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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên   :Bùi Thị Thuỳ Trang

Giảng viên hướng dẫn: ThS. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG - 2019

A STUDY ON SECOND YEAR ENGLISH MAJOR STUDENTS' DIFICULTIES IN LISTENING COMPREHENSION SKILLS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on Second year English major students' dificulties in listening comprehension skills at HPU.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên: Nguyễn Thị Quỳnh Hoa

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: A study on Second year English major students' dificulties in listening comprehension skills at HPU.

<u>Người hướng dẫn thứ hai:</u>

Họ và tên:...

Học hàm, học vị:...

Cơ quan công tác:...

Nội dung hướng dẫn:..…

Đề tài tốt nghiệp được giao ngày   tháng   năm

Yêu cầu phải hoàn thành xong trước ngày   tháng   năm

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Người hướng dẫn*

Hải Phòng, ngày ...... tháng........năm 2018

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. **Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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

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3. **Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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Hải Phòng, ngày … tháng … năm

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

ABSTRACT

This study was conducted with thirty of Second year English major students at Hai Phong private University with the aim of investigating their English listening problems and listening proficiency. Questionnaire, and Interview were used in this study as tools to collect data. As a result, the data will be analyzed by using SPSS.

The result of the study revealed that students that the main reason that caused listening problem for the students is the listening text. However, the factors that mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.

The finding of this study would be great information for teachers to recognize students' listening problems. Regarding to the research studies, the findings of this study would be useful to probe the listening problems in a deeper level. On the contrary, this study would be helpful for the material developer to design effective listening materials for university students.

ACKNOWLEDGEMENTS

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CHAPTER 1 INTRODUCTION

1.1. Background

The use of English in Vietnam, while far from being as developed as in the European countries or the Philippines, is nevertheless increasing through the influence of the media and the internet and is far greater, for example, than in France, the United Kingdom's nearest neighbor.

The Vietnam government has long realized the importance of the English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Students were introduced to several of international programs taught in English.

Listening skill is the ability to recall and understand information which is presented orally. As a result, it is important for many reasons. First of all, listening is one of the primary means of obtaining information. To learn about world affairs, we listen to news either on the radio or television. People also learn new skills by listening from supervisors or teachers. Listening also helps people to develop ideas and make decisions.

Lastly, listening carefully helps people interpret people's responses more accurately. Contrasting emotions such as friendliness and anger or concern and sarcasm are all revealed by tone of voice and rate of speaking. Slow speech oftenindicates confidence, whereas raising the voice and talking loudly or rapidly may show defensiveness.

1.2. Rationale

Since English plays a bigger role in people's life nowadays, students need to prepare themselves before confronting foreigners. Listening seems to be

the most important skill since if we do not understand what foreigners say, we might not be able communicate with them.

Before conducting the survey, the researcher, has collected ideas from some English program students from various universities about the English language ability. We found out that most Vietnam students always feel uncomfortable when they have to communicate with foreigners. Even though they do not understand what foreigners say, they will not dare to ask them to repeat the messages since they are too shy to say something incorrect. As a result, foreigners or tourists might not get the answer they have expected. From this case, it can be assumed that some Thai students are not good in listening.

In a general educational program, the speaking and listening ability in English of Vietnam students has been minimal since students have little chance to practice speaking English in or outside the classroom. Students respond to the teacher only when called upon and the learning atmosphere is individualistic. Moreover, learning English in Vietnam is a rote memorization of new words and sentence structure on paper.

Another reason that second year students find listening difficult is that they left behind trying to work out what a previous word meant. This often happens when they hear a word they half remember and find they have completely lost the thread of what was being said by the time they remember what it means, but can also happen with words they are trying to work out that sound similar to something in their language, words they are trying to work out from the context or words they have heard many times before and trying to guess the meaning of once and for all.

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 boils down to is that sometimes pronunciation work is the most important part of listening comprehension skills building.

1.3. Objective of the study

- The main objective of this research is as follows:

To investigate English listening problems and listening proficiency of students from the Second year students program at Hai Phong Private university.

- The sub-objectives of this research are as follows:

+ To investigate the causes of misunderstanding and misinterpreting English messages.

+ To obtain the suggestions from the students that would help them improving their English listening skill.

1.4. Scope of the study

- The subjects of this research are limited to second year students in English program, at Hai Phong Private University. 30 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.

1.5. Significance of the study

- To investigate English listening problems and listening proficiency of the students.

- To forward the result of this study to the appropriate authorities.

- To be a guideline for other people who are going to conduct further research on Listening comprehension at Hai Phong Private university.

1.6. Organization of the study

The study of students' listening comprehension in English program at Hai Phong Private University is divided into five chapters. The first chapter is the introduction which begins with background of the study, statement of the problem, objective of the study, definition of useful terms, significance of the study, and organization of the study. In chapter 2, the researcher presents a review of related theories, concepts and literature. The third chapter presents the methodology which includes subjects, materials, procedures, and data analysis. The result and the tables of the survey are presented in Chapter 4. In the last chapter are conclusions, discussions and recommendations for further study.

CHAPTER 2 THEORETICAL BACKROUND

This chapter presents a review of the related literature which involves the following main topics:

2.1. Definition of listening

In the eyes of many researchers and learners of English, listening is a complex and active mental process that involves perception, attention, cognition, and memory.

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This 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.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.

Listening is an interactive, not a passive skill, to which the students need to apply much effort and practice. Also, he states that listening involves actively perceiving and constructing from a stream of sound. In order to do well in listening, the listener must have sufficient knowledge of the language he or she is listening to.

