to Podcast in English .....	21
1.3.5. Listening to English Songs.....	22
1.3.6. Using language learning apps.....	22
1.3.7. Understanding conversations through context clues .....	23
1.4. Overview of film .....	23

1.4.1. Definition of film.....	23
1.4.2. Film genres .....	24
1.4.3. Advantages and disadvantages of the use of film to improve Listening Skill.....	25
1.5. Previous studies related to using films to improve listening skill.....	26
1.6. Conclusion of Chapter 1 .....	26
<b>CHAPTER 2. RESEARCH METHODOLOGY. ....</b>	<b>28</b>
2.1. Research methodology .....	28
2.1.1. Participants .....	28
2.1.2. Instruments for collecting data .....	28
2.1.3. Survey questionnaire .....	28
2.2. Data collection procedures .....	29
2.3. Data analysis methods .....	29
<b>CHAPTER 3. FINDINGS AND DISCUSSIONS.....</b>	<b>31</b>
3.1. Findings and discussions from the questionnaire.....	31
3.2. Conclusion of chapter 3 .....	41
<b>CHAPTER 4. SUGGESTIONS TO IMPROVE LISTENING SKILLS BY WATCHING FILM FOR FIRST-YEAR ENGLISH MAJORS .....</b>	<b>43</b>
4.1. For students .....	43
4.1.1. Learning methods .....	43
4.1.1.1. Choose interesting films .....	43
4.1.1.2. Watch films with Vietnamese subtitles .....	43
4.1.1.3. Watch films with English subtitles.....	44
4.1.1.4. Watch film without subtitles .....	44
4.1.1.5. Rewatch films .....	44
4.1.1.6. Repeat phrases from films .....	44
4.1.1.7. Take notes.....	45
4.1.1.8. Avoid films with difficult dialogues .....	45
4.1.2. List of English films to improve English Listening Skills for students ..	46
4.2. For teachers .....	50
4.2.1. Teaching methods using films.....	50

4.2.2 Classroom activities for teacher to use films in teaching English listening skills.....	51
4.2.2.1. Vocabulary Games Based on “The Incredibles 1” .....	51
4.2.2.2. Other activities.....	54
<b>PART III. CONCLUSION .....</b>	<b>55</b>
1. Overview of the Study.....	55
2. Limitations of the Study .....	57
3. Suggestions for Further Research.....	57
<b>REFERENCES .....</b>	<b>58</b>
<b>APPENDIX.....</b>	<b>60</b>



## **PART I: INTRODUCTION**

### **1. Rationale**

Nowadays, English is a powerful tool in learning, work, and daily life, not only in Vietnam but also in other countries such as Korea, Thailand, Japan, Singapore, and others. English is one of the essential languages when applying for jobs at foreign joint ventures in Vietnam. It is also a requirement for studying and working in countries like Australia, the UK, and the US. Immigrants with good English skills can easily adapt to life in English-speaking countries. Additionally, English is an entrance requirement for some universities in Vietnam. As a result, even though English is considered a challenging language, learning it is becoming increasingly popular. The demand for English proficiency certificates such as IELTS, TOEIC, TOEFL, PTE, and others has also grown significantly. These certificates regularly assess four skills: Reading, Speaking, Writing, and Listening, along with Vocabulary and Grammar. To use English effectively, listening comprehension is crucial when communicating with foreigners.

As a researcher, I would like to present my thesis titled “How to Improve Listening Skills via Films for English Majors at HPU” for the following reasons:

Listening plays a vital role in daily life, accounting for about 45% of an adult’s communication time—much more than speaking (30%), reading (16%), and writing (9%). However, many students (and even teachers) often do not give enough attention to listening skills when learning English. An individual may have difficulty understanding a dialogue, lecture, or conversation in a second language (and sometimes even in their native language). In some situations, both the speaker and the listener can contribute to the difficulty. For example, the speaker may talk too quickly, the environment may be too noisy, the listener may not be able to hear the speaker in a phone conversation, or the listener may have limited vocabulary or lack knowledge of the topic, making it hard to distinguish individual sounds. Therefore, various methods have been explored to improve English listening skills, such as dictation, listening to English songs, listen-and-repeat exercises, writing a diary, listening to podcasts, and watching films in English, which is also one of the most effective ways.

Several studies have demonstrated the benefits of using films in language learning, particularly for improving listening skills. Watching films provides a natural and

engaging environment for learners to hear real-life conversations, cultural nuances, and colloquial expressions. Unlike traditional textbooks and exercises, films allow learners to experience how native speakers communicate in everyday situations - from formal dialogues to informal speech-- complete with various accents and emotions. Furthermore, the visual context provided in films helps learners understand non-verbal cues such as facial expressions.

However, not all films are equally effective for language learning. It is important to select films that align with the learners' proficiency level and offer content that is relevant to their learning goals. The language used should be clear and accessible, avoiding overly complex slang or fast-paced dialogues. Moreover, it is recommended to choose films that feature everyday situations, as this will make the language more relatable and useful for learners.

## **2. Aims of the study**

The objectives of this study are:

- To investigate the difficulties encountered by first-year English majors at Hai Phong University of Management and Technology in developing their English listening skills, and to propose effective strategies to enhance this skill.
- To encourage students who struggle with listening comprehension to put in more effort and dedication in their studies.
- To provide a list of recommended films and suggest effective ways for using them to improve English listening proficiency.

## **3. Scope of the study**

This study focuses on improving English listening skills through the use of films. It specifically targets 1st-year English Major Students at HPU. The participants will be randomly selected from this group of students, who will be asked to complete surveys once their classes had finished. The goal of the research is to explore how watching film in English can enhance listening comprehension and identify any challenges or benefits experienced by these students in the process. The study is limited to this specific group, and findings will be based on their responses and experiences with using films as a learning tool.

#### **4. Methods of the study**

To carry out this research,I implemented the following methods:

- I conducted a thorough review of relevant websites, reference books, and academic articles to gather background information on the topic and ensure a solid foundation for the study.
- I distributed survey questionnaires to 1st-year English Major Students at HPU, collecting their responses regarding their listening skills and experiences with learning through films.
- I based on my own personal experience in classroom listening lessons to provide additional insights into the challenges and methods for improving listening skills.
- All survey responses and comments were analyzed and presented in tables and chart,with the data calculated as percentages to provide clear and understandable results.

#### **5. Design of the study**

This study is divided into 3 parts:

Part A: Introduction - It provides an overview of this study such as rationale, aims of the study,scope of the study, methods of the study and design of the study.

Part B: Development - It is the main part of this study which is divided into 3 chapters

\*Chapter 1: Literature Review includes Overview of Listening; Problems faced by student while learning Listening Skills; Methods to improve Listening Skills and Overview of Film.

\*Chapter 2: Demonstrate detailed explanation of the methodology

\*Chapter 3: Suggestions to improve listening skills by watching films in English

Part C: Conclusion: Summary of this study

## **PART II. DEVELOPMENT**

### **CHAPTER 1. LITERATURE REVIEW**

#### **1.1. Overview of listening**

##### **1.1.1. Definitions of listening**

Listening is one of the foundational skills in learning a new language, serving as the first receptive ability that beginners must develop. Therefore, listening allows learners to acquire new vocabulary and linguistic structures through auditory input. The effectiveness of someone's listening ability directly impacts their capacity to produce language. If learners develop strong listening skills, they are more likely to understand spoken discourse and improve their proficiency in productive skills such as speaking and writing.

Here are some definitions given by the following linguists:

1. Tucker (1925) defined listening as “an analysis of the impression resulting from concentration where an effort of will is required.” It means listening is not a passive activity but rather a process that demands active focus, mental engagement, and conscious effort to interpret auditory information effectively.
2. Wolvin & Coakley (1985) described listening as “the process of receiving, attending to, and assigning meaning to aural stimuli.” Their definition emphasizes that listening extends beyond mere hearing; it involves cognitive engagement, where the listener must process and attribute meaning to what they hear, making it a complex and interactive skill.
3. Meanwhile, Howatt & Dakin (1974) expressed listening as “the ability to identify and understand what others are saying.” They argue that effective listening requires simultaneous processing of various linguistic components, including pronunciation, grammar, vocabulary, and meaning. A proficient listener must be able to manage these elements in real time, making listening one of the most complex skills.
4. Pearson (1983) stated that “listening involves the simultaneous organization and combination of skills in phonology, syntax, semantics, and knowledge of the text structure, all of which seem to be controlled by the cognitive process.” Thus, it can be said that though not fully realized, the listening skill is essential in acquiring language proficiency.
5. Besides, Purdy (1991) characterizes listening as “an active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed verbal and nonverbal needs, concerns, and information offered by human beings.” This perspective stresses that listening is not only about comprehending spoken words but also involves understanding the speaker’s emotions, intentions, and nonverbal cues.

6. Carol (1993) views listening as a set of cognitive activities that involves “an individual’s capacity to apprehend, recognize, discriminate, or even ignore.” It suggests that effective listening requires the ability to selectively focus on relevant information while filtering out distractions or irrelevant stimuli.

7. According to Rubin (1995), listening is “an active process in which a listener selects and interprets information from auditory and visual cues to define what is happening and what the speakers are trying to express.” He emphasizes that listening is not limited to auditory perception but also involves visual elements such as facial expressions, gestures, and other nonverbal signals that contribute to meaning construction.

8. Anderson & Lynch (1988) argue that listening is a receptive skill, much like reading, but rather highly active. They introduce the concept of the listener as an “active model builder,” meaning that listeners construct their own coherent interpretation of spoken messages by integrating new information with their prior knowledge and contextual understanding. The authors also introduce the idea of a “mental model,” which represents the listener’s internal construction of meaning based on the spoken input.

9. Ronald and Roskelly (1985) regarded listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand. They argue that listening is an interactive skill that requires significant effort and practice. Moreover, they highlight that successful listening involves constructing meaning from a stream of sound, which necessitates sufficient linguistic knowledge.

Based on the above definitions, listening is an active process that requires focus, interpretation, and cognitive effort. It is closely linked to speaking and writing, helping learners understand and communicate effectively. Rather than being a passive process, listening involves constructing meaning from both verbal and nonverbal cues, making it a key component of language acquisition.

### **1.1.2. Types of listening**

According to Brown (2003), there are four types of listening:

**Intensive (Comprehensive/Informative listening):** This type requires full attention to capture detailed information and achieve complete comprehension. It is commonly used when students listen to lectures, instructions, announcements, or weather forecasts. The

key aspect of intensive listening is ensuring that the listeners accurately understand the conveyed message. Any distraction or misinterpretation may hinder comprehension.

**Responsive listening:** This involves actively responding to what is heard, often through brief replies, confirmations, or short interactions that demonstrate understanding.

**Selective listening:** This type focuses on identifying specific pieces of information within a longer discourse. Listeners scan for relevant details rather than grasping the overall meaning. Examples include listening for names, numbers, grammatical structures, or key facts in classroom directions, news reports, or stories.

