

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



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NGÀNH: NGÔN NGỮ ANH

Sinh viên : ĐÀO THỊ MAI

Giảng viên hướng dẫn : ThS. BÙI THỊ MAI ANH

HẢI PHÒNG - 2019

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

**HOW TO IMPROVE LISTENING SKILLS FOR
SECOND - YEAR ENGLISH MAJORS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Sinh viên : ĐÀO THỊ MAI

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Tên đề tài: How to improve listening skills for second - year english majors at HPU

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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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Người hướng dẫn thứ hai:

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Hải Phòng, ngày tháng năm 2019

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: BÙI THỊ MAI ANH

Đơn vị công tác: KHOA NGOẠI NGỮ

Họ và tên sinh viên: ĐÀO THỊ MAI Chuyên ngành: Tiếng Anh

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

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

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Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

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Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

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Nội dung hướng dẫn: How to improve listening skills for second - year english majors at HPU

1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ họ tên)

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ABSTRACT

Listening skill is one of the most necessary skills to communicate in the real life. In learning a foreign language, it is more and more important to learn this skill. Everybody knows that to listen to a message is not as simple as hearing it, so the listener has to understand the message and respond in the right manner. The thesis will study how to improve Listening Skills for second year English Majors. Therefore, I applied the qualitative and quantitative methods to do the research. So the collecting data instruments like questionnaires, interviews were used to do the study. The results of the research will help improve listening skills for English Majors. More importantly, the study helps me find out the causes of those difficulties so that I can work out the right solutions to the problems. With the hope of improving students' listening competence, I have tried my best to do this thesis by my own experiences and knowledge in English teaching methodology.

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PART I: INTRODUCTION

1.1 Rationale of the study

Nowadays, listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. Of the four language skills-Listening, Speaking, Reading, and Writing-that all language learners are supposed to acquire, Listening is believed to be the most challenging due to the complex and subtle nature of listening comprehension in a second or foreign language. As a researcher, I would like to present “How to Improve Listening Skills for Second Year English Majors at HPU ” for several reasons. First of all, listening is the most important skill in communication in the real life. Moreover, in learning a language, listening is a useful means of providing students with comprehensible input, which is an essential component of the whole language learning proces. Therefore, I would like to do this research to help students pay more attention to listening skill. Secondly, learning listening skill is the most difficult in learning a foreign language. Listening, like reading, is a receptive skill but it is often the most daunting for students. When reading, a reader usually has more opportunities to refer back to the text to clarify understanding, which a listener can not do in most listening contexts such as TV programs, meetings, discussion, lectures or conversations. That is the reason I would like to out some suggestion so as to help teachers motivate their students to study listening skill more excited and better. After studying at the Faculty of Foreign Languages, Hai Phong Private University (HPU), for nearly four years, I realize that the second-year students of English major still have many difficulties in their listening skill. In the hope of finding out the solutions learning listening , a study : “How to Improve Listening Skills for Second Year English Majors at HPU” has been conducted because of all above mentioned reason.

1.2 Aims of the study

The study is done with the following aims:

Firstly, the study is carried out in order to survey the real state of learning English listening skill in HPU so that I could work out the solutions.

Secondly, most students find it difficult to learn listening skill so I would like to find the common difficulties that the students face when they English listening skill at HPU.

Finally, because of the difficulties, many students are not interested in learning and practicing this skill in class, therefore the study would like to suggest some possible solutions to improves listening skill. These solutions also aim to help the students catch up with the speed of a normal conversation in the real life so that they can improve their communication competence.

1.3 Research questions

1. What are the real situations of learning English listening skill for the second-year students in Faculty of Foreign Languages at HPU?
2. What are the difficulties of listening to English at HPU?
3. What are solutions to improve listening skills for the second-year students in Faculty of Foreign Languages at HPU ?