Ma Lihua (2002), states that listening comprehension is a complex psychological process of listeners' understand language by sense of hearing. It is an interactive process of language knowledge and psychological activities. However, this process is not simply decoding the message; it also involves the combining of the decoding or the message process with its reconstruction as meaning.

When people listen effectively, they might understand what the person is thinking or feeling from the other person's own perspective. It is as if they were standing in the other person's shoes, seeing through his eyes and listening to the person's ear. To listen effectively, people must be actively involved in the communication process, and not just listening passively. According to Anderson and Lynch (1988), arguing what is successful listening, —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‖(p.6). Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear"(p.1). Mendelsohn(1994) defines listening comprehension as–theability to understand the spoken language of native speakers." O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that–listening comprehension isanactive and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement‖(p.19). Mendelsohn (1994) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres.Listeners must also know how to process and how to judge what the illocutionary forceofanutteranceis-that is, what this string of sounds is intended

to mean in a particular setting, under a particular set of circumstances – as an act of real communication (Mendelsohn,1994).

Purdy (1997) 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 other human beings" (p. 8). Listening comprehension is an inferential process (Rost, 2002). Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension. Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice (Shen, Guizhou, Wichura, Kiattichai, 2007). To sum up, it is widely admitted that listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process (Brown, 2001). In the eight processes of comprehension (Clark & Clark, 1977; Brown, 2001) the hearer, after receiving the information, assigns a literal meaning to the utterance first and then assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intendedmeaning.

According to Thomlison's (1984) listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

2.2. Definition of listening comprehension

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance (Rost, 2002)

The increased importance of listening comprehension in language learning may be attributed largely to the development of communicative language teaching approach, which attempts to prepare learners to transfer their classroom skills to real-life context, over the past three decades (Asher, 1977; Krashen, 1982; Omaggio Hadley, 2001; Vande Berg, 1993). There has been a shift from non-teaching listening comprehension in the audio-lingual period to teaching listening comprehension in a strategy-based approach (Mendelsohn, 1998). Before World War II, the teaching of reading was given the most attention while that of listening comprehension was the most infertile and the least understood language skill (Winitz, 1981). Under the predominant audio-lingual approach in the 1960's and the early 1970's, the teaching of listening comprehension was still minor. With the increasing interest towards communicative language teaching approach, several researches revealed the importance of listening comprehension (Brown & Yule, 1983; Faerch & Kasper, 1986; Feyten, 1991;

Long, 1985). Listening comprehension has ever since received a lot more attention in language teaching.

On the one hand, technological advances and the growing awareness of the importance of listening in the world have made listening even more important in the communication process (Mendelsohn, 1998). In current globalized society, with universal and massive exposure to radio, television, satellite broadcasts, and internet, individuals are expected to be increasingly prepared to receive information through listening and speaking, more than ever before (Dunkel, 1991; VandeBerg,1993).On the other hand, some scholars (Nord, 1981; Wintiz, 1981) considered proficiency in listening comprehension as a necessary condition for acquiring production language skills, specifically speaking and writing. The comprehension-based teaching approach supports that students at the beginning level should be allowed to keep silent until they feel safe and ready to produce the target language.Thus, it can be reasonably concluded that students are probably engaged in listening before they are able to speak and write in the target language, which means that second language instruction at a beginning level should focus on developing learners' listening comprehension ability. Still, other scholars (Dunkel, 1991; Long, 1985; Rost, 1990; Vogely, 1999) stressed that listening is important because it provides input as the raw material for learners to process in language learning. Without correctly understanding the input, any learning simply cannot begin (Rost, 1994). Furthermore, the failure of listening comprehension of the target language is an impetus, not merely an obstacle, to language learning as well as to communication interaction (Rost, 1994).

The recognition of the importance of listening comprehension has resulted in an increased number of listening activities in students' textbooks and even in

comprehension-based methodology texts designed specifically for teaching listening (Anderson & Lynch, 1988; Rost, 1990; Underwood, 1989; Ur, 1984). Several studies have found that through the use of effective pre-listening activities, instructors can increase students' understanding of the listening passages, which in turn develops their listening proficiency and contributes to their mastery of the target language (Herron, 1994; Richards, 1983; Rubin, 1994; Teichert, 1996; Vande Berg, 1993).

2.3. Type 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 andvisual stimuli. This objective doesn't 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 L1 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 toevaluate 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 teaches two learn.

Listening is comprised of seven essential components: (1) volition, (2) focused attention, (3) perception, (4) interpretation, (5) remembering, (6) response, and (7) the human element. These seven components are an integral part of the dynamic and active process of listening. That listening is dynamic means that while there may be essential components the act of listening itself is never the same twice. We must be constantly alert and open to improvisation as the elements of the listening situation change. Like a jazz musician‟s spontaneous and unrehearsed play, we must adapt to the communication of the other members of our social group. Listening is also active as opposed to passive. It is something that we consciously do; it does not simply happen. Rogers and Farson, in a classic article on active listening define "active" as meaning

The listener has a very definite responsibility. He does not passively absorb the words which are spoken, but he actively tries to grasp the facts and feelings in what he hears, to help the speaker work out his own problems. (p. 149)

First, for an individual to be able to listen, he or she must want to listen. Thus, *volition*, or the will to listen is the initial component of effective listening. Even having willed ourselves to attend to the ideas of another, it sometimes takes courage to listen fully to another human being. To listen fully may mean we may have to change based upon what we hear. Nichols and Stevens recognized the difficulty in their 1957 book, *Are You Listening?*: *"Whenever we listenthoroughly to another person's ideas we open ourselves up to the possibility that some of our own ideas are wrong"* (p. 51–52).