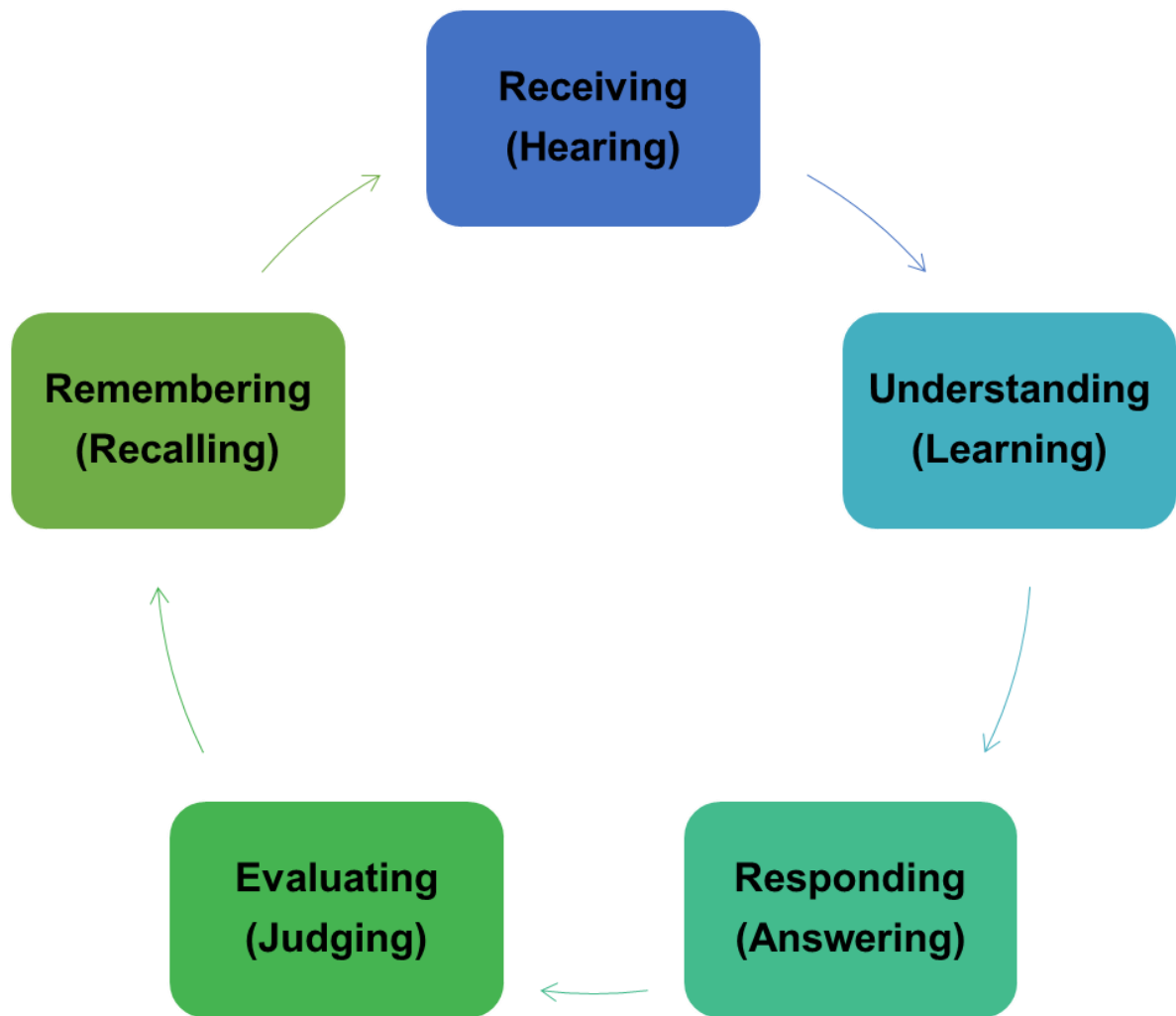
**Extensive Listening (Appreciative listening):** This form of listening is more relaxed and focuses on general understanding rather than specific details. It is often associated with listening for enjoyment, such as when people listen to music, poetry, speeches, or jokes. There is no pressure to extract precise information, making it a motivating and enjoyable way to develop listening skills.

### **1.1.3. The Importance of listening**

Listening is an essential skill in learning English. It helps learners improve their pronunciation, vocabulary, and speaking fluency. By listening to native speakers, students can understand how words are used in real situations and become more confident in communication. In daily life, good listening skills help people understand others clearly and respond appropriately. In school or work, listening is important for learning, teamwork, and problem-solving. It also helps people understand different accents, emotions, and cultures. Overall, listening is more than just hearing words- it is about understanding meaning and using that understanding to connect with others.

### **1.1.4. Listening process**

According to Joseph Devito, listening process is divided into 5 periods:



*Chart 1:5 stages of listening process.*

The Stages of the Listening Process:

**1. Receiving (Hearing):**

The first stage involves both hearing and attending. Hearing is the physiological process of perceiving sound, while attending refers to the active recognition of these sounds as meaningful words. Effective listening combines both auditory and nonverbal cues to construct understanding

**2. Understanding (Learning):**

At this stage, the listener interprets and assigns meaning to the message. Comprehension is essential for grasping the speaker's central idea and organizing new information into a coherent mental framework

**3. Evaluating (Judging):**

Listeners critically assess the information, considering its accuracy, bias, and relevance. Forming opinions based on a clear understanding helps avoid misjudgments and enhances decision-making

#### **4. Remembering (Recalling):**

Memory plays a crucial role in retaining information for future reference. By connecting new knowledge with past experiences, listeners enhance both comprehension and recall.

#### **5. Responding (Answering):**

The final stage involves providing feedback, either verbal or nonverbal. Responses confirm understanding, facilitate interaction, and help refine communication between speaker and listener.

### **1.2. Factors affecting listening comprehension**

#### **1.2.1. Quality of recorded materials**

The effectiveness of listening practice heavily relies on the quality and appropriateness of audio materials. Many students struggle with unclear recordings, varying speeds, or a lack of diversity.

- i. **Poor audio quality:** Issues like background noise or low volume can hinder accurate listening, leading to frustration and misunderstandings.
- ii. **Inconsistent speech patterns:** Some recordings are unnaturally slow or fast, making real-life conversations harder to follow. Limited exposure to one accent reduces adaptability to different English speakers.
- iii. **Unengaging content:** If materials don't match students' interests or real-life scenarios, they may lose focus and motivation.

To overcome these challenges, learners should use well-recorded, varied, and interesting materials like podcasts, TED Talks, and audiobooks. Combining these with transcripts and interactive exercises can further improve comprehension. High-quality audio materials are key to building confidence in listening skills.

#### **1.2.2. Accent.**

Other major challenge students encounter when developing listening skills is the variety of accents in spoken English. As English is global, diverse pronunciation, intonation, and rhythm can hinder comprehension, especially with limited exposure.

This includes:



\* **Limited exposure:** Students mainly learn standard accents in classrooms and may struggle with accents like Australian, Indian, or African English.

\* **Pronunciation differences:** Changes in sound, stress, and speed can make familiar words sound different (e.g., "water" in American vs. British English).

\* **Slang and expressions:** Unique regional speech, not in textbooks, can confuse students.

To improve, students should listen to various accents in news, podcasts, and films, enhancing flexibility and confidence in understanding diverse speakers.

### 1.2.3. Vocabulary.

Limited vocabulary greatly hinders listening. Unfamiliar words cause confusion and make it hard to understand the message.

\* **Unknown words:** Missing key terms obscures meaning.

\* **Idioms/ Phrasal verbs:** Common expressions like "hit the books" or "give up" may confuse learners.

\* **Context dependence:** Words with multiple meanings complicate understanding.

\* **Forgotten meanings:** Unclear familiar words disrupt comprehension.

\* **Focusing on every word:** Over-analyzing individual words distracts from the overall meaning.

To improve, students should build vocabulary through reading, flashcards, and varied listening materials, regularly reviewing words, using context clues, and practicing active listening.

### 1.2.4. Classroom atmosphere.

The learning environment plays a crucial role in developing listening skills. A distracting or uncomfortable classroom atmosphere can make it difficult for students to focus and absorb spoken information effectively.

❖ **Noise and disruptions:** Background chatter, outside noise, or technical issues with audio equipment can interfere with comprehension.

❖ **Lack of engagement:** A dull or overly rigid class structure may reduce student motivation, making it harder to concentrate.

- ❖ **Fear of making mistakes:** Some students hesitate to participate or ask for clarification due to fear of embarrassment, limiting their learning opportunities.

To improve listening conditions, teachers should create a supportive and engaging environment by minimizing distractions, encouraging participation, and using interactive activities to enhance focus and confidence.

### 1.2.5. Lack of motivation.

Motivation plays a key role in enhancing listening skills, but many students struggle due to a lack of interest or confidence. Without motivation, they may find listening exercises boring, frustrating, or too difficult to engage with effectively.

- **Low interest:** Uninspiring topics or repetitive exercises can make students lose focus.
- **Fear of failure:** Struggling to understand spoken English may discourage learners from trying.
- **Lack of practice:** Without regular exposure, students may feel unprepared and avoid listening activities.

To overcome this, learners should choose engaging content, set realistic goals, and practice actively to build confidence and stay motivated.

### 1.2.6. Pronunciation.

Pronunciation differences between spoken and written English can make listening comprehension challenging for students. Words may sound different from how they appear in text, causing confusion and misunderstanding.

- ✚ **Connected speech:** Native speakers often link words together, making it hard to distinguish individual words (e.g., "going to" sounds like "gonna").
- ✚ **Silent letters and variations:** Words like "honest" (silent "h") or "comb" (silent "b") may not sound as expected.
- ✚ **Similar sounds:** Some English sounds are difficult to differentiate, such as \*/ɪ/ and /i:/ in "ship" vs. "sheep".

To improve, learners should listen regularly, mimic native speakers, and practice phonetic exercises to familiarize themselves with natural pronunciation patterns.

### 1.2.7. Cultural differences.

Cultural background influences the way language is spoken and understood, making listening comprehension more challenging for students. Differences in communication styles, references, and humor can create confusion even when the words themselves are familiar.

- **Unfamiliar references:** Speakers may mention historical events, traditions, or pop culture that learners do not recognize.
- **Indirect communication:** Some cultures use indirect expressions, sarcasm, or implied meanings that may be difficult to interpret.
- **Gestures and tone:** Body language and tone can change the meaning of words, but these cues vary across cultures.

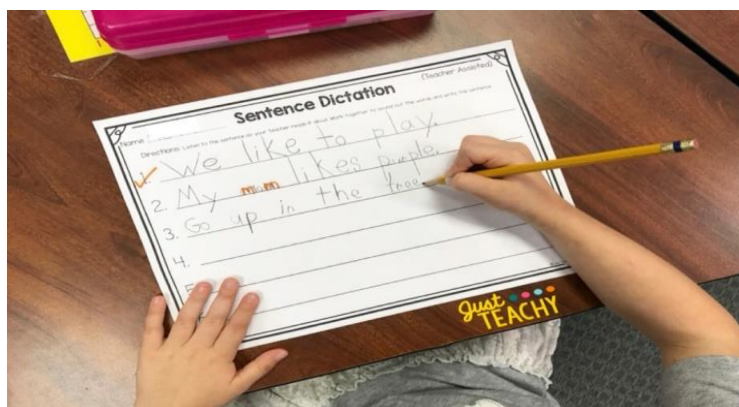
To overcome this, learners should explore different cultures through films, books, and conversations with native speakers to gain a deeper understanding of language in context.

## 1.3. Common methods to improve listening skills

### 1.3.1. Trying to listen actively instead of passively

Active listening is focused and intentional, while passive listening is hearing without engagement. For example, background English music is passive listening. Some people think passive listening helps, but researchers find active listening is essential for vocabulary and comprehension. To learn, make a conscious effort to understand, even during enjoyable activities like watching TV or listening to music.

### 1.3.2. Practicing dictation.



To get the best results from dictation listening, learners should follow a clear and structured process.

### **Step 1: Select suitable audio**

- Choose recordings by native speakers with a speed and vocabulary level that matches your ability. If you understand around 50%, it's a good choice.
- Use short clips (2–5 minutes) to stay focused and avoid frustration.
- Make sure the audio includes a transcript for later comparison.

### **Step 2: Review the transcript first**

- Read through the transcript and identify new words in their natural context.
- Learn their meanings and pronunciation before starting to listen.

### **Step 3: Listen and transcribe**

- Pause after every 5–7 words and write down what you hear.
- Avoid replaying a sentence more than twice to stay efficient.
- If you miss a word, leave a blank and move on instead of getting stuck.
- Listen again 2–3 times to refine your transcription.

### **Step 4: Check, correct, and improve speaking**

- Compare your transcription with the original, marking mistakes in a different color.
- Listen while following the transcript, mimicking pronunciation and speech patterns.
- Record yourself reading the text and compare it to the original to enhance speaking skills.

By practicing regularly, this method can significantly boost your listening, vocabulary, and pronunciation.

### **1.3.3. Playing ESL (English as a second language) Listening Games Online**

ESL listening games provide an interactive and enjoyable way for learners struggling to improve their listening skills. Some great websites for ESL listening games include:

- ✓ **ESL Kids Lab** :Offers simple listening exercises for beginners, helping them learn basic vocabulary related to school, daily objects, jobs, and more.
- ✓ **TeachThis** : Designed for classroom activities but can be used with a group of friends to practice English together.
- ✓ **Randall's ESL Cyber Listening Lab** :A well-known platform with listening exercises for various levels.