1.4 Scope of the study

The study is about learning listening skill for second-year students in Foreign Languages faculty at HPU. Because of the limitations of time and knowledge, the shortage of reference materials, this study can not cover the whole issue of listening skill. It only focus on solutions help students improves listening skill. Moreover, the study could not touch upon all the students at HPU. It is confined to the second-year students in English faculty at HPU only.

1.5 Methods of the study

The study will be conducted using quantitative and qualitative methods. The study includes survey questionnaires for both teachers and students, interview questions for students only of K21 at the HPU. After getting the results, the researcher will use the tables and charts for presenting the collected data.

1.6 The organization of the study

The study includes 3 Parts mainly organize as follows:

Part I: Introduction

Part II: Development

Chapter 1: Literature Review

Theoretical background related to English listening skill

What problems do students have with listening

Solutions in English listening skill

Strategies of English listening skill

Chapter 2: The study

Discussion about the result of study

Suggestion improves listening skill

Part III: Conclusion

Summaries of the study

The limitations of the study

Suggestions for further studies

PART II: DEVELOPMENT

Chapter I: Literature review

1.1 Listening skill: An overview

Beginning in the early 70's, work by Asher, Dostoevsky, Winitz, and, later, Krashen, brought attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition. (Feyten, 1991). Listening is the skill that students will be judged most, in real life situation. It is important part of everyday interaction. According to Howatt and Dakin (1974) listening is the ability to identify and understand what other are saying. This process involves understand a speaker's grammar an vocabulary, and comprehension of meaning.

1.1.1 Definition of listening

Listening is considered as one of the most important skills in acquiring both a native language and a second or foreign language. It is being paid more and more attention to. So far, there have been a number of definitions of listening by different linguists such as Howatt and Dakin (1974); Wolvin and Coakley (1982); Pearson (1983); Hirsch (1986); Scarcella and Oxford (1992); Bentley and Bacon (1996), Brown (2001), Gary Buck (2001), Scott Shelton (2008).

Howatt and Dakin (1974) defined listening as the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Wolvin and Coakley (1982) regarded listening: “the process of receiving, attending to and assigning meaning to aural stimuli”.

Pearson (1983) stated “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”.

Hirsch (1986) gave another definition: “Listening as an aspect of skills: involves neurological response and interpretations of sounds to understand and to give meaning by reacting, selecting meaning, remembering, attending, analyzing and including previous experience”.

Bentley and Bacon (1996) stated that listening, an important part of the second language learning process has also been defined as an active process during which the listener constructs meaning from oral input.

According to Brown (2001), listening is “not merely the process of unidirectional receiving of audible symbols”. He supposed that one aspect of listening comprehension which is “the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain”. Hence, listening comprises of three elements: the sender, the message and the listener.

Scott Shelton (2008) thinks that listening effectively is a demanding and involving process. One must be able to deal with different accents or pronunciation, unfamiliar lexical items and syntactic structures, competing background noise, and also make a conscious effort to not switch off or become distracted while listening. All of this must be achieved and dealt with more or less simultaneously in order to identify and understand the meaning in any given message.

To sum up, all of definitions are given with a view to clarifying the nature of the listening skill which is necessary in the process of acquiring a native language or a foreign one.

1.1.2 Nature of listening comprehension

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

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

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

1.1.3 Significance of listening

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

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

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

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

Basing on second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in student's language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching, it is essential for language teachers to help students become effective listeners. In the communicative approach to language teaching and learning, this means modeling strategies and providing listening practice in authentic situations: precisely those that learners are likely to encounter when they use the language outside the classroom. Therefore, we should establish "listening-first" as fundamental in foreign language teaching and learning.

**** The importance of listening skill***

Listening is one of the necessary life skills which are defined as “skills which can provide you with a better perspective on life, skills which can allow you to maintain a higher awareness of both yourself and the world around you”. It is one of the most vital ways that human beings feel the life and live. Everyone, in the real life, often listens more than speaks, reads or writes. We listen everywhere and every time. We listen to everything and everybody. For instance, at home, we listen to the news, watch films or talk with others. At school, students listen to the lecturers teaching. At a meeting, the staff listens to the new plan from the director, etc. It is obvious that listening is really important in the real life.