Second, good listening requires focused *attention*. If our minds are wandering, or, if we are jumping ahead to what we think the speaker might say, we are apt to miss important information. The third component of the listening process is *perception*. We need to be aware of all of the elements of message, speaker, and

context. It also implies that we must be open and receptive to the messages of others. A critical part of communication is lost when individuals are unwilling to listen to others because of, for example, prejudicial or opposing viewpoints.

The fourth component of the listening process is *the capacity to interpret* the messages and meanings of the others. The process of interpretation includes understanding. In interpreting a message, we naturally make sense of that message in terms of our own experience. This means each message understood is a creative process; it also implies we are limited by our experience. A person may be highly motivated to listen to a message, for instance on contemporary physics. However, if the message is especially complex or technical beyond the listener"s ability, then the likelihood for an accurate interpretation is greatly diminished.

Fifth, competent listening includes *remembering*. Often we remember without exerting any effort. In many critical listening situations, however, we need to consciously and actively include listening skills that help us retain what we have heard. Some basic skills for enhancing memory will be covered in the next chapter.

A sixth component is *the need for response* as essential to completing the process of good listening. Sometimes, our response is internal as we integrate what we have understood and internally comment upon it. Usually after understanding a complete thought, it is important that we give feedback to the speaker, or respond in such a way that the speaker has an idea of how we have understood and interpreted what he or she has said.

The last component is *the human being*. In listening we must always be receptive to the personal element. In both our personal and business lives peopleare the most important resource. Listening should validate and empower

people, thus enhancing relationships. We also listen for information, but we must keep in mind that information is colored and given meaning by a person‟s needs and concerns (the listener‟s as well as the speaker‟s). As students, doctors, lawyers, law enforcement officers, etc., we cannot "manage" without good information. Information is the lifeblood of our professions. Today organizations cannot function without a continuous flow of information. All information, however, is only meaningful as it describes and relates to a human condition.

The above components of the listening process focus not only upon the speaker‟s verbal message, but also upon the nonverbal message. The meaning may be grasped from what is said, as well as, what is unsaid. Birdwhistell‟s work in the early seventies, in fact, argued that perhaps the majority of a message derives from the nonverbal dimension (1970). Thus the listener must attend not only to what the speaker says, but also to how he or she says it (e.g., tone of voice, pitch, rate of speaking, etc.), and to the context in which the message is delivered (e.g., a formal auditorium, an informal gathering, a classroom, etc.). The how of what the speaker says includes feelings; for if we just listen to denotative meaning we miss the emotional content. Listening to feelings in a situation may tell us what is motivating the speaker, as well as other pertinent information. The listener who attends to both the verbal and the nonverbal communication will likely listen more accurately than the individual who is oblivious to these important cues.

2.4. Factors affect listening comprehension

During the process of listening comprehension, various factors may affect learner listening ability. Lists of general factors have been identified (Hayati, 2010; Flowerdew and Miller, 1992) while the role of specific factors has also

been examined. Some factors that have been the focus of research include speech rate (Conrad, 1989; Blau, 1990; Griffths, 1992; Zhao, 1997), lexis (rost, 1992), phonological features and background knowledge (Long, 1990; Chiang and Dunkel, 1992). Other issues have also been related to listener difficulties. These range from text structure and syntax to personal factors such as insufficient exposure to the target language, and a lack of interest and motivation. Brown (1995) acknowledged the relevance of all these issues, and further argued that listener difficulties are also related to the levels of cognitive demands made by the content of the texts. Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar International Journal of Academic Research in Progressive Education and Development April 2013, Vol. 2, No. 2 ISSN: 2226-6348 118 accents. As to listener factor, 'lack of interest' 'the demand for full and complete answers to listening comprehension questions' were the two main difficulties encountered by EFL students.Takeno and Takatsukay (2007) described factors that might affect listening comprehension ability of Japanese English learners, those factors are grammar, reading comprehension, English repeatability, and articulation speed of Japanese and English words. Nguyen (2002) also stated problems that affect the listening comprehension. First of all people find it hard to understand proper names as they have never heard about it before or they have no background knowledge about what they are listening. The second problem he stressed out is believed to rise from the unfamiliar, uninteresting and too long listening. The last one is about the sound connections and intonation spoken by native speaker with different accents.

Another factor determining comprehension is content, which is closely related to the aforementioned concept of background knowledge. Content that is familiar is easier to understand. The listener can grasp meaning easily if she has adequate previous knowledge on the subject of the dialogues or the texts she hears. Moreover, the presence of visual support-such as video, pictures, diagrams, gestures, facial expressions and body language-can improve her comprehension provided that she is able to correctly interpret it.

2.5. Difficulties of listening comprehension

Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

A considerable number of difficulties learners face in listening comprehension are discussed in literature (Underwood, 1989; Ur, 1984). Yagang (1994) attributes the difficulty of listening comprehension to four sources: the message, the speaker, the listener and the physical setting.Boyle (1984) also classified the factors influencing listening comprehension and directly related to EFL listening into four inter-relating categories: listener, speaker, medium and environment factors.Teng (2002) identified four listening factors, which were similar to Boyle's (1984) classification; they were listener factors, speaker factors, stimulus factors, and context factors. She indicated that "EFL proficiency" was the most important listener factor for EFL listening problems. It implies that students' difficulties may directly result from their deficient linguistic knowledge. However, Goh (2000) indicated that the most common problem was "quickly forget what is heard (parsing)." "unable to term a mental representation from words heard", and "do not understand subsequent parts of input because of

earlier problem". Similarly, in Sun's study (2002), the most difficulty in listening for Taiwan's students was "forget the meaning of the word (perception)."