These games not only make listening practice more engaging but also give you the motivation to "win," encouraging consistent learning and progress.

### 1.3.4. Listening to Podcast in English

A podcast is an online digital audio file available online, covering a wide range of topics, such as celebrity interviews and news reports. Users can download and listen to podcasts anytime on their phones or computers.

Effective Ways to Practice English Listening with Podcasts:

Podcasts are a valuable tool for improving English listening skills, but to make the most of them, you need the right approach. Here are some strategies to enhance your learning experience:



- **Choose the Right Podcasts:** Select content that matches your level. If it's too difficult, you might get frustrated, but if it's too easy, you won't improve. Start with slow and clear speech, then gradually challenge yourself with more complex discussions.
- **Listen with a Purpose:** Instead of just playing a podcast in the background, actively focus on what's being said. Try to catch key words and phrases, guess meanings from context, and take notes on unfamiliar vocabulary.
- **Use Transcripts:** Many podcasts provide transcripts. Read along while listening to reinforce word recognition and pronunciation.
- **Repeat and Shadow:** Replay key sections multiple times. Try the shadowing technique by repeating sentences right after the speaker to improve fluency and pronunciation.
- **Make It a Daily Habit:** Consistency is key. Even 10–15 minutes a day can make a difference in your listening ability.

### 1.3.5. Listening to English Songs.

Effective steps to learn English through songs:



#### - Step 1: Choose a Suitable Song

Pick a song you enjoy with clear pronunciation and a slow tempo. This makes it easier to follow along and stay motivated.

#### - Step 2: Listen with Lyrics

Follow along with the lyrics while listening. Use translations or phonetic transcriptions if needed to understand new words and pronunciation.

#### - Step 3: Read and Sing Along

Practice reading the lyrics out loud before singing. This helps with pronunciation, rhythm, and intonation.

#### - Step 4: Memorize Naturally

Hum or repeat lyrics during your free time to remember key phrases effortlessly.

#### - Step 5: Learn Vocabulary and Grammar

Analyze the lyrics for new words and sentence structures. Look up unfamiliar phrases and practice using them in sentences.

#### - Step 6: Practice Regularly

Make singing in English a daily habit. Repetition will improve your pronunciation, grammar, and long-term vocabulary retention

### 1.3.6. Using language learning apps

Language learning apps are a great tool for improving listening skills because they provide interactive exercises and expose learners to natural speech. Here are some popular apps that can help:

- **ELSA SPEAK:** This app focuses on pronunciation and listening .It uses AI to analyze your speech and give feedback ,helping you recognize and correct mistakes.
- **Duolingo:** It offers fun,game–like lessons that include listening exercises.It’s great for beginners who want to practice hearing and understanding simple conversations.
- **BBC Learning English:** This app offers news reports,interviews and everyday conversations in English .It also includes slow-speed news for learners who need extra time to process spoken English
- **VOA Learning English:** Fearures slow –spoken new reports,making it easier for learners to understand.
- **TED talks:** Offers insightful talks on various topics with subtitles for better comprehension.
- **Cake:** Teaches English through short video clips,helping users recognize natural speech patterns
- **ABA English:** Uses video-based lessons featuring real-life scenarios
- **Tflat English:** Offers offline listening exercises and a vast vocabulary library.

### **1.3.7. Understanding conversations through context clues**

To improve your English comprehension, start engaging in real-life conversations as soon as possible. Use context clues to understand spoken English: identify familiar words to infer the message and guess unfamiliar ones. Other clues include tone, facial expressions, body language, and surroundings (e.g., gestures toward a map indicate directions; a red traffic sign signals "stop"). Even outside English-speaking countries, practice with videos or podcasts to develop natural comprehension

## **1.4. Overview of film**

### **1.4.1. Definition of film**

A Film, also called a movie or motion picture, is a form of visual storytelling that recreates experiences and expresses ideas, emotions, and narratives through moving images. Since the 1930s, films have typically been accompanied by synchronized sound and, in some cases, additional sensory effects.

The term cinema comes from the French word *cinéma*, which is a shortened version of *cinématographe*, a term introduced by the Lumière brothers in the 1890s. It originates from Ancient Greek and means "recording movement." Today, cinema can refer to a place where films are shown (known as a movie theater in the U.S.), the film industry, or the art of filmmaking itself.

#### **1.4.2. Film genres**

Film genres are typically classified based on setting, mood, format, and target audience. Here are some fundamental film genres categorized according to these criteria:

##### **Based on Setting:**

- Crime Film: Conflicts between law enforcement and criminals, with chases and action.
- Historical Film: Set in past eras, depicting major historical events.
- War Film: Focuses on battles or wartime, often tied to historical conflicts.
- Sci-Fi Film: Features fictional technology (e.g., time travel), set in the future.
- Sports Film: Centers on athletic competitions or athletes' struggles.

##### **Based on Mood**

- Action Film: Intense battles, stunts, and effects.
- Adventure Film: Exciting journeys and exploration.
- Mystery Film: Crime-solving or unraveling secrets.
- Comedy Film: Humorous, lighthearted entertainment.
- Horror Film: Fearful narratives with eerie elements.
- Thriller Film: Suspenseful, tense stories.
- Drama Film: Emotional character-driven stories.
- Romance Film: Love and relationships.
- Erotic Film: Suggestive or explicit sexual themes

##### **Based on Format**

- Animated Film: Drawn or CGI visuals.
- Documentary Film: Real-life footage.



→Musical Film: Songs drive the story

### **.Based on Target Audience**

→Children's Film: Simple, comedic stories for kids.

→Family Film: Uplifting themes for all ages.

→Adult Film: Complex, mature narratives.

Not all film genres suit children, the elderly, or those with heart conditions or depression. They should avoid intense, violent, or shocking genres like Action, Horror, Thriller, Adult, Erotic, and War Films. Lighthearted or educational genres, such as Animated, Comedy, Family, Sport and Romance Films, are generally suitable for all audiences.

### **1.4.3. Advantages and disadvantages of the use of film to improve Listening Skill**

#### **- Advantages:**

- Films expose students to natural English

Films provide authentic spoken English, including pronunciation, intonation, and natural speech speed, helping learners get used to how native speakers talk.

- Films can be use to improve sound recognition

Watching films helps learners become familiar with connected speech, reductions, and word stress, making it easier to understand spoken English.

- Films expand vocabulary and expressions

Films introduce a wide range of vocabulary, phrases, and idiomatic expressions in real-life contexts, enhancing learners' ability to use English naturally.

- Films provide context-based listening practice

Learners can guess meanings from the situation and body language of characters, improving comprehension without needing to translate every word.

- Films Increase motivation

Learning through films is engaging and enjoyable, making it a less stressful and more sustainable way to improve listening skills.

- Films expose students to different accents and dialects

Films allow learners to experience various English accents (e.g., British, American, Australian), helping them adapt to different pronunciation styles.

#### **- Disadvantages:**

- Students depend too much on subtitles

Many learners rely too much on subtitles, focusing on reading instead of listening, which can reduce the effectiveness of listening practice.

- Films present fast speech and difficult language

Some films feature fast-paced dialogue, slang, or regional expressions that can be challenging for learners, leading to frustration.

- Not all films are suitable for learning

Some films contain complex or highly specialized language that is not useful for everyday communication.

- Learners miss active practice

Watching films passively without repeating dialogue or taking notes may not significantly improve listening skills.

- Film cannot replace other learning methods

While films are a great tool, they should be combined with structured listening exercises, grammar study, and speaking practice for well-rounded language development.

### **1.5. Previous studies related to using films to improve listening skill**

Several studies highlight the effectiveness of using films to enhance listening skills:

- Improved comprehension: Films provide authentic contexts, diverse vocabulary, and natural pronunciation, aiding speech recognition (Herron & Seay, 1991).
- Vocabulary and intonation gains: Watching films with or without subtitles helps learners acquire new words and understand intonation (Vanderplank, 2010).
- Increased motivation: Engaging film content encourages sustained listening practice (Kusumarasdyati, 2006).
- Cultural understanding: Films expose learners to cultural contexts, enhancing real-world listening skills (Sherman, 2003).

These findings are highly relevant to HPU English majors, as films can address their challenges with fast-paced speech, limited vocabulary, and low motivation by providing engaging, authentic, and culturally rich listening practice. This study builds on these insights to explore how films can be integrated into HPU's listening curriculum.

### **1.6. Conclusion of Chapter 1**

This chapter discussed listening skills' basics: definition, types, and importance in language learning. It also covered common challenges like accent, vocabulary, pronunciation, and motivation, which hinder improvement. Films were presented as a potential tool to enhance listening by offering natural speech, context, and diverse accents. However, film effectiveness depends on student usage. Previous studies underscore the potential of films as an effective tool to enhance comprehension, vocabulary, motivation, and cultural understanding in listening practice. Chapter 2 details the research methodology used to study and in Chapter 3, data on the potential of using films to improve students' listening skills will be analyzed.

## **CHAPTER 2. RESEARCH METHODOLOGY.**

### **2.1. Research methodology**

Watching films is a great way to relax, but if you want to improve your English listening skills, you need to pay more attention to the language used in the film. Focus on understanding the dialogue, and take note of any new words or unfamiliar pronunciation you come across. This practice will help you expand your vocabulary but also improve your pronunciation in a more natural way.

#### **2.1.1. Participants**

To conduct the research, the researcher needs a group of participants, referred to as the study population. In this study, the participants of this research were 30 First-Year English Majors at Hai Phong University of Management and Technology (HPU) and were chosen randomly. They were selected because they are in early stages of learning different language skills, especially listening. However, their English proficiency is quite similar since they have been influenced by high school English curriculum. Due to limited opportunities to practice English before university, they face many challenges in their studies. They are also aware of their difficulties, needs, and progress in improving their listening skills.

#### **2.1.2. Instruments for collecting data**

To gather information for this study, a survey questionnaire was used as the main method of data collection. The questionnaire aimed to explore students' habits, difficulties and opinions on learning English listening skills through watching films. It included both multiple – choice and open-ended questions to gain deeper insights into their experiences and challenges. These instruments provided valuable data for analyzing students' progress and identifying the benefits of film-based listening practice.

#### **2.1.3. Survey questionnaire**

This questionnaire consists of 12 questions:

- Question 1, 2, includes students' gender, age and years of learning English

- Question 3: The confidence level of students in their listening skills.
- Question 4: The frequency of students watching English films.
- Question 5: Each student's favorite film genres.
- Question 6: The duration of time students spend watching a film.
- Question 7: Reason students watch English films.
- Question 8: Effectiveness of watching English films in improve listening skills.
- Question 9: Difficulties that students often face when watching a film in English.
- Question 10: Improvement after watching English films.
- Question 11: Frequency of taking notes or pausing to look up words while watching films.
- Question 12: Students' opinions on whether teachers should use films in teaching English listening skills.

Most of the above questions are designed in a way that allows students to choose one or more answers for each question.

## **2.2. Data collection procedures**

The data was collected from 30 students from NA28 classes, English Department of Hai Phong University of Management and Technology. The author attended the class, gave a brief introduction to the survey and research topic, explained the purpose of the survey and the meaning of the questions and asked them to complete the survey within 10 minutes. They could choose more than 1 option or write down their owns each question. All answers were kept confidential to serve for data analysis.

## **2.3. Data analysis methods**

The survey aimed to understand students' opinions on using films to improve their English listening skills. The collected answers were reviewed to find common ideas, difficulties, and benefits. Each response was grouped and examined to see general patterns. The analysis looked at how often students watch English films, the challenges they face, their favorite types of films, and whether this method helps them improve listening skills. The results give useful information about students' learning habits and their thoughts on using films for listening practice. These findings help suggest better ways to improve English listening skills through movies. After gathering the data,

Microsoft Excel was used to calculate the percentage of responses for each statement in the questionnaire. These percentages helped address the research questions previously stated in the introduction. Finally, a conclusion was drawn based on the findings.

## CHAPTER 3. FINDINGS AND DISCUSSIONS

### 3.1. Findings and discussions from the questionnaire

#### 1. Gender and age

##### -Gender

Male	Female
5	25
16.67%	83.33%

Table 1: Gender

The table above shows the number of male and female students in the survey. Out of participants, 16.67% students are male and 83.33% others are female. This means most of the students who participated in this survey are female.