As it is mentioned in the differences between hearing and listening, hearing is a part of five senses (hearing, smelling, tasting, touching and looking) but listening is a choice to hear and understand it. As an integrative skill, listening plays an important role in the process of language learning or acquisition and facilitating the emergence of other language skill. According to Nord (1980, p.17), listening is the way of learning the language. “It gives the learner information from which to build up the knowledge necessary for using the language”. When this knowledge is built up, the learner can begin to speak. Failing to understand spoken language, people may miss important information presented to them or respond in a funny way. So training in listening is really necessary. It helps students make the transition from classroom English to the real-life English more easily and effectively.

1.1.4 Types of listening

According to some authors, namely Nguyen Thi Van Lam and Ngo Dinh Phuong (2006), there are two ways of listening in the real life. They are casual listening and focused listening depending on the purpose of listening.

One type of listening, casual listening, means listening without a particular purpose. When we listen, we do not pay much or even any attention to the information unless there is something that interests us. Therefore, we hardly remember the content of what we hear. Normally, we do this kind of listening when we listen to music, or listen to news on the radio or TV while doing some housework or chatting to a friend.

Another type of listening is focused listening. That is when we listen for a particular purpose to find out information we need to know. It happens quite popularly in the real life. In here, we listen with much more concentration and try to get as much information as possible. However, we do not listen to every word. We know beforehand what we are going to listen so we only catch the most important information from the speech or the lecture. In classroom, learners also use this type of listening.

1.2 Difficulties in learning the listening skill

Another point of view has been expanded by Willis (1981, p.134) who lists a series of skills for listening dealing with problems, which she calls 'enabling skills'. To quote a few are:

- ❖ Predict what people are going to talk about.
- ❖ Guessing at unknown words or phrases without panicking.
- ❖ Using one's own knowledge of the subject to help one understand.
- ❖ Understanding inferred information.

My personal classroom experiences and those of many writers that I have read on the subject seem to suggest that difficulty in listening come from four sources: i) the message to be listened to, ii) the speaker, iii) the listener, and iv).

Most students find it difficult to listen to a message than to read the same message written in their text book, or elsewhere. Since they can not control the speed of listening, it becomes a problem, whereas, they can take their time with reading, stopping and going back over the message at will. They can even consult a dictionary if they so choose. Giving dictations or having the students dictate to each other, I find there are some specific areas of vocabulary that give special problems. Students have problem hearing the past tense of regular verbs ending in voiceless sounds such as, ‘work, wish, or watch’. The final /t/ sound of ‘ed’ sound is usually omitted when taking dictation so that the sentence, “*I worked hard yesterday.*” Comes out as “*I work hard yesterday.*” The students fail to hear the final voiceless ‘t’. Another problem is liaison (the linking of words in rapid speech). “*What are you going to do tonight?*” sounds like, */Whadiyagunnadotanight?/ For the untrained ear liaison presents an awesome problem.*

Up to this point, I have dealt with problems students have with listening. It is now time to turn to suggesting techniques for helping them develop more effective listening skills. Foreign–language students usually devote more time to reading than to listening, and so lack exposure to different kinds of listening. It is tiring for students to spend much of their listening time on interpreting unfamiliar words and sentences for long periods of time.

1.2.1 What problems do students have with listening ?

1.2.1.1 The class atmosphere

Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also effected by the noise that come from outside. As a teacher we have to take into account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group

activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult. The class that does not have air conditioner or heater may be too hot in summer or too cold in winter.