Chang, Chang, & Kuo (1995) discovered five major listening difficulties: speed, a cluster of sounds difficult for segmentation, obsession with the Chinese translation, association of sounds with words and meanings, and idiomatic expressions. Higgins (1995) studied Omani students' problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation. After examining 81 Arabic speakers learning English as a foreign language for academic purposes and their perceived LC problems, a study conducted by Hasan (2000) shows that 'unfamiliar words', 'difficult grammatical structures', and 'the length of the spoken text' are the most important message factors for listening problems. In terms of speaker factor, it was revealed that 'clarity' was the main cause of EFL listening difficulties.

Listening is often claimed as a passive skill as in the classrooms the learners seem to merely sit quietly and listen to dialogues or spoken texts, trying to decipher meaning. Although the learners appear to be the only one involved in the decoding activity, there are other factors that should be taken into account. Van Duzer (1997) proposes four factors which determine the learners' success in comprehending ideas presented through auditory channel: the listener, the speaker, content, and visual support.

The first one, i.e. the listener, probably holds a central role in the listening process. If she has greater interest in the topic of the dialogues or the spoken texts, she gets more motivated to learn and her comprehension may improve considerably. She often tunes out topics that are not of interest. In addition to

interest, background knowledge can also facilitate comprehension. The listener who possesses sufficient knowledge of the topic usually understands the content better than that who does not.

Additionally, the speaker also affects the listener's success in listening comprehension. A speaker's rate of delivery may be too fast, resulting confusion on the part of the listener. She will have difficulties in making sense of an indistinct utterance that sounds like a mumble to her. Consequently, adjusting the speaker's speed to the listener's level is important.

Basically, listening involves two types of cognitive processing: top-down and bottom-up (Van Duzer, 1997; Nunan, 1997; Norris, 1994). In the top-down processing, the listener actively reconstructs the original meaning of the speaker by utilizing schemata (prior knowledge) of the context and the situation. In this case, context refers to such things as knowledge of the topic, the speaker or speakers, and their relationship to the situation as well as to each other and previous events. She uses all of these to anticipate, predict, and infer meaning on the basis of the decoded sounds as clues.

The bottom-up processing model, on the other hand, views listening as a linear process, from the smallest meaningful units (i.e. phonemes) to complete texts. Thus, the listener decodes a number of phonemes and links them to form words. The words she hears are then combined into phrases, and these phrases are connected to form clauses, which make up sentences. This group of sentences builds a complete text, the meaning of which can be interpreted by the listener by means of her knowledge of grammatical and syntactic rules.

It is generally agreed that these two processes are necessary and work simultaneously. Therefore, in the teaching of listening it is important to include not only bottom-up processing skills such as the ability to discriminate between

minimal pairs, recognize stress or identify word boundary, but also top-down processing activity, i.e. using what the learners already know to comprehend what they hear.

Norris (1994) argues that the problem for foreign learners often lies at the phonetic level of bottom-up processing. Usually they fail to figure out some words they hear, probably because of the unfamiliar foreign sounds or the speaker's speed. Cauldwell (1998) claims that some language teachers tend to ignore this problem. They encourage learners not to listen for every word and lay stress on making predictions, guesses, and inferences instead. In other words, they promote top-down activities while neglecting bottom-up ones. Indeed there is some truth in the suggestion against straining for every word: the learners should not concentrate on decoding individual lexical items so much that they fall through apprehending the whole text. However, it has been stated before that top-down and bottom-up do not operate separately. As a matter of fact, both affect listening comprehension, and the absence of one of them may impede the learners' attempt to apprehend the spoken message. Furthermore, Cauldwell (1998) suggests caution in treating this issue. He admits that native speakers do not attend to every word when listening but manage to derive the correct meaning. Nevertheless, this does not mean foreign language learners can do the same since native speakers have great advantages over non-native in terms of both perceptual ability (the ability to perceive sounds) and the ability to guess or predict on the basis of contextual knowledge. As a consequence, listening comprehension exercises should not require learners to simulate native listener behavior in top-down activities without giving them the chance to acquire native-like abilities in perception (bottom-up).

2.6. Significance of listening

Listening plays an important role in second-language instruction foe several reasons (Rost, 2002). Listening is the first language mode that children acquire. It provides the foundation of all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. A study by Wilt (1950), found that people listen 45% of the time they spend communicating, speak 30% of communication time, read 16% and 9% is writing.

People have never really been taught to listen. In school, they are taught speaking, reading, and writing skills, but, in general, there are few courses devoted to listening. Moreover, most people are so busy talking or thinking about what they are going to say next that they miss out on many wonderful opportunities to learn about new things, ideas, and people.

Listening provides comprehensible input for the learner which is essential for anylearning to occur. Second, learners need to interact with speakers to achieve understanding. Third, listening exercises help learners draw their attention to new forms (vocabulary, grammar, interaction patterns) in the language. Thus listening comprehension provides the right conditions for language acquisition and development of other language skills (Krashen, 1989). Theoretical explanations of listening comprehension provide us with clues about the problems which learners face when they listen to a spoken text. These insights cannot, however, account for exhaustive explanation of these problems. As Vogely (1995: 41) states, 'We still need research that documents empirically the relationship between what theory says and what learners actually know and more importantly do'. To locate the sources of listening comprehension, we need to consider the discourse itself in the context of the classroom. Although a number of studies have been conducted concerning students' listening

comprehension, few studies explore whether first year college students have encountered different listening comprehension problems. So there still remains necessity of investigating university students' listening difficulties they confronted. And little research has focused on the difficulties encountered by students. As a result, the present paper attempted to investigate the listening comprehension problems encountered by Hai Phong Private University.