##### Age:

Most of the students are 18-19 years old, accounting for 77.78% - the age at which they have just finished the challenging 2024 National High School Graduation Exam. The remaining 22.22% are students who are 20 years old or older.

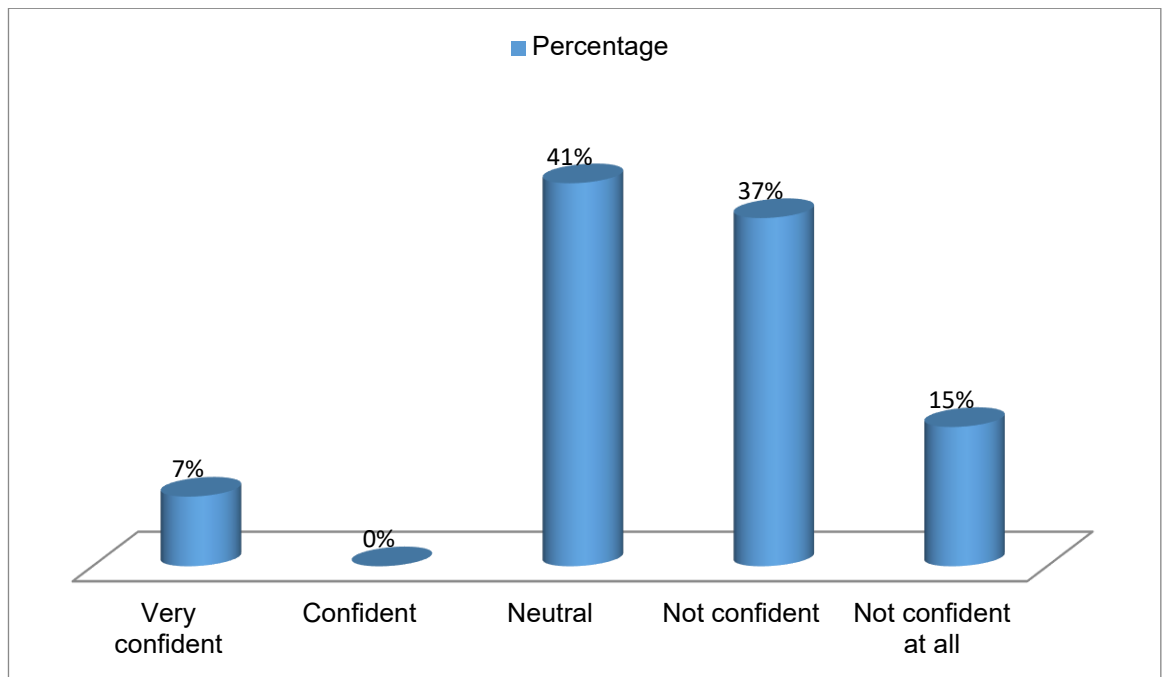
#### 2. How long have you learn English? .....year(s)

Based on the survey results, most students have been exposed to English for 10 years or more, accounting for 81.48%. The others have been exposed to English for less than 10 years (18.52%). This shows that most students have learned English since primary school. They generally have a certain foundation in the foreign language.

#### 3. How do you feel about your current English listening skills?

☐ Very confident ☐ Confident ☐ Neutral ☐ Not confident ☐ Not confident at all

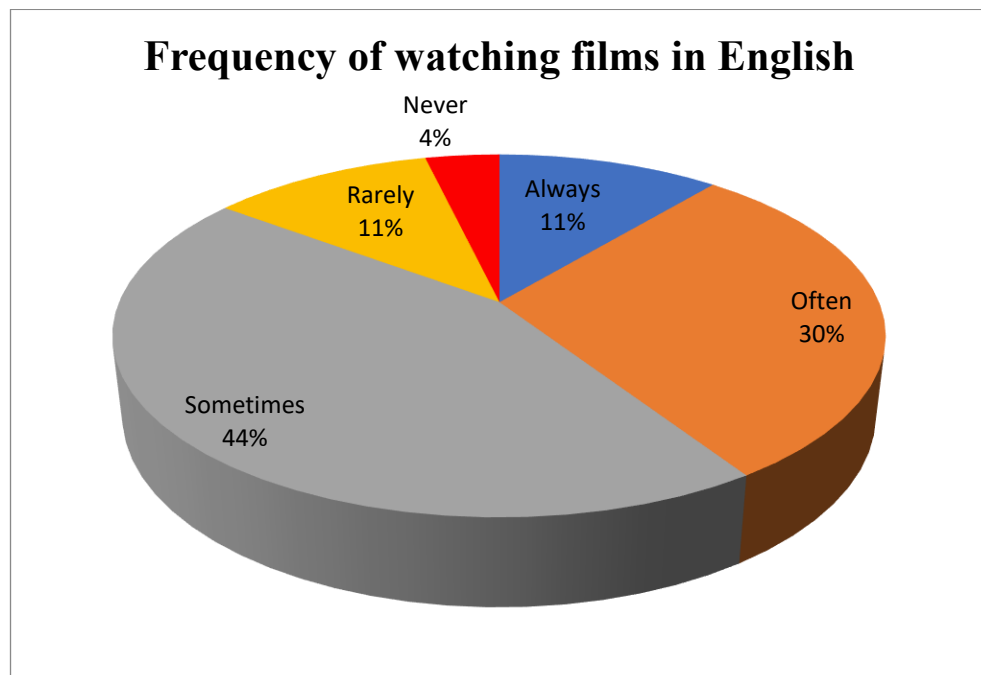
The chart below shows students' confidence level in English listening skills. According to the chart, 7% of students report feeling very confident in their listening skills, while 41% feel neutral. Meanwhile, 37% say they are not confident, and the remaining 15% state that they have no confidence at all. This indicates that students' listening proficiency varies, with most of them feeling neutral and not confident, therefore they need to improve significantly.



*Chart 2: Students' listening skills confidence level*

4. How often do you watch films in English?

☐ Always    ☐ Often    ☐ Sometimes    ☐ Rarely    ☐ Never



*Chart 3: Frequency of watching films in English*

This pie chart shows how often students watch films in English, categorized into 5 groups: "Sometimes" is the largest group with 44% indicate that most students watch English films occasionally but not regularly. "Often" (30%) – a significant number of students watch English films regularly. Group "Always" accounted for 11% , indicating



that some students consistently watch films in English, likely due to personal interest or learning goals. For “Rarely” group (11%), these students hardly ever watch English films, possibly because they find it difficult or are not interested. The last group “Never” makes up only 4% of total, making it the smallest group, which can be due to difficulties in comprehension or lack of interest.

5. What film genres do you like watching?

- ☐ Action
 ☐ Romance
 ☐ Musical
 ☐ Documentary
- ☐ Horror
 ☐ Science Fiction (Sci-Fi)
 ☐ Historical
 ☐ Animation (Cartoon)
- ☐ Comedy
 ☐ Crime
 ☐ Adventure
- ☐ Other genres:.....

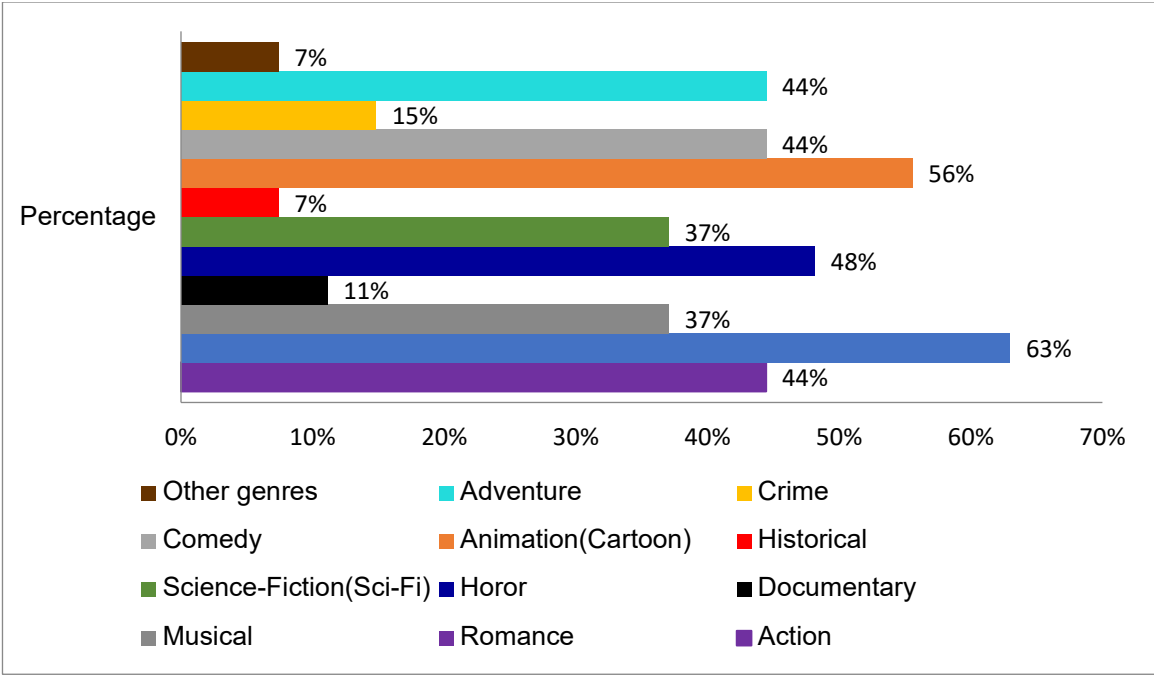


Chart 4: Preferred film genres among 1st-Year English Majors at HPU

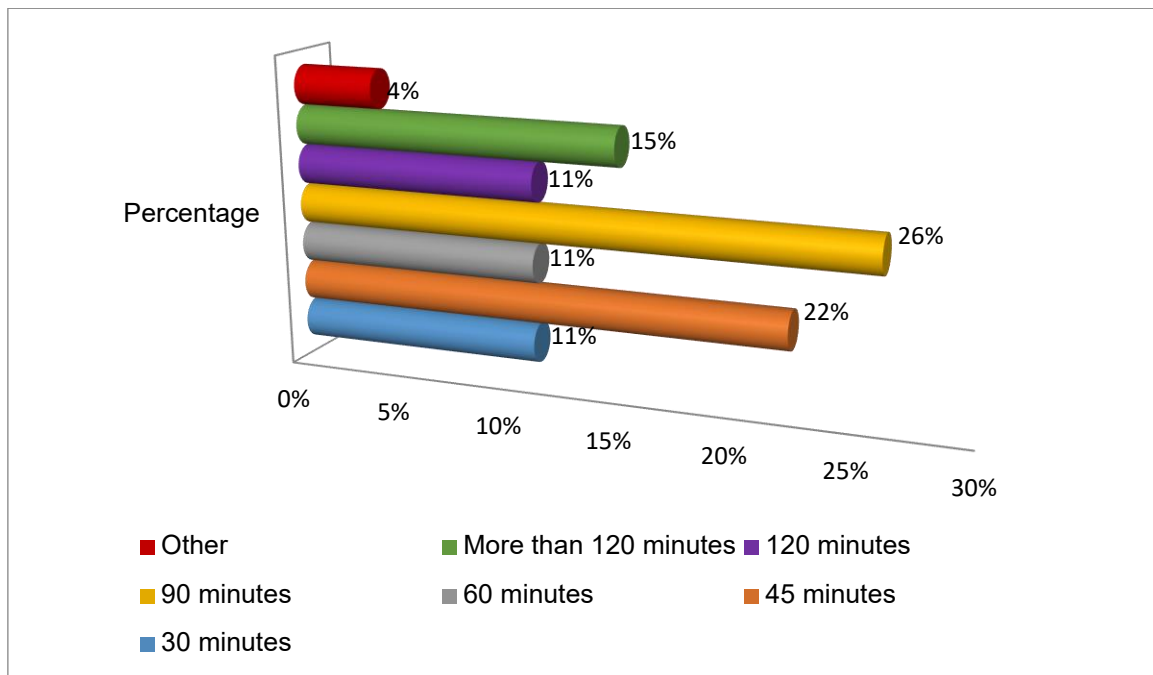
The chart illustrates the preferred film genres among 1st-year English majors at HPU. The data reveals that “Romance” is the favored genre, with 63% of students selecting it. “Animation (Cartoon)” follows closely as the second most popular choice, attracting 56% of respondents. Additionally, “Horror” is well-received, with 48% of students expressing their preference. Similarly, “Adventure”, “Action”, and “Comedy” are also popular choices, garnering 44% of responses. Conversely, “Science-Fiction (Sci-Fi)” and “Musical” received moderate interest, each accounting for 37% of student preferences.