1.2.1.2 Students have problems with different accents

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

1.2.1.3 Quality of Recorded Material.

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening

➤ *Chapter I has show the introduction of the study.* In the next chapter, I will present the focus of the study containing literature review on the understanding of listening skill and the survey questionnaires for the second-year student situation of learning English major at HPU which help examine the

real situation of learning English listening skill. Besides, chapter II also introduces some ways can be applied to improve student's listening skill.

Chapter II: The Study

This chapter, the researcher will give the full analysis of data collected through the survey questionnaires for students second year english majors at HPU , interview students on the factors affecting English listening skill and solutions for the second-year students. It shows an attempt to answer the eight survey questions posed at the beginning of the study.

2.1 Participants

2.1.1 The students

The research was undertaken with the participation of 43 second-year students in Faculty of Foreign Languages. They age from 20 to 22. The subjects of the study were 43 second-year students K21 when they were in the second semester of their academic year 2018- 2019 at HPU. A large numbers of them have learnt English for 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because most of them come from different rural areas in the North and under being influence of curriculum of English for high schools students in the past, students did not have many chances to practice English skills. Thus, when entering HPU, their English levels were limited and they have to face up with many difficulties in studying.

2.1.2 Teachers

The Faculty of Foreign Languages consists of 20 teachers. Their ages are from 30 to 44. Majority of them graduated from the faculty of foreign languages of Hanoi National University or Hanoi University.

2.2 The survey questionnaires

2.2.1 The interview.

An interview is carried out with three students in two classes of K21 in Faculty of Foreign Languages at Hai Phong Private University . All of them agree to help the researcher helpfully and comfortably. This aims to collect students' ideas about the factors affecting the English listening skill and suggestions to improve it. After the interview, the researcher based on the interview results to analyze the data. The interview results will be recorded carefully. The interview data analysis will be presented with the collected data from the questionnaire in each part.

2.2.2 Design of the survey questionnaires

The survey questionnaires consist of 9 questions for 43 second year students in order to study the reality of learning listening skill in class and out class in English major at HPU. Students were asked to tick the most suitable answers which correspond with their option. The questionnaires are designed as below:

Question 1, 2 and 3: studying on students attitude toward learning English in general and listening skill in particular.

Question 4: studying on practicing listening skill of students.

Question 5, 6: difficulties students encounter when listening English.

Question 7, 8, 9: students's expectation to improve their listening skill.

2.3 Data and analysis

Data collection procedures.

The data collection in the study is derived from students who are in the

second year at Faculty of Foreign Languages. To collect information about the issues of learning English listening skill of second year English majors students at HPU, first of all, 8 copies of survey questionnaires were handed out to students. In addition, three students were also invited for the interview. When the data collection was accomplished, the data analysis was initiated. The results of survey questionnaires revealed students' techniques they use in listening skill.