Listening is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992). Bird (1953) found that female college students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, and 18 percent in writing. A study conducted by Barker, Edwards, Gaines, Gladney, and Holley (1980) confirmed Bird's view of the primacy of listening and showed that the portion of verbal communication time spent by college students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in writing. According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in Gilbert (1988), on the other hand, noted that students from kindergarten throughhigh school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997; Feyten, 1991; Wing, 1986). Listening is the most frequently used language skill in the classroom (Ferris, 1998; Murphy, 1991; Vogely, 1998). Both instructors (Ferris & Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as

a factor contributing to academic success (Coakley & Wolvin, 1997; Truesdale, 1990). However, Dunkel's (1991b) study reported that international students' academic success in the United States and Canada relied more on reading than listening comprehension, especially for those students in engineering, psychology, chemistry, and computer science. Thus, the importance of listening in classroom instruction has been less emphasized than reading and writing. Nevertheless, it is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages ofeducation.

CHAPTER 3 METHODOLOGY

This study investigates the factors on listening comprehension problems of students from the Second year students program at Hai Phong Private university. This chapter discusses the subjects of the study, instruments, procedures of collecting data, and data analysis.

The objective of this study is to investigate the factors on listening comprehension problems of students from the English program at Hai Phong Pivate university. The author wants to find out why the participants can't understand while they listen in English. In order to answer this purpose, the author uses questionnaire as an instrument. As a quantitative research, questionnaire can collect the data from a larger sample than any other technique.

3.1. Subject

The participants of this study will be 30 second-year students from English program at Hai Phong Private University. As the total of Second-year students from this program are not many, it will not be possible to include the entire research population. To find the representatives, ethics will be used in this study. All of them were volunteers as they were asked to do all parts including questionnaire, test, and interview.

The reason to select Second-year students from English program is that they are studying in the second year of the undergraduate level. These participants have already studied two English listening courses during their past one year.

Moreover, they are quite familiar with every English skills, reading, writing, and listening, since all courses are presented in English. As a result, the

result of the survey will be more accurate because it is conducted by the appropriated people which in this case are the foreign language students.

3.2. Tool

The instruments used in this study consist of a questionnaire. The questionnaire is designed according to the purpose of the study and it is divided into 2 parts: the general background information of the respondents and their listening strategies in English comprehension..

3.2.1. Details of the Questionnaire

Part 1: The general background information of the respondents concerning their gender, education background, English training experience, and English communication frequency.

Part 2: Investigated the respondents' strategies in listening comprehension. The five point Likert scale was used in this questionnaire with the following criteria:

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

3.2.2. Procedures

Thirty of second-year students from English program at Hai Phong Private university will be the focus group.There are two steps for this study as follows;

Step 1: the questionnaire are distributed to 30 second-year students from English program at school. The participants are asked about the general background information of the respondents and focus questions about their listening comprehension.

Step 2: the participants are interviewed about their opinions of problems of listening English and their suggestions on listening problems.

3.3. Data analysis

The Statistic Package for Social Science (SPSS) Version 12 is used to analyze the data from the questionnaires. The statistic devices used in the study are employed as follow:

- Frequencies and percentages are used in the analysis of the data concerning the respondents' background information.

- Arithmetic mean and Standard Deviations are used to analyze the respondents' strategies on listening comprehension.

- Calculate means and Standard Deviations of the scores of the listening comprehension test.

- Find the results for further discussion.

CHAPTER 4 FINDINGS

This chapter presents the results of the study conducted on "Study of English Listening Problems and Listening Proficiency of students at Hai Phong Private university". The survey was divided into 3 parts:

- General background information.

- Respondents' frequency on listening comprehension problem.

- Opinion from the research questions.

4.1. General background information.

Table 1. General Background of the Respondents

General background		Frequency	Percentage
Gender	Female	21	70
	Male	9	30
	Total	30	100
Experiences of learning English	4-6 years	3	10
	7-10 years	21	70
	>=10 years	6	20
	Total	30	100
Have you ever had IELTS test?	No	27	90
	Yes	3	10
	Total	30	100
Have you ever had English language listening skills development?	No	28	93.3
	Yes	2	6.7
	Total	30	100
How often do you communicate with foreigners?	1-2 times/day	8	26.7
	3-4 times/day	14	46.7
	More than 4 times/day	8	26.7
	Total	30	100

From table 1 it can be assumed that most of the respondents were female (70%) whereas the rest were male (30%) . Refer to the experiences of the respondents, most of them were 7-10 years (70%) . (20%) of the respondents were more than

10 years , and only (10%) of the total respondents studied English for 4-6 years. It is stated clearly that most of the students had never take IELTS examination before (90%). Only 10% of them had taken it with the results of 6-7 points.

The report also identified that 93,30% of the respondents had never have English skill development. Refer to the frequency of communicating English with foreigners, 46,70% of the respondent had chances to talk to foreigners 3-4 times per day. 26,70% of the respondents talk to foreigners 1-2 times per day and the same percentage of respondents have chances up to more than 4 times per day.