“Documentary” and “Crime” are less popular, with only 11% and 15% of students selecting them. The least preferred genres are “Historical” and “Other genres”, both chosen by only 7% of respondents. For the “Other genres” category, some respondents indicated a preference for “Drama”, while others admitted that they are not interested in watching films in English. Overall, the findings suggest that the 1st-year English majors at HPU prefer genres with engaging storylines, featuring many romantic, adventurous, humorous, horror-filled, and action-packed scenes such as “Romance”, “Animation (Cartoon)”, “Horror”, “Action”, “Adventure”, and “Comedy”. These categories are always accessible and suitable for young people who love exploration. Meanwhile, genres like “Documentary”, “Crime”, and “Musical” are less favored because they lack entertainment elements, easily become dull, and have few thrilling moments.

6. *How long do you often watch a film in English?*

- ☐ 30 minutes      ☐ 45 minutes      ☐ 120 minutes  
☐ 60 minutes      ☐ 90 minutes      ☐ More than 120 minutes  
☐ Other:.....

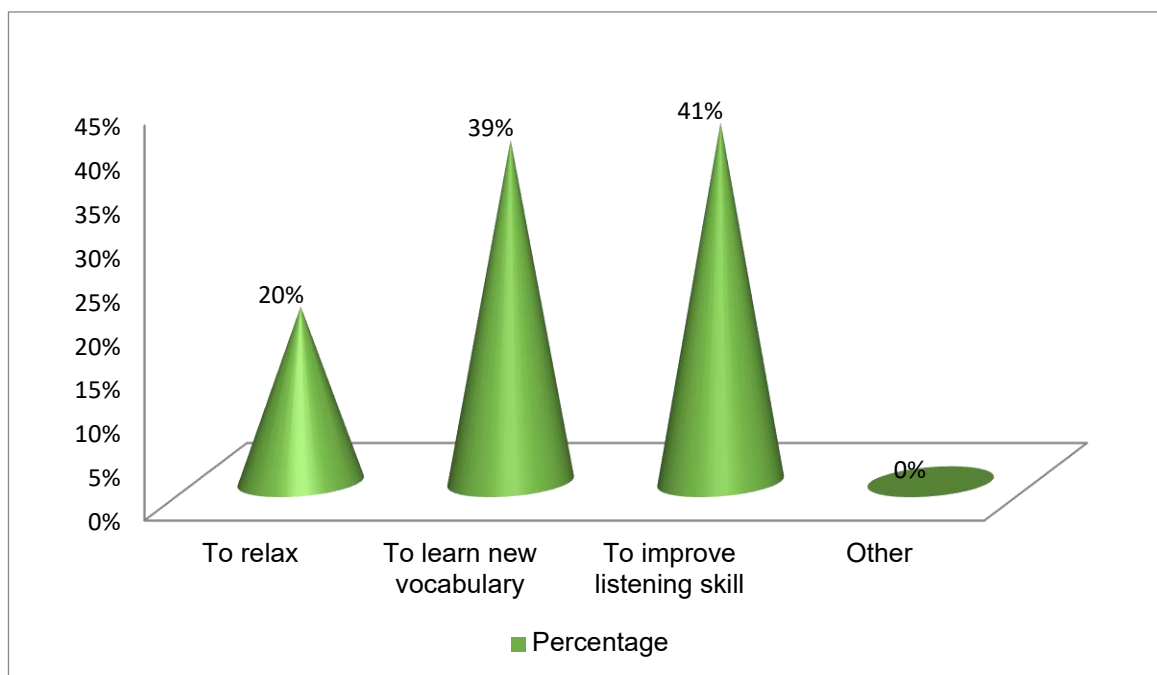
The chart below shows the amount of time students typically spend watching films in English. Based on the analyzed data, the most popular duration is 90 minutes (26%), indicating that many students tend to watch long films or multiple episodes in one sitting. The second most common duration is 45 minutes (22%), showing that a considerable number of students prefer a shorter viewing time, but still long enough to stay focused. Besides, this duration typically corresponds to one episode of a TV series. Meanwhile, 60 minutes, 30 minutes, and 120 minutes share the same percentage (11%), suggesting that these durations are moderately preferred. Additionally, 15% of students watch for more than 120 minutes, implying a preference for extended viewing or binge-watching. A small percentage (4%) chose “Other”, with responses indicating that some of them watch films for only 20 minutes. This suggests that a small group prefers very short viewing sessions, possibly for quick learning or entertainment. In summary, the data suggests that most students allocate at least 45 minutes to watching films in English, which may enhance their language exposure and comprehension skills.



*Chart 5: Students' preferred duration for watching films in English*

7. What do you watch English films for ?

- ☐ To relax
- ☐ To learn new vocabulary
- ☐ To improve listening skill
- ☐ Other:.....

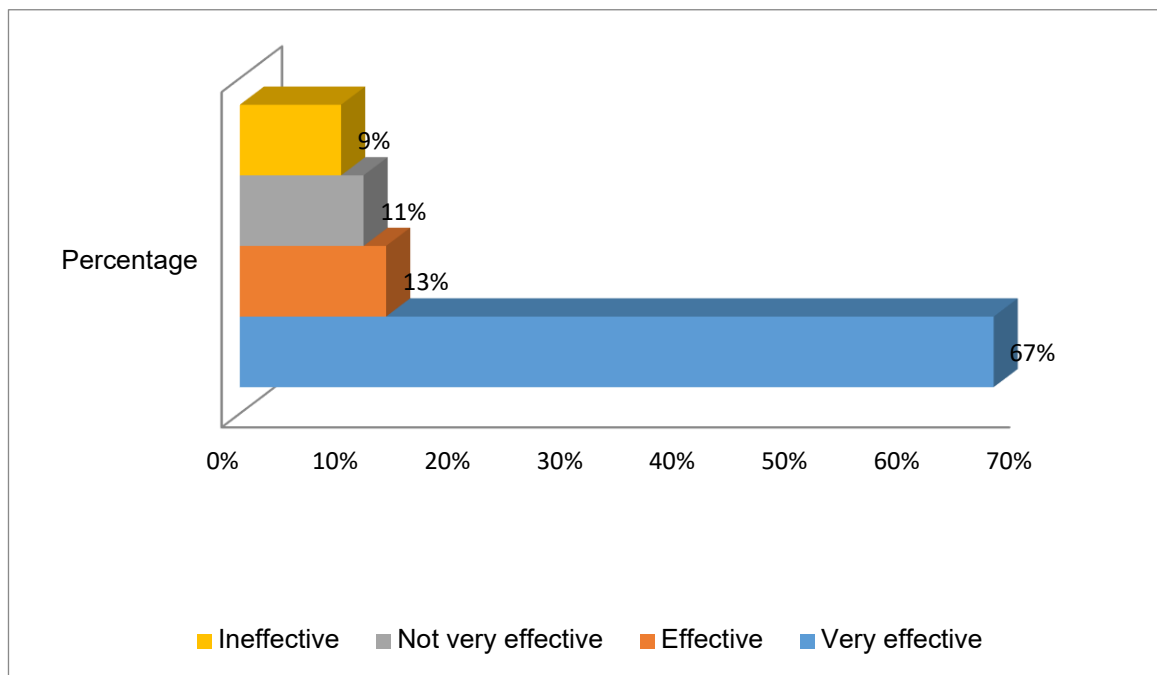


*Chart 6: Reasons students watch English films*

The chart breaks down the reasons why students watch English films, showing the results in percentages across four different categories. The biggest group, 41%, says they watch English films to improve their listening skills, which means they're trying to get better at understanding spoken English. Right behind that, 39% of students watch to learn new vocabulary, so they can pick up new words and phrases to use later. A smaller group, 20%, watches English films just to relax and unwind, probably because they enjoy the stories or find it a fun way to take a break. Interestingly, 0% of students picked "Other," so no one had any different reasons outside of these three. Overall, it's clear that most students are focused on improving their English when they watch these films, either by sharpening their listening or growing their vocabulary, but there's still a good chunk who are just in it for some downtime and entertainment.

8. *How effective is watching English films in improve your listening skill ?*

- ☐ *Very effective*
- ☐ *Effective*
- ☐ *Not very effective*
- ☐ *Ineffective*

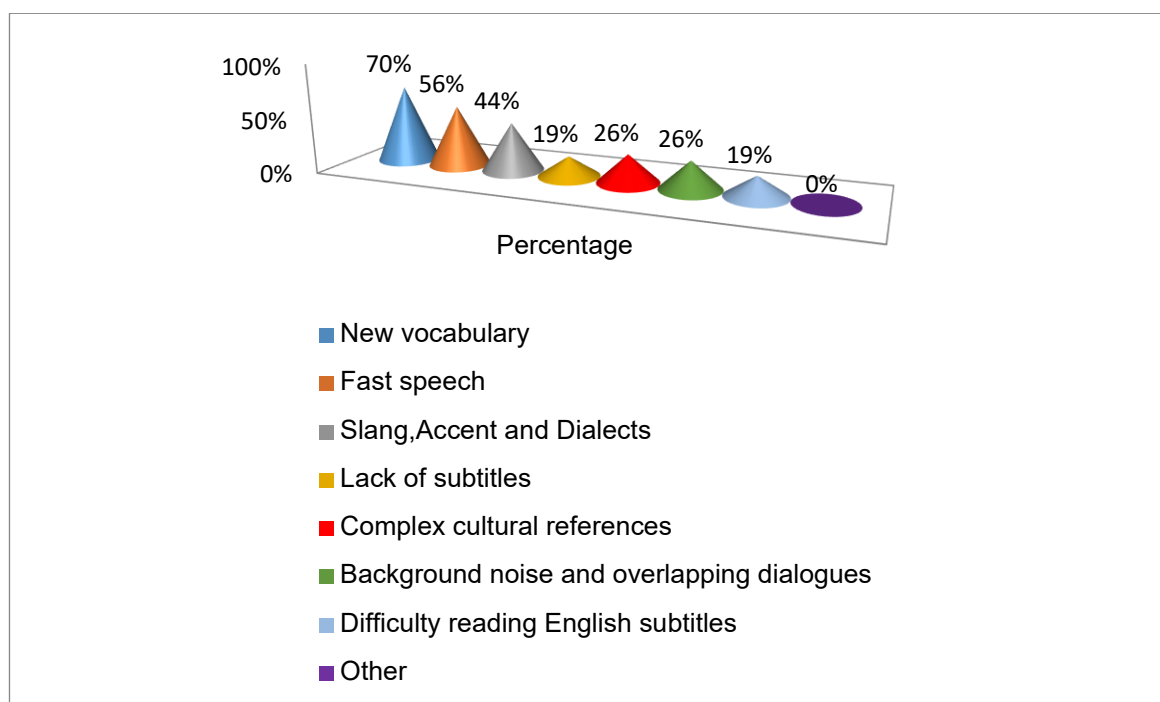


*Chart 6: Effectiveness of watching English films in improving listening skills*

The chart above shows how students feel about using English films to boost their listening abilities, with percentages for each option. The largest group, 77%, says it's very effective, meaning most students find it a great way to improve their listening skills. Next, 13% think it's effective, so they also see some benefits but not as much as the top group. Only 9% find it ineffective, suggesting a small number of students don't think it helps at all, possibly due to challenges like new words or fast speech. Just 1% say it's not very effective, showing that almost no one feels it's slightly unhelpful. Overall, with 90% of students (77% + 13%) believing it works to some degree, watching English films seems to be a popular and useful method for most, while the 9% and 1% highlight a need to support those who struggle with this approach.