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

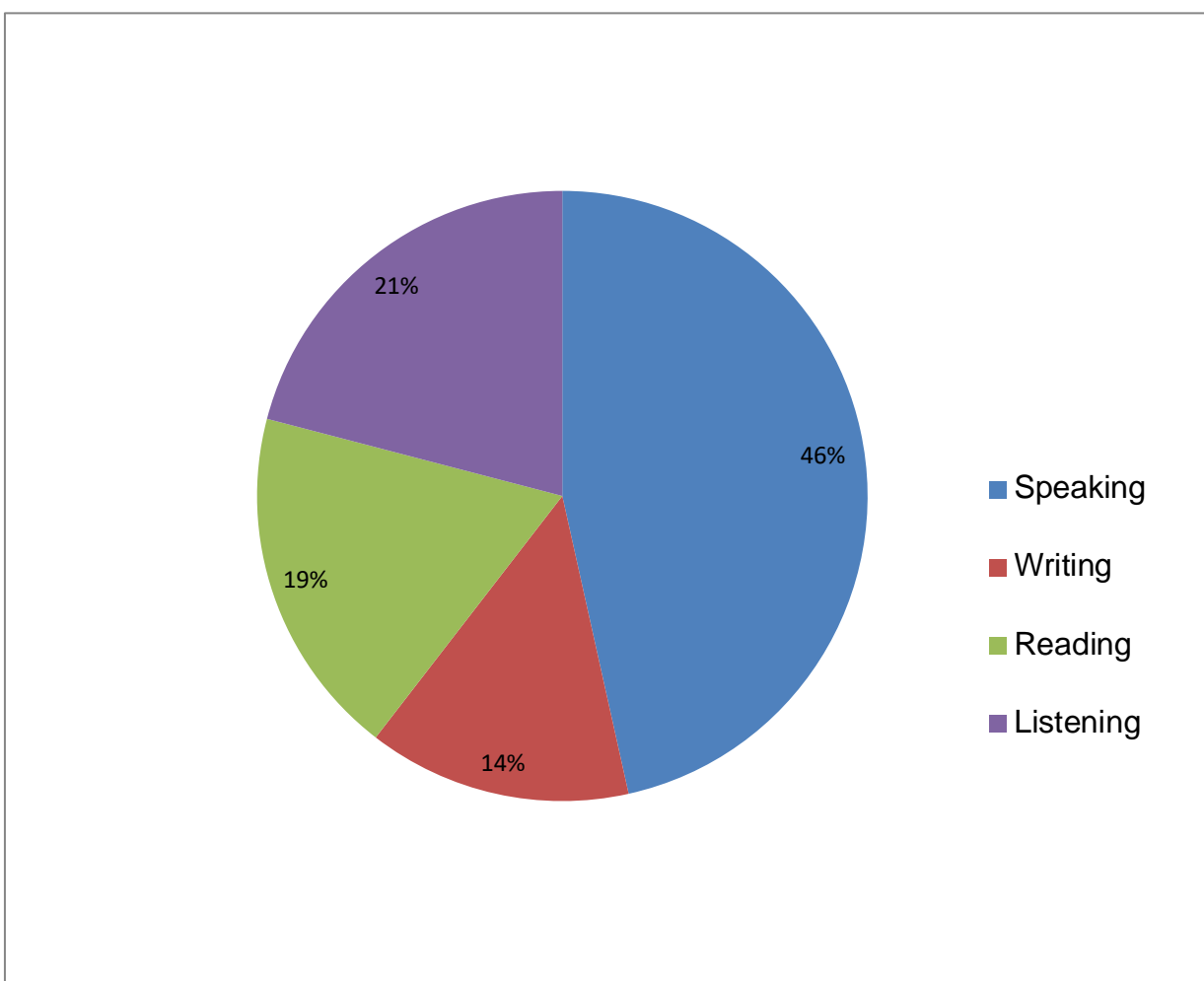


Chart 1: The most favorite skill to students' view

The aim of this question is to research which English skill students like most. The result given in chart 1 reveals the fact that four skills including

listening, reading, writing and speaking all receive strong emphasis in language learning but the pie chart above shows the most favorite skill that students are interest in. We can easily see that prominent one among the four skills is speaking with the percentage of 46%. While listening is only occupies 21%. There are many reasons for this figure. First, listening skill is more difficult than skill others, it requires listener must practice usually in a long time and operate with other skill such as pronunciation, knowledge, grammar...Second, Vietnamese teachers' voice makes students not vary interested in. Moreover, when learning listening in class, students often listen to CD disc, cassette...in which the native foreigners speak quite fast with so many homophones, accents...so it is very difficult for students to catch the words and understand what the speakers mean. The figures show that the two skills reading and writing account fo 19% and 14% in turn. In general, two in four skills are speaking and listening playing important role in communication, but there is a far gap in students' ambition between them from chart 1. So it needs to find the ways to attract students' interest in listening skill.