4.2. Respondents' difficulties of listening comprehension.

Table 2. Frequency of Listening Problems Related to Listening Text

I've listening problem when…	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
Unfamiliar words	9	30.00	12	40.00	7	23.33	2	6.67	-	-	3.93	0.907	Agree
Slang, idiom expression	11	36.67	13	43.33	3	10.00	2	6.67	1	3.33	4.03	1.033	Agree
Difficult grammatical	1	3.33	12	40.00	12	40.00	4	13.33	1	3.33	3.27	0.868	Not sure
Structures unfamiliar situation	2	6.67	10	33.33	12	40.00	5	16.67	1	3.33	3.23	0.935	Not sure
Difficult to interpret the meaning of a long listening text	3	10.00	14	46.67	9	30.00	2	6.67	1	6.67	3.50	1.008	Agree
Unorganized texts	2	6.67	6	20	18	60	4	13.33	-	-	3.20	0.761	Not sure
Total											3.52	0.636	Agree

Table 2 shows that the average mean of the listening problem is 3.52. Slang and idiom expression were the factors that caused the most problems for the respondents (mean score = 4.03). Moreover, the respondents also had difficulty with unfamiliar words (mean score = 3.93) whereas some respondents found that it was difficult to interpret the meaning of a long listening text (mean score = 3.50). Some respondents still got problems with the difficult grammar structure (mean score = 3.27). Some other factors were the difficulty with unfamiliar situation (mean score = 3.28), and the unorganized text (mean score = 2.20).

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Table 3. Frequency of Listening Problems Related to Speaker

I've listening problem when…	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
Difficult to understand natural speech which is full of hesitation and pauses	3	10	10	33.33	11	36.67	6	20	-	-	3.33	0.922	Not sure
Difficult to understand well when speaker speak too fast	7	23.33	16	53.33	4	13.33	3	10	-	-	3.9	0.885	Agree
Difficult to understand the meaning of words which are not pronounced clearly	5	16.67	17	56.67	7	23.33	1	3.33	-	-	3.87	0.73	Agree
Difficult to understand pitch and intonation of the speaker	1	3.33	11	36.67	14	46.67	4	13.33	-	-	3.3	0.75	Not sure
Difficult to understand well when speaker with varies accents	5	16.67	17	56.67	5	16.67	1	3.33	2	6.67	3.73	1.015	Agree
Difficult to understand the meaning of spoken text without seeing the speaker's body language	2	6.67	8	26.67	15	50	4	13.33	1	3.33	3.2	0.887	Not sure
Difficult to understand well when speaker speak wrong grammar	1	3.33	10	33.33	13	43.33	5	16.67	1	3.33	3.17	0.874	Not sure
Total											3.5	0.579	Agree

Table 3 indicates that the respondents' average mean to listening problem related to the speaker is at "often". The respondent felt difficult to understand wellwhen speaker speak too fast at most (mean score = 3.90). Moreover, they felt difficult to understand the meaning of word which are not pronounced clearly (mean score = 3.87) whereas some respondents did not understand well when speaker speak with various accents (mean score = 3.73).

However, some respondents got trouble to understand natural speech which is full of hesitation and pauses (mean score = 3.33). They also felt difficult to understand pitch and international of the speaker (mean score = 3.30).

Another factor that caused problem in listening is to understand the meaning of spoken text without seeing the speaker's body language (mean score = 3.20). Lastly, only some respondents felt difficult to understand well when speaker speak wrong grammar (mean score = 3.17).

Table 4. Frequency of Listening Problems Related to Physical Setting

I've listening problem when …	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
Noise	7	23.33	10	33.33	11	36.67	2	6.67	-	-	3.73	0.907	Agree
Visual clues help to understand the spoken texts	4	13.33	11	36.67	9	30.00	5	16.67	1	3.33	3.40	1.037	Not sure
Poor quality equipment	1	3.33	10	33.33	15	50.00	4	13.33	-	-	3.27	0.74	Not sure
Total											3.46	0.646	Not sure

From table 4, it can be assumed that the average frequency from the total respondents is "sometimes" (mean score = 3.46). They had problem with noises at most. (mean score = 3.73), visual clue3s help to understand the spoken text (mean score = 3.40), and poor quality (mean score = 3.27) respectively.

Table 5. Frequency of Listening Problems Related to Listener

I've listening problem when …	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
Difficult to understand the text from the first listening	1	3.33	16	53.33	10	33.33	2	6.67	1	3.33	3.47	0.819	Not sure
Difficult to answer questions after listening	-	-	13	43.33	12	40.00	4	13.33	1	3.33	3.23	0.817	Not sure
Poor quality equipment	1	3.33	11	36.67	16	53.33	2	6.67	-	-	3.37	0.669	Not sure
Total											3.35	0.573	Not sure

Table 5 reveals that the average frequency of the respondents from listening problems related to listener is "sometimes" (mean score = 3.35). Most of the faced problem when they need to understand the text from the first listening (mean score = 3.47). Some respondents got trouble if they need to listen from the poor quality equipment (mean score = 3.37). At least, they felt difficult to answer questions after listening.

4.3. Respondents' reasons on listening comprehension problems

Table 6. Reasons for Listening Problems Related to Listener

I've listening problem because...	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
Lack of practicing listening skill	3	10	17	56.67	7	23.33	3	10	-	-	3.67	0.802	Agree
Lack exposure to different kinds of listening materials	-	-	20	66.67	8	26.67	2	6.67	-	-	3.6	0.621	Agree
Physical problems	1	3.33	7	23.33	13	43.33	8	26.67	1	3.33	2.97	0.89	Not sure
Psychological factors	1	3.33	6	20	14	46.67	8	26.67	1	3.33	2.93	0.868	Not sure
Lack of background knowledge	1	3.33	12	40	10	33.33	6	20	1	3.33	3.2	0.925	Not sure
Total											3.27	0.554	Not sure

Table 6 shows that the frequency of the respondents on factors caused listening problem is at ":sometimes". The three significant factors that caused respondents' listening problems were lack of practicing listening skill (mean score = 3.67), lack of exposure to different kinds of listening materials (mean score = 3.60), and lack of background knowledge (mean score = 3.20). The other two factors that also made trouble for the respondents are physical problems (mean score = 2.97) and psychological factors at least (mean score = 2.93)

4.4. Opinion form the research questions

4.4.1. English listening problems of students from the Business English program at Hai Phong Private University

Table 7: The Average Mean and The Frequency on The Factors That Affect Listening.