9. *What are the biggest difficulties when you are watching a film in English?*

- ☐ *New vocabulary*
- ☐ *Fast speech*
- ☐ *Slang, accent and dialects*
- ☐ *Lack of subtitles*
- ☐ *Complex cultural references*
- ☐ *Background noise and overlapping dialogues*
- ☐ *Difficulty reading English subtitles*
- ☐ *Other:.....*



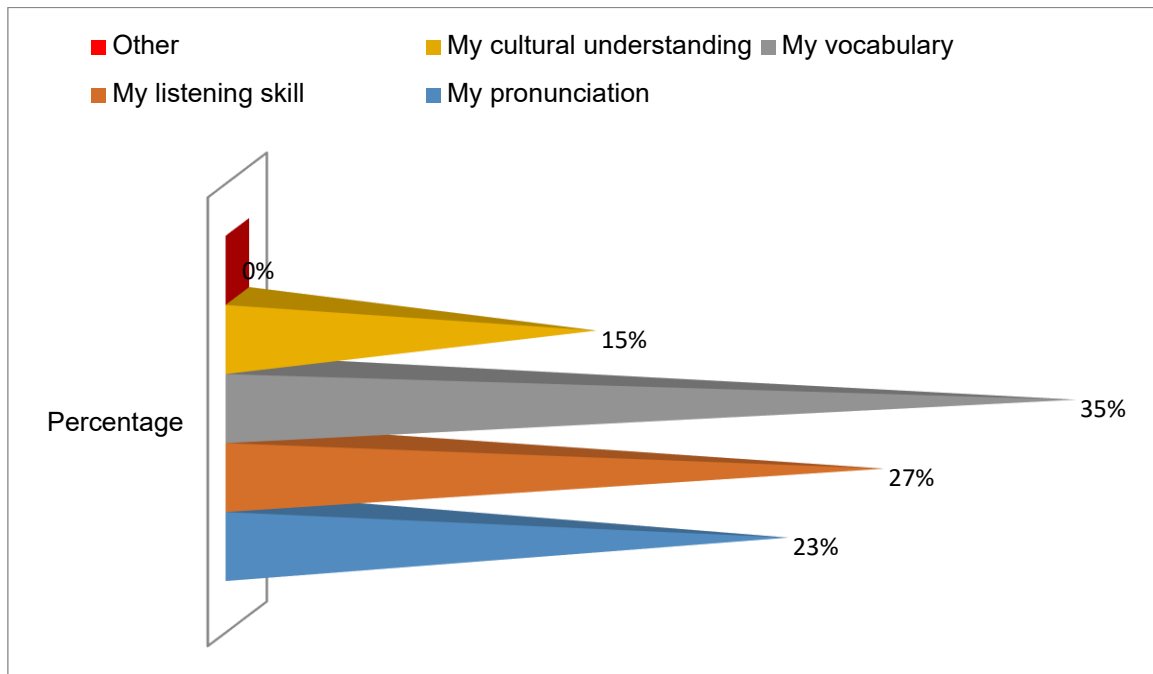
*Chart 7: Difficulties when watching films in English*

The chart above presents various challenges students encounter when watching English-language films. The most significant issue, affecting 70% of respondents, is new vocabulary, which suggests that many students struggle with unfamiliar words, making comprehension more difficult. Following that, 56% of students find fast speech challenging, likely because native speakers tend to speak quickly, making it harder for learners to keep up. Additionally, 44% of respondents report difficulties with slang, accents, and dialects, indicating that regional variations in English can create barriers to understanding. Other issues include the lack of subtitles (19%) and complex cultural references (26%), showing that missing subtitles and unfamiliar cultural elements make comprehension more difficult. Similarly, background noise and overlapping dialogues (26%) also add to the difficulty. Furthermore, 19% of students report difficulty reading English subtitles, implying that some learners still find it hard to process English text while watching films. In general, the data indicates that vocabulary, speech speed, and linguistic variations are the biggest obstacles, while issues related to subtitles and cultural factors also affect English film comprehension.

10. *What has improved after watching English films ?*

- ☐ *My pronunciation*
- ☐ *My listening skill*

- ☐ *My vocabulary*
- ☐ *My cultural understanding*
- ☐ *Other:.....*

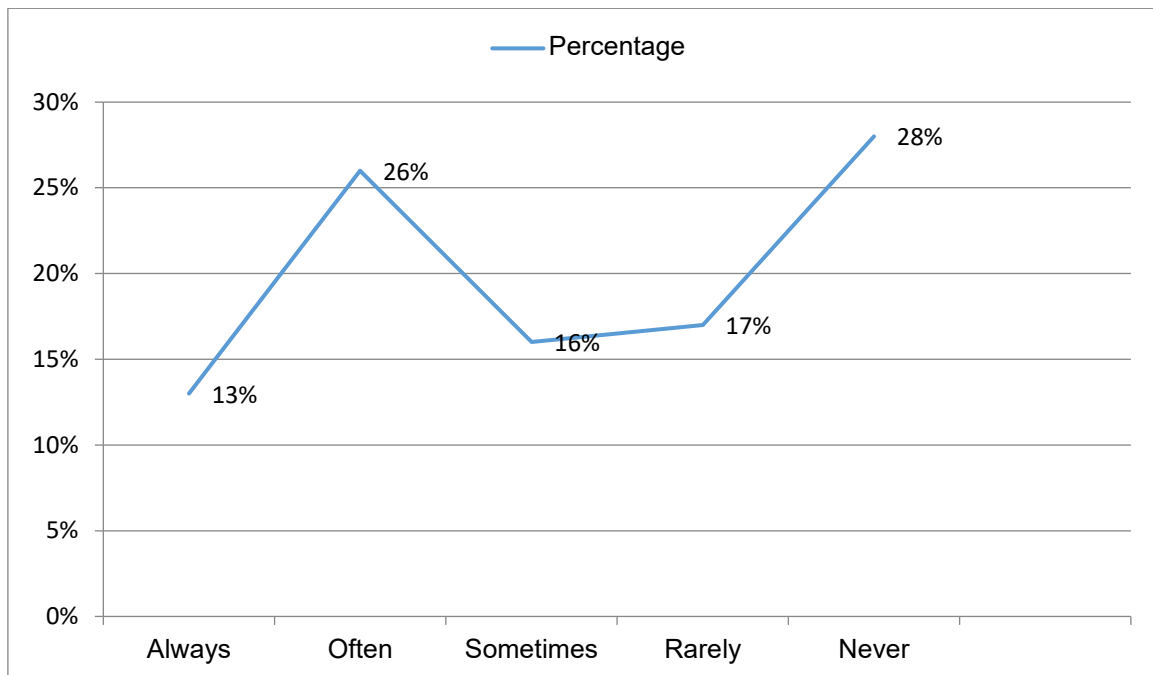


*Chart 8: Improvement after watching English films*

The chart shows how students improved after watching English films. It includes five categories: "My vocabulary," "My listening skill," "My cultural understanding," "My pronunciation," and "Other." The results show that 35% of students understand the films because of their vocabulary, making it the highest category. The second most common reason is their listening skill, which helps 27% of students. Next, 23% of students understand the films due to their pronunciation skills, while 15% attribute their understanding to cultural knowledge, which is the lowest among the main categories. Overall, this chart highlights that vocabulary and listening skills are the most significant factors helping students comprehend English films without subtitles, while cultural understanding plays a smaller role.

*11. Do you take notes or pause to look up words while watching films ?*

- ☐ *Always*    ☐ *Often*    ☐ *Sometimes*    ☐ *Rarely*    ☐ *Never*



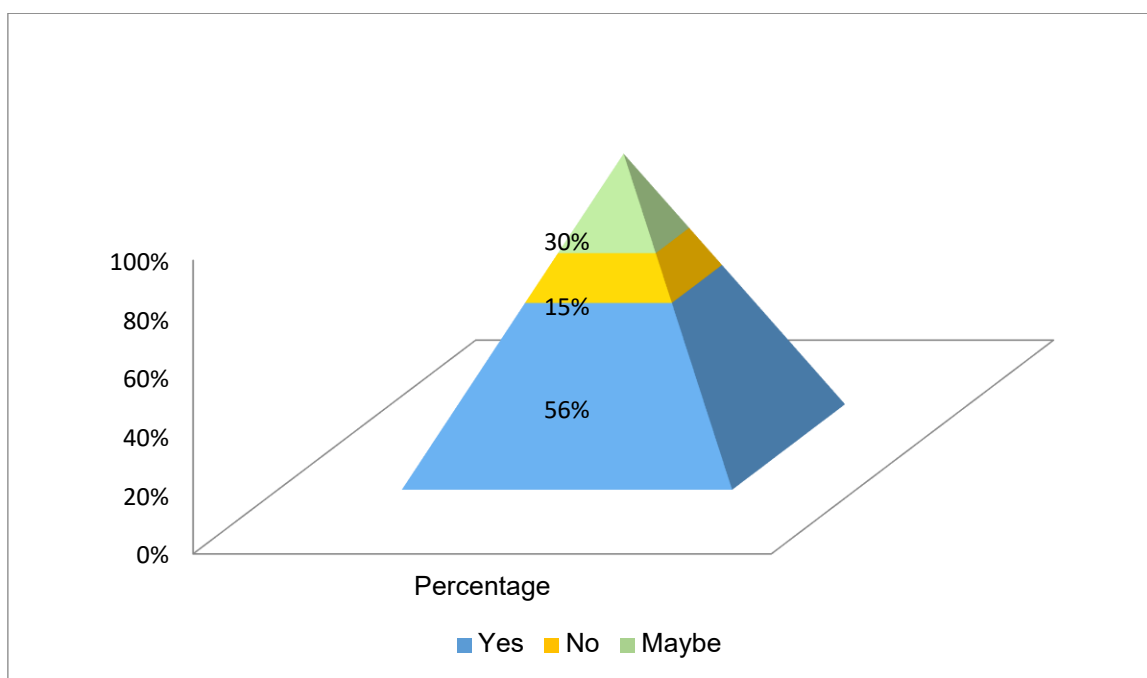
*Chart 9: Frequency of taking notes or pausing to look up words while watching films*

The chart above gives a clear picture of how often students stop to take notes or look up words while they're watching a film. According to the data, 28% of students rarely take notes or pause, which makes this the largest group, showing that most students don't usually stop for these activities. Next, 26% of students often pause or take notes, meaning they do this pretty regularly when they watch films. Then, 17% of students do it sometimes, so they might stop once in a while but not all the time. On the other hand, 15% of students never take notes or pause, meaning they prefer to keep watching without any breaks to look up words or jot things down. Finally, 13% of students always take notes or pause, but this is the smallest group, showing that only a few students make it a habit every time they watch a film. Overall, the chart shows that most students don't stop often to take notes or look up words while watching films, but there's still a good number who do it regularly or occasionally, depending on their needs or preferences. This suggests that students have different ways of watching films, with some focusing on understanding every detail and others just enjoying the film without interruptions.

12. Do you think teacher should teach listening using films?

☐ Yes      ☐ No      ☐ Maybe





*Chart 13: Use of Films in Teaching Listening – Student Feedback*

The chart above illustrates students' opinions on whether teachers should use films into listening lessons. The data shows that 56% of respondents agree that films should be used as a teaching tool for listening skills, indicating that a majority of students find movies beneficial for improving their comprehension. Meanwhile, 15% of students disagree, suggesting that they do not see films as an effective method for teaching listening. Additionally, 30% of respondents are uncertain, implying that while they acknowledge potential benefits, they may have concerns about its effectiveness or how it should be implemented in the classroom. Overall, the results highlight a strong preference for using films in teaching listening, but the presence of uncertainty and disagreement suggests that teachers should consider a balanced approach. Combining films with other listening activities could help address different learning styles and maximize their effectiveness in language learning.

### **3.2. Conclusion of chapter 3**

In summary, the survey results show that most first-year English majors at HPU view watching English films as an effective way to improve listening skills. Students reported gains in vocabulary, listening comprehension, and pronunciation. However, they still face challenges such as fast speech, unfamiliar vocabulary, and different accents. Romance, animation, and adventure were the most preferred genres, with most students watching

for 45 to 90 minutes. Although many rarely paused to take notes, a majority agreed that films should be used in teaching. These findings support the use of films as a useful tool to enhance listening skills and lay the groundwork for the practical suggestions in Chapter 4.