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

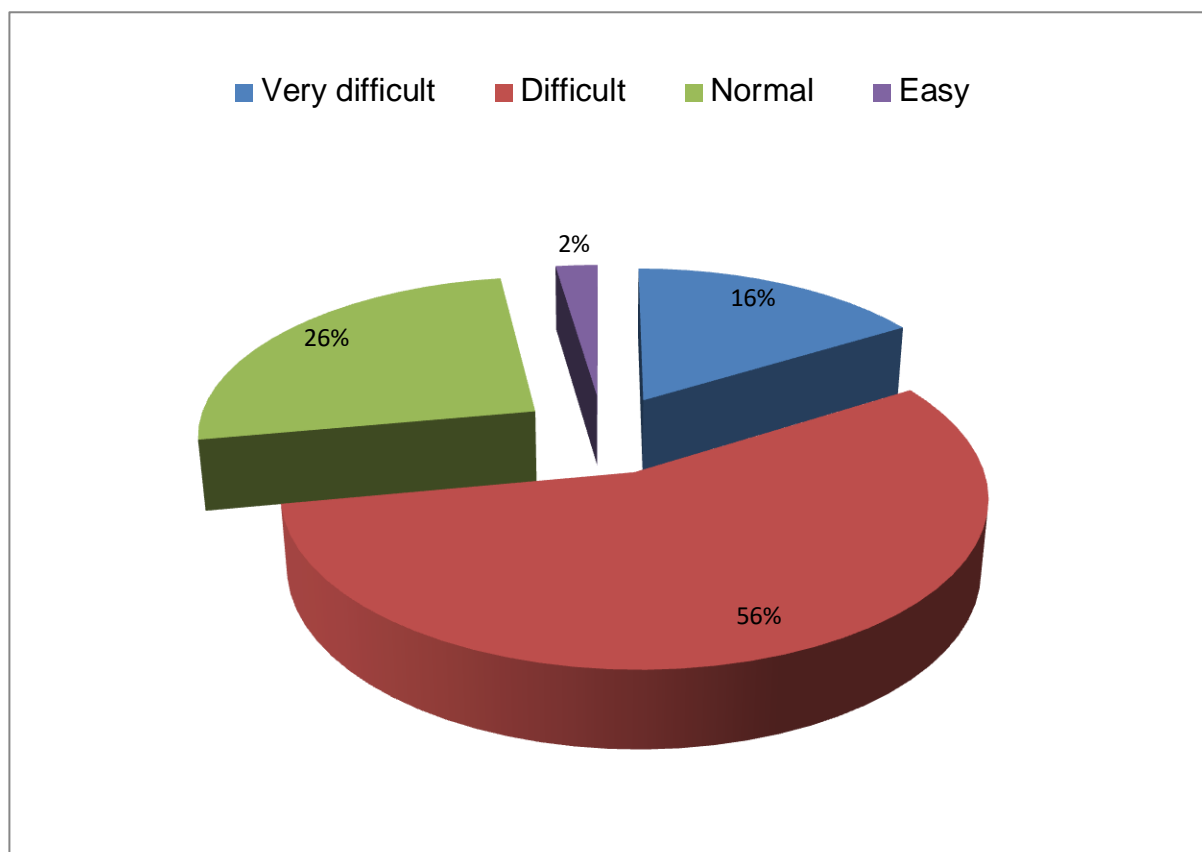


Chart 2: The students' assessment of learning the listening skill

It can be seen obviously in the chart that the listening skill is a difficult skill to learn. 56% of the learners suppose that listening is difficult. For the students, listening to English and learning this skill is really a problem. Moreover, the number of learners who agree that learning the listening skill is very difficult took 16%. It is the same as the number of the learners who find learning listening normal (26%) or easy (2%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn the listening skill are the best students. In short, the survey prove the assumption about the difficulty of listening to English and learning it.

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

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

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

Statistics provide in Table 1 show that the interview result of students' assessment in English listening skill, 2 students think that the rewriting English sentences is very difficult, and only 1 students (33%) say that rewriting English sentences is difficult. Almost students think that the rewriting English sentence is a challenged subject to them. As you can see from Chart 2, almost students admit that English listening skill is difficult.