Factor	Mean	S.D.	Frequency
Listening problems related to listening text	3.52	0.636	Often
Listening problem related to speaker	3.5	0.579	Often
Listening problems related to physical setting	3.46	0.646	Sometimes
Listening problems related to listener	3.35	0.573	Sometimes
Total	3.42	0.458	Sometimes

Table 7 reports that the respondents were still not sure about the factors that affect the listening problems. It seems that the respondents got listening problems related to listening text at most (frequency = often, mean score = 3.52). Listening problem related to speaker (mean score = 3.50), and related to physical setting (mean score = 3.46) were another factors that caused listening problems. Listening problems related to listener was the factor that caused problem at least (mean score = 3.35).

However, there were other factors that caused listening problem such as less concentration in listening, and the attraction of the listening context. These might decrease the listening effectiveness.

4.4.2. Listening proficiency of students from the English program at Hai Phong Private university?

From table 6, it can be assumed that the factors that mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials. However, some respondents suggested the ways to

improve these problems. They would like to practice listening from other sources such as from movies, music, and conversation. Apart from that, they might ask the speaker to repeat the sentence or to speak slower so that it will be easier to understand. On the other hand, they stated that they are going to learn more vocabularies in order to understand the text or conversation better. At least, they might find to find tutors to help them out.

CHAPTER 5 *CONCLUSION, DISCUSSION AND RECOMMENDATION*

5.1. Summary of the findings

5.1.1. General Information of the Respondents

According to the study, most of the respondents were female (70%). It can be easily seen on the results that most of the respondents had learned English for 7-10 years. It was a bit surprised that most of them had never taken IELTS test before.

However, for those who have taken it, got 6=7 points. It seems that most of the respondents have never taken any English courses to improve their listening skills. Lastly, most of them had communication with foreigner 3-4 times per day.

5.1.2. Listening problems related to listening text

Most of the respondents agreed that listening text also caused listening problems. Slang and idiom expression were the most significant factors that made them difficult to understand the listening text. Due to different culture and background, it was hard for Vietnam respondents to understand both slangs and idioms.

Apart from the mentioned factors, unfamiliar words, the way of interpreting the meaning of a long listening text, difficult grammatical structures, unfamiliar situation, and unorganized texts were also factors that affected the respondents' listening ability.

5.1.3. Listening Problems Related to the Speaker

According to the study, the respondents also pointed out that the speaker was one of the factors that affected the listening comprehension. They felt that it was difficult to understand well when the speaker spoke too fast. They couldn't catch

what the speaker was going to say. There were many other factors that decreased their listening comprehension such as the meaning of the words which were not clearly pronounced, or if the speaker speak with various accents.

Some respondents did not dare to ask the speaker to repeat the messages. If the speaker conducted a natural speech which is full of hesitation and pauses, the respondents will be in trouble. The pitch and the international of the speaker also made them understand the sentences difficult. Some respondents felt that it is difficult to understand the text without speaker's body language, and if the speaker speaks with wrong grammar.

5.1.4. Listening Problems Related to Physical Setting

Most of the respondents stated that noise played a major role in affecting their listening comprehension. The rest of the felt that visual clues help to understand the spoken text and poor equality equipment also make listening become more difficult.

- Listening Problems Related to Listener

The respondents were not sure what mostly affected them in listening. However, they felt that it was quite difficult to understand the text from the first listening. Some of them stressed out that they were unhappy with poor quality equipment. At least, they was a bit awkward to answer questions after listening.

5.1.5. Respondents Self-Evaluation on Listening Problem

Most of the respondents accepted that lack of practicing listening skill decreased their listening skill. On the other hand, their psychological factors seems to be their least factor that cause listening problem.

5.2. Discussion

This study presents the listening problem of students at Hai Phong Private university, It will be divided into two parts as follows;

5.2.1. Opinions on Listening Comprehension Problems

After the long survey, it can be figured out that there were various factors which affected the listening comprehension, Refer to problems with the listening text, slang and idiom were picked out at most,. This can be easily understood that there might be a gap between the Eastern and Western culture. Some slang and idiom cannot be interpreted as they were written. This relates to the study Hasan (2000) which shows that the difficulty in listening comprehension is partly due to the structured component of the text. Unfamiliar words, difficult grammatical structure, unfamiliar situation, and unorganized text were included in Hasan's study either.

Speaker also plays a major role in decreasing the listening effectiveness. If the speaker talks too fast, the listener might not be able to catch any words. To suppor this study, Hasan (2000) stressed out that learner face problems when speakers speak too fast, when speakers speak with varied accents or when the speakers speak with unclear pronounced words.

According to the study, noise was the most significant factor that caused listening problem. Both background and environmental noises can interfere the listening. Poor equipment also caused problem for listening. Yagang (1994) stressed out that the presence of noise, visual clues and poor quality equipment are factors in developing the listening comprehension problems.

This study reveals that the listener was also the factor that cause listening problem. Sometimes the respondents cannot understand the text from the first listening. Apart from that, poor equality equipment also decreased the listening comprehension. Hasan (2000) also studied other factors that affect the listening comprehension such as the difficulty to understand the text from the first listening, the difficulty to answer questions after listening.