## **CHAPTER 4. SUGGESTIONS TO IMPROVE LISTENING SKILLS BY WATCHING FILM FOR FIRST-YEAR ENGLISH MAJORS**

While watching film is an enjoyable activity, it is important to concentrate on understanding the content while also practicing new vocabulary and pronunciation that appear throughout the film.

### **4.1. For students**

#### **4.1.1. Learning methods**

##### **4.1.1.1. Choose interesting films**

Choosing interesting films is a great way to improve English listening skills. When you watch a movie that you enjoy, you will naturally pay more attention to the dialogue and learn new words and phrases more easily. However, if the movie is boring or too difficult to understand, you may lose focus and not feel motivated to continue watching. Since there are many types of films, such as action, romance, comedy, and documentary, students should choose the ones that match your personal interests. Watching enjoyable films makes learning feel fun and less like a task. It also helps you get used to natural speech, different accents, and real-life conversations. Choose films with slow, clear dialogue, such as animated movies, to match beginner levels. By selecting the right films, you can improve your listening skills in an engaging and stress-free way.

##### **4.1.1.2. Watch films with Vietnamese subtitles**

Watching films with Vietnamese subtitles is a useful method for beginners who are not yet familiar with English speech patterns. This method allows students to understand the storyline while gradually becoming adapted to the sounds and rhythm of spoken English. By reading the Vietnamese subtitles, viewers can quickly grasp the meaning of conversations and match English words to their native language. However, while this method provides initial support, viewers should use it strategically. If learners rely too much on Vietnamese subtitles, they may focus on reading instead of listening. Using Vietnamese subtitles is an effective starting point, but it should be a temporary step. As learners gain confidence, they should reduce their reliance on their native language and focus more on listening directly to English dialogue.

#### **4.1.1.3. Watch films with English subtitles**

Watching films with English subtitles is an effective way to improve listening skills while also expanding vocabulary and enhancing comprehension. Unlike Vietnamese subtitles, which provide direct translations, English subtitles encourage learners to process the language in its original form. This method helps connect spoken words with their written forms, making it easier to recognize new vocabulary, understand sentence structures, and improve pronunciation. Additionally, seeing words while hearing them in context reinforces spelling and usage, making it easier to remember common phrases and expressions. By using English subtitles strategically, learners can build confidence and gradually transition to fully understanding spoken English without assistance.

#### **4.1.1.4. Watch film without subtitles**

Watching films without subtitles is a highly effective method for improving listening skills, as it helps learners to focus entirely on spoken English without relying on written text for support. This approach simulates real-life conversations, where listeners must understand speech based on context, tone, and pronunciation rather than reading translations. Without subtitles, learners develop better auditory processing skills, as they must actively listen to grasp meaning rather than passively reading along. It also helps them get used to different accents, speech speeds, and informal expressions commonly used in natural conversation. This method encourages students to think in English, enhances fluency, and boosts confidence in real-world communication.

#### **4.1.1.5. Rewatch films**

Rewatching films helps students understand the content better and notice words or phrases they missed before. It is especially useful to rewatch difficult scenes to catch unfamiliar vocabulary, pronunciation, or fast speech. This improves listening and makes it easier to follow natural conversations.

#### **4.1.1.6. Repeat phrases from films**

Repeating phrases from films is a great way to improve pronunciation, intonation, and speaking fluency. By imitating native speakers, learners can develop a more natural

accent and rhythm in their speech. This method also helps reinforce commonly used phrases and expressions, making it easier to use them in real-life conversations. To practice effectively, students can choose key dialogues from films, pause after a line, and repeat it aloud while matching the speaker's tone and speed. Shadowing, where learners speak along with the character without pausing, is another useful technique to enhance fluency. Additionally, writing down and practicing frequently used phrases can help improve recall and confidence in speaking. By regularly repeating phrases from films, learners can strengthen their listening and speaking skills while making their English sound more natural and expressive.

#### **4.1.1.7. Take notes**

Taking notes while watching films is a useful way to improve listening skills and expand vocabulary. Writing down new words, phrases, and expressions helps learners remember and use them later in conversations or writing. It also allows them to review and reinforce what they have learned. To make note-taking effective, learners should focus on key words, idioms, and commonly used sentences rather than trying to write everything down. They can also note unfamiliar words, look up their meanings, and practice using them in different contexts. Organizing notes by theme or film can make reviewing easier and more engaging. By regularly taking notes, learners can build a personal vocabulary list, improve comprehension, and make steady progress in their English listening and speaking skills.

#### **4.1.1.8. Avoid films with difficult dialogues**

Choosing the right films is important for improving listening skills. Films with complicated dialogues, heavy slang, or technical language can be difficult to understand and may discourage learners. Instead, it is better to start with films that have clear speech, simple vocabulary, and natural conversations. Animated films, family films, or TV shows with everyday language are good choices for learners. These types of films help build confidence and make learning more enjoyable. As listening skills improve, learners can gradually move on to more complex films with faster speech and advanced vocabulary. By avoiding films with overly difficult dialogues at the beginning, learners can stay motivated and make steady progress in their English listening skills.

○ *Additional Tips:*

- \* Watch repeatedly: Each viewing will deepen your understanding.
- \* Students should not watch a film more than an hour. The best time is about 30 minutes and watch each movie from twice to three times.
- \* For those who are faint of heart, emotionally sensitive, or easily disturbed by violence, learners should watch light-hearted films with less tension, like animation(cartoon), romantic films, and comedies.
- \* Discuss with friends: To better understand the content.
- \* Use English learning apps: For extra support.

#### 4.1.2. List of English films to improve English Listening Skills for students

##### a, Harry Potter:

Harry Potter is a film series based on the Harry Potter series of novels by J. K. Rowling. The series was produced and distributed by Warner Bros. Pictures and consists of eight fantasy films, beginning with *Harry Potter and the Philosopher's Stone* (2001) and culminating with *Harry Potter and the Deathly Hallows – Part 2* (2011).

- **Plot Summary:** The film tells the story of the magical adventures of a boy named Harry Potter and his two best friends, Ron Weasley and Hermione Granger, set at the Hogwarts School of Witchcraft and Wizardry in England. These adventures focus on Harry Potter's battle against the Dark Lord Voldemort, who seeks immortality, aims to dominate the wizarding world, enslave non-magical people, and eliminate anyone who stands in his way, especially Harry Potter.



## b, Phineas and Ferb



“**Phineas and Ferb**” is an animated television series created by Dan Povenmire and Jeff "Swampy" Marsh, originally airing on Disney Channel and Disney XD.

The series follows the summer adventures of two stepbrothers, Phineas Flynn and Ferb Fletcher, who are determined to make the most of their vacation by constructing elaborate inventions and embarking on grand adventures. Their older sister, Candace, is a constant source of frustration, as she frequently attempts to expose their schemes to their mother. The series is known for its lighthearted humor, catchy musical numbers, and creative storylines. Each episode typically follows a similar structure, featuring the boys' inventive projects, Candace's attempts to "bust" them, and a subplot involving their pet platypus, Perry, who leads a double life as a secret agent. Additionally, the episodes also feature Perry the Platypus, Phineas and Ferb's pet, who operates as "Agent P" for the OWCA (Organization Without a Cool Acronym). His mission is to thwart the evil schemes of Dr. Heinz Doofenshmirtz, also known as "Doof."

## c, Gravity Falls





**Gravity Falls** is an American mystery comedy animated television series created by Alex Hirsch for Disney Channel and Disney XD. This film follows the adventures of 12-year-old twin siblings, Dipper and Mabel Pines, from Piedmont, California, when their parents send them to spend the summer at the Mystery Shack with their great-uncle, Stanley Pines (formerly the home and laboratory of Stanford Pines, Dipper and Mabel's great-uncle and Stanley's long-lost twin brother), in the town of Gravity Falls, Oregon, during the summer of 2012. Uncle Stanley lives and works at the Mystery Shack, a cabin-like structure in the woods that has been converted into a museum showcasing the strangest artifacts in Gravity Falls to extract money from tourists. Dipper stumbles upon Journal 3 (written by Stanford) and uses it to explore the town. Here, Dipper and Mabel befriend Wendy Corduroy, the shop's cashier; Soos Ramirez, Stan's unpaid handyman and helper; Candy Chiu and Grenda, friends Mabel meets at a party hosted by Stan. Dipper and Mabel realize the truth: strange things happen in this town, and they both set out to investigate the unusual events that occur, using Journal 3 as their guide (on several occasions, they face danger and have to seek help from others, such as Uncle Stanley or Wendy, in certain episodes).



The Twilight Saga is a series of romantic fantasy films adapted from the Twilight book series by Stephenie Meyer.

This film is a story about Bella, a normal girl, who falls in love with Edward, a vampire. Their love is complicated because vampires are dangerous, and there's a powerful group of vampires called the Volturi. As they get closer, Bella learns more about Edward's world and meets other supernatural creatures. They face problems that test their love. The



story is about love that's not allowed, giving things up for someone you love, and trying to stay yourself when everything changes. Bella has to make hard choices between her human life and being a vampire forever. In the end, Bella becomes a vampire to be with Edward. This helps her protect their daughter, Renesmee, who is half-human and half-vampire. Renesmee's existence causes trouble with the Volturi, and the story ends with a big fight where love and family win.

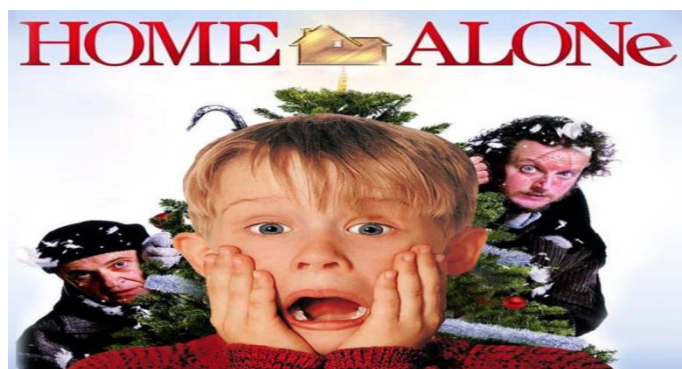
#### **e, The Walking Dead**



"The Walking Dead" is an American television series in the horror and post-apocalyptic genres, airing on AMC, based on the comic book series of the same name created by Robert Kirkman, Tony Moore, and Charlie Adlard..

**Plot Summary:** "The Walking Dead" describes a world thrown into chaos following a widespread zombie pandemic. The undead, commonly referred to as "walkers," are slow-moving but relentless in their pursuit of living beings, driven by a primal hunger for flesh. These creatures are drawn to loud noises, like the report of gunfire, and the scent of living humans. Initially, it was believed that the infection spread solely through bites or scratches, but the survivors soon learned that every living person carries the dormant pathogen, which activates upon death. The only way to permanently eliminate these reanimated corpses is to destroy their brains or completely obliterate their bodies, such as through fire. The series centers around Rick Grimes, a former law enforcement officer who awakens from an extended coma to find his world irrevocably changed. He assumes leadership of a group of survivors from Atlanta, Georgia, who must navigate the dangers of this new reality. They face not only the constant threat of the undead but also the equally dangerous threat of other survivor groups, who are willing to resort to extreme violence to ensure their own survival.

#### **f, Home Alone**



Home Alone is a 1990 American Christmas comedy film directed by Chris Columbus, and written and produced by John Hughes. The first film in the Home Alone series features Macaulay Culkin as Kevin McCallister, an eight-year-old boy who bravely defends his Chicago home from two burglars after his family accidentally leaves him behind during their Christmas trip to Paris. The film also stars Joe Pesci, Daniel Stern, John Heard, and Catherine O'Hara.

→ The selected films were carefully chosen due to their rich yet accessible vocabulary and clear dialogues, which is not overly challenging for learners and along with a moderate speaking pace from the characters that suits students' comprehension levels. Additionally, these films are widely popular among students, making them engaging and relatable choices for learning. For instance, films like Harry Potter, Twilight Saga, and Gravity Falls captivate students with their intriguing vocabulary centered around themes of mystery, magic, and the supernatural, sparking curiosity and enthusiasm. On the other hand, The Walking Dead provides practical vocabulary closely aligned with everyday life, focusing on survival and real-world scenarios, which helps students connect language to relatable contexts. Meanwhile, Phineas and Ferb and Home Alone offer lighthearted and humorous narratives, incorporating vocabulary related to science, creativity, and interpersonal relationships among family members and friends. These diverse themes ensure that students remain motivated while expanding their vocabulary and improving their listening skills through engaging cinematic content.