5.2.2. Suggestions on Solving the Listening Comprehension Problems

The respondents have suggested the ways to improve the listening skills. To improve themselves, the respondents would listen more by listening from the movies or music. They don't have to spend the whole day to listen to them. 1-2 hours per day for listening should be enough. As a result, the respondents will get use to the accent and vocabulary from listening. It might make them understand the story easier. Moreover, they would suggest the speaker to speak slower, if they don't get what the speaker said.

5.3. Conclusion

The English Program at Haiphong Private university various factors that cause problems in listening. Most of the respondents have studied English for 7-10 years. However, listening to various speakers or from various sources can still be problem for them. From this study, most of them neither take IELTS examination nor other English courses.

The three significant factors that affect to listen related to the text were the slang, idiom expression, unfamiliar words, and the long text. The students were not used to these factors since they only use English in the class. They have less opportunity to talk to foreigners outside the class. It would be effective if they listen more often, either from movies, or news. Moreover, they have also faced problems when the speaker speaks too fast. They have to ask the speaker to speak slower in order to understand the message they are going to convey.

The most significant factor related to the physical setting that lead to listening problem is the noise. The background and environmental noise play a major role in this case since they might annoy the students while they are studying in the class. Most of the students feel that it is quite difficult to understand the text from the first listening since there were a lot of specific

business terms that they were not familiar with them. What they have done when facing this situation is that they are going to review the chapter at home and try to understand it.

As a result, they have to stress out their weaknesses that cause listening problems. They found out that they did not practice enough. However, they admitted that the more they practice listening, the more they understand the messages.

5.4. Recommendation for further research

Based on the findings and conclusion of this study, the following recommendations are made for further research.The researcher should increase the number of subjects to gain more various answers and aspects. Moreover, the researcher should also distribute the questionnaire to the students from other English Program courses.

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A Study of English Listening Problems and Listening Proficiency of Business Students at Hai Phong Private University

Instruction

The main objective of this research is to investigate English listening problems and listening proficiency of students from the Business English program at Bangkok University. Questionnaire, Test, and Interview are used in this research study.

APPENDIX A : Questionnaire

Part 1: General background information of the respondents

Part 2: The respondents' frequency on listening problems

APPENDIX B : Interview

The respondents' opinions and suggestions on solving the listening problems using the open ended questions.

APPENDIX A

Questionnaire

PART 1: GENERAL BACKGROUND INFORMATION OF THE RESPONDENTS

Instruction: *Give the mark (X) in the bracket () in front of the message which true for you, or fill in the blank*

1.Gender

(   ) Female   (   ) Male

2. Experiences of learning English

(   ) 0-3 years () 4-6 years (   ) 7-10 years (   ) more than 10 years

3. Have you ever had IELTS Test?

(   ) No

(   ) Yes, please specify

Year   Score

4. Have you ever had English language listening skills development?

(   ) No

(   ) Yes, please specify

   1. Name/ Topic of training

     Organize by

     Duration   hours

   2. Name/ Topic of training

     Organize by

     Duration   hours

   3. Name/ Topic of training

     Organize by

     Duration   hours

5.How often do you communicate with foreigners?

(   ) Never (   ) 1-2 times/day (   ) 3-4 times/day (   )   more   than   4 times/day

PART 2: RESPONDENTS FREQUENCY ON PROBLEMS OF LISTENING ENGLISH

Instruction: *Give the mark (X) in the number which is true for you. Each number refers to the following description.*

5   Always

4   Often

3   Sometimes

2   Rarely

1   Never

2.1Listening problems related to listening text

I have listening problem when…	5 Always	4 Often	3 Sometimes	2 Rarely	1 Never
1. Unfamiliar words					
2. Slang, idiom expressions					
3.Difficult grammatical structures					
4. Unfamiliar situations					
5. Difficult to interpret the meaning of a long listening text					
6. Unorganized texts					

2.2 Listening problems related to speaker

I have listening problem when…	5 Always	4 Often	3 Sometimes	2 Rarely	1 Never
1. Difficult to understand natural speech which is full of hesitation and pauses					
2. Difficult to understand well when Speakers speak too fast					
3. Difficult to understand the meaning of words which are not pronounced clearly					
4. Difficult to understand pitch and international of the speakers					
5. Difficult to understand well when speakers speak with varies accents					
6. Difficult to understand the meaning of spoken text without seeing the speaker's body language					
7. Difficult to understand well when speakers speak wrong grammar					

2.3 Listening problems related to physical setting

I have listening problem when…	5 Always	4 Often	3 Sometimes	2 Rarely	1 Never
1. Noise					
2. Visual clues help to understand the spoken texts					
3. Poor quality equipment					

2.4 Listening problems related to listener

I have listening problem when…	5 Always	4 Often	3 Sometimes	2 Rarely	1 Never
1. Difficult to understand the text from the first listening					
2. Difficult to answer questions after listening					

I have listening problem because…	5 Always	4 Often	3 Sometimes	2 Rarely	1 Never
1. Lack of practicing listening skill					
2. Lack exposure to different kinds of listening materials					
3. Physical problems					
4. Psychological factors					
5. Lack of background knowledge					

APPENDIX B

Interview

PART 3: OPINIONS AND SUGGESTIONS ON SOLVING THE LISTENING PROBLEMS

Instruction:*Please answer the questions and give some suggestions.*

1) Besides 4 factors affect listening (text, speaker, physical setting, and listening), the other factors that create listening problem are…

1.

2.

3.

2) The ways to solve listening problem are …

1.

2.

3.

Thank you very much for your kind cooperation