❖ **Note:**

For those who are faint of heart, emotionally sensitive, or easily disturbed by violence, “The Walking Dead” is not a suitable choice.

## **4.2. For teachers**

### **4.2.1. Teaching methods using films**

- ✓ Suggest suitable films

Pick films with simple language and clear speech, like cartoons or family films. Match them to students' interests and levels.

- ✓ Use subtitles step by step

Start with Vietnamese subtitles, then move to English, and finally watch without any. Guide students through each stage.

- ✓ Create film-based exercises

Make simple tasks like fill-in-the-blank, questions, or summaries based on film scenes to practice listening.

- ✓ Practice repeating lines

Encourage students to copy short sentences from films to improve pronunciation and speaking fluency.

- ✓ Teach note-taking

Show students how to write down new words or phrases while watching. Review them in class.

- ✓ Organize film activities

Start a film club or group project where students talk about films in English.

- ✓ Avoid hard films at first

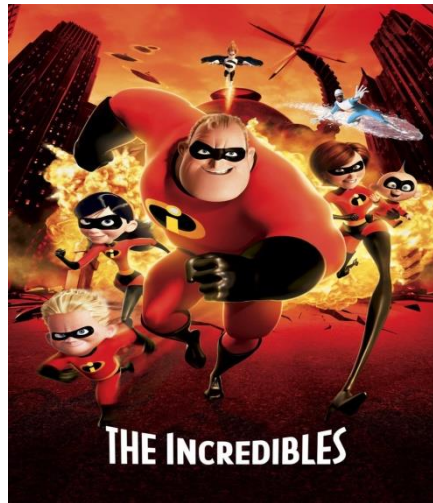
Don't use film with fast or complex language for beginners. Begin with easier ones to build confidence.

## **4.2.2 Classroom activities for teacher to use films in teaching English listening skills**

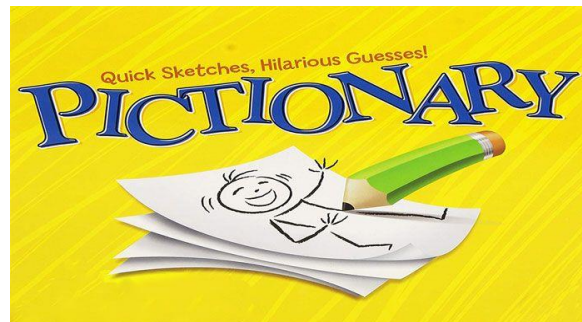
### **4.2.2.1. Vocabulary Games Based on “The Incredibles 1”**

For listening skills, vocabulary is always a crucial factor in achieving good comprehension, making vocabulary learning extremely important. There are many engaging ways to learn vocabulary, but learning through games based on the vocabulary of a film not only excites students but also helps them shift from passive listening to active listening. “The Incredibles 1”, with its rich and practical vocabulary closely tied to everyday life, is a suitable choice for teachers to try incorporating into games to help students improve their listening skills through films. The following games will require adapting vocabulary based on “The Incredibles 1”'s vocabulary.... such as

Pictionary; Word Bingo; Cross-Word; Hangman; Scrabble; finding words in “The Incredibles 1”, ...

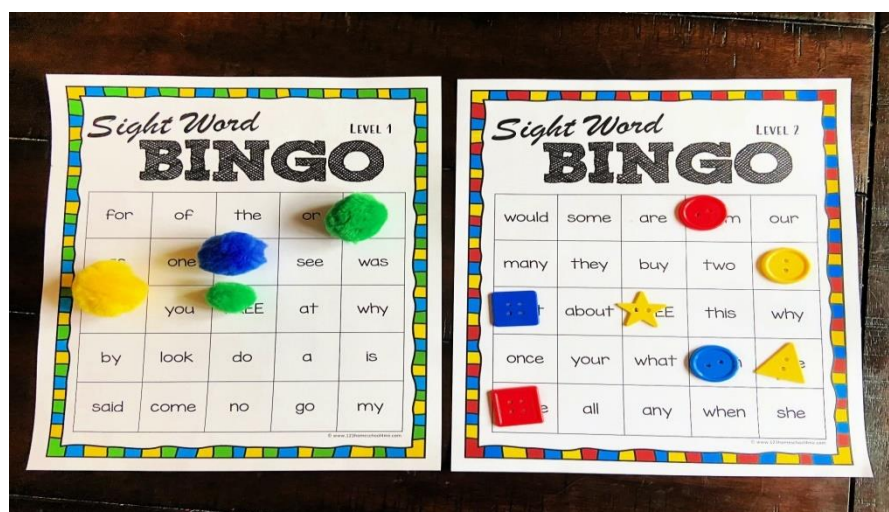


✓ **Pictionary**



- \* Divide the class into teams.
- \* One member of each team draws a picture to hint at the word to be guessed.
- \* The remaining team members guess the word.
- \* The team that guesses the most words correctly wins.

✓ **Word Bingo**





- \* Create Bingo boards with English vocabulary words.
- \* The teacher calls out words, and students mark them on their boards.
- \* The first to get a Bingo wins.

#### ✓ **Hangman**

- \* The teacher writes a blank line for each letter in the word to be guessed.
- \* Students guess each letter. If the guess is correct, the letter is filled in the blank.
- \* If the guess is wrong, part of a hangman figure is drawn.
- \* The goal is to guess the word before the hangman figure is completed.



#### ✓ **Scrabble**



- \* Use a Scrabble set to form English words.
- \* This game helps students practice vocabulary and spelling.

#### ✓ **Cross-Word**



### ✓ Finding words

Teachers introduce five key words from The Incredibles 1 to students. For example: "hero", "strength", "danger", "rescue", "teamwork". Students will watch the film and try to identify these words in the dialogues.

1. First Round: Teachers ask students how many of them noticed the five words while watching.

2. Second Round: Teachers encourage students to pay closer attention and count how many more recognize the words this time.

3. Third Round: Teachers pause the movie when the words appear and ask students to listen carefully and follow the teacher's instructions. After watching, students will:

- \* Pronounce each word clearly.
- \* Repeat the full sentence where the word was used.
- \* Create new sentences using the words they learned.

This activity helps students improve their listening skills and expand their vocabulary while enjoying The Incredibles 1.

### 4.2.2.2. Other activities.

The teacher will show the students a movie. Before and after watching the movie, students can try the following activities.

- Reenacting a Film Scene
- Task-based Watching (Predict the plot before watching; Listen and fill in the blanks; Group scene summary)
- Analyzing language and tone (List vocabulary & sentences structures; Mimic character speech)

- Writing film summary and predict the ending.
- Discussion and debate (Film meaning dicussion;Topic-based debate:Divide the class into 2 groups to argue different perspectives from the film)

## **PART III. CONCLUSION**

### **1. Overview of the Study**

Listening is a core language skill that plays a vital role in helping learners absorb vocabulary, understand sentence structures, and engage in real-life communication. Among the four essential English skills - listening, speaking, reading, and writing - listening often receives less attention in classroom settings, despite its importance. For first-year English major students, especially at Hai Phong University of Management and Technology, improving listening competence early in their academic journey can create a strong foundation for both academic achievement and future career development. This study was conducted with the aim of exploring how English-language films can be applied as an effective method to support the improvement of listening skills among first-year English majors. In chapter 1, I gave the audience a general understanding about definition, purpose, main kinds, listening process of listening skill, problems faced by students while learning and methods to improve Listening Skill, Overview of films (Definition, types, advantages and disadvantages and role of film in learning listening skill). Chapter 2 includes participants, instruments for collecting data, survey questionnaire procedures, data analysis, finding and discussion. Participants were the 30 First-year English major students who were surveyed at HPU University. A survey questionnaire was used to discover their activities during and after watching a movie in English to give them some advices. In chapter 3, I gave students learning methods using films, lists of suitable films to improve listening skills and some tips for students. I also suggest teachers teaching methors and some classroom activities in order to help students improve listening via films. I hope this study can help them improve their listening skill by watching movies in English. In the research findings, it became evident that most surveyed students had a positive attitude toward learning English through films. Many agreed that watching films not only helped them improve their listening comprehension but also made learning more interesting and less stressful. Students reported noticeable improvement in their ability to catch words, understand conversations, and imitate native-like pronunciation. However, it was also noted that some students encountered difficulties - such as unfamiliar accents, rapid speech, or a lack of time to watch films consistently. Based on these findings, the study proposed a number of practical suggestions. These include choosing films that match learners' levels, using subtitles strategically (such as English subtitles first, then switching to no subtitles), setting up a regular film-watching routine, and integrating film-based activities into classroom



lessons. These strategies aim to help students and teachers maximize the benefits of learning through films while overcoming common obstacles. In general, this study has provided deeper insights into how English-language films can support the development of listening skills among English-majored students. It not only confirms the effectiveness of using films as a learning tool but also offers practical solutions tailored to learners' needs and learning contexts.

## **2. Limitations of the Study**

Despite certain limitations regarding the scope of the research, sample size, and the researcher's lack of experience and knowledge, every effort was made to ensure the reliability and relevance of the findings.

## **3. Suggestions for Further Research**

Although this study still faces many limitations and constraints, therefore, for further studies, to gain better results, it is essential to invite more participants and use more effective methods of data collection. Furthermore, the use of combination of methods such as survey questionnaires, observation and experimental research is also crucial to obtain more convincing conclusions. Opinions and comments about this study can help researchers recognize drawback and thereby improve their researchs. In general, it is hoped that this study will serve as a useful reference for teachers, students, and future researchers who are interested in integrating entertainment with education to enhance English listening skills

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**APPENDIX**  
**SURVEY QUESTIONNAIRE**  
**(for students)**

Dear 1st-Year English Majors, this survey is designed to collect data for my graduation essay namely: “How to improve English Listening Skill via watching films in English for first-year English Majors at HPU”. Your responses will greatly contribute to the research and help provide useful recommendations for students who plan to develop their English listening abilities through English films. All information collected will be kept confidential and used solely for the study purpose.

Please tick the answers that best describe your idea or write down your owns. (can tick all if you want)

**Thank you very much for your participation!**

1. Your gender: ☐ Male ☐ Female  
Your age : .....
2. How long have you learn English? .....year(s)
3. How do you feel about your current English listening skills?  
☐ Very confident ☐ Confident ☐ Neutral ☐ Not confident ☐ Not confident at all
4. How often do you watch films in English?  
☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never
5. What film genres do you like watching?  
☐ Action ☐ Romance ☐ Musical ☐ Documentary  
☐ Horror ☐ Science Fiction (Sci-Fi) ☐ Historical ☐ Animation (Cartoon)  
☐ Comedy ☐ Crime ☐ Adventure  
☐ Other genres:.....
6. How long do you often watch a film in English?  
☐ 30 minutes ☐ 45 minutes ☐ 120 minutes  
☐ 60 minutes ☐ 90 minutes ☐ More than 120 minutes  
☐ Other:.....
7. What do you watch English films for ?

- ☐ To relax
- ☐ To learn new vocabulary
- ☐ To improve listening skill
- ☐ Other:.....

8. How effective is watching English films in improve your listening skill ?

- ☐ Very effective
- ☐ Effective
- ☐ Not very effective
- ☐ Ineffective

9. What are the biggest difficulties you face when watching films in English ?

- ☐ New vocabulary
- ☐ Fast speech
- ☐ Slang, accent and dialects
- ☐ Lack of subtitles
- ☐ Complex cultural references
- ☐ Background noise and overlapping dialogues
- ☐ Difficulty reading English subtitles
- ☐ Other: .....

10. What has improved after watching English films ?

- ☐ My pronunciation
- ☐ My listening skill
- ☐ My vocabulary
- ☐ My cultural understanding
- ☐ Other:.....

11. Do you take notes or pause to look up words while watching films ?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

12. Do you think teacher should teach listening using films?

☐

Yes

☐

No

☐

Maybe

**END!**