As you can see from Chart 1, almost students admit that English listening skill is difficult. So how about teachers? The table below is the result of questionnaire for teachers that the research investigated six teachers.

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

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

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

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

2.3.3 Students' opinions toward the role of listening skill l(Q3)

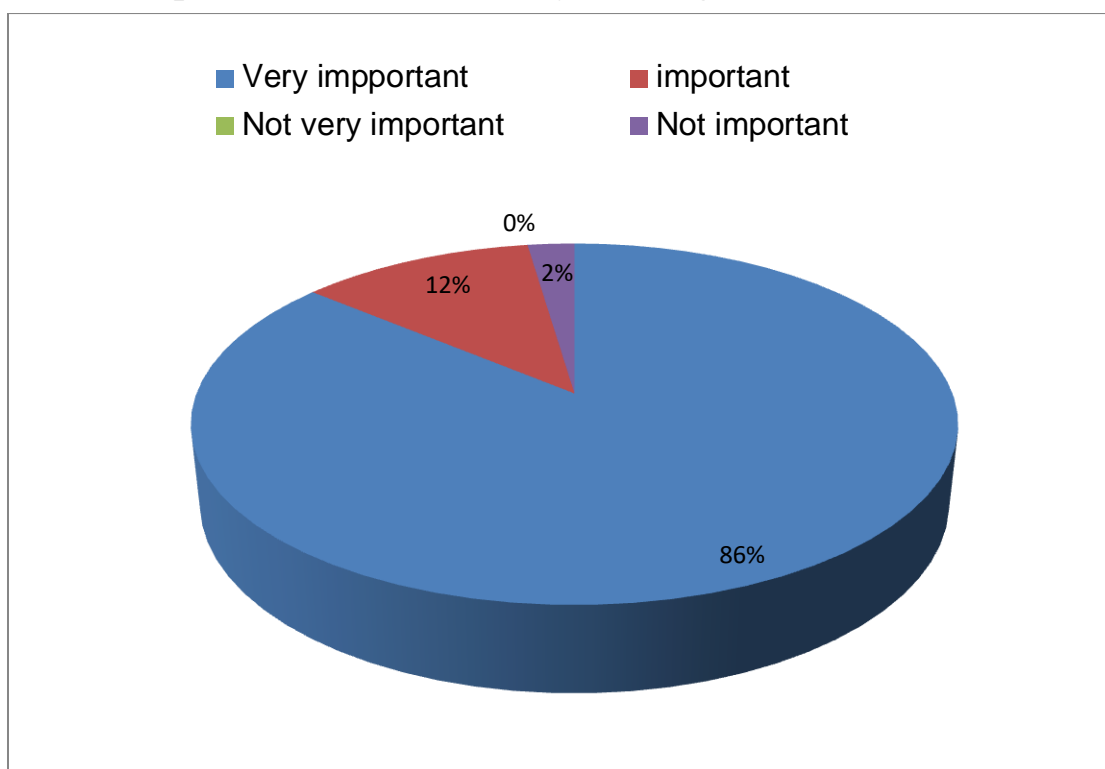


Chart 3: Students' opinion toward the role of listening skill.

All the subjects I interview are students of English major at Hai Phong Private University. So they know better than anybody the role of listening skill. According to chart 2, most of them realize the very important role of listening skill which occupies 86%. Meanwhile, 12% of them thought that listening skill is important. No respondent chooses the answer the listening skill is not important. Only one respondent occupies 2% pointed out that listening skill is not very important to him because his career in the future will not relate to communicate with foreigner. Therefore, from the figure above, we can easily see that students realize obviously how important is listening skill to them.

In short, listening skill is one of the most necessary skills to communicate in the real life. In learning a foreign language, it is more and more important to learn this skill.

2.3.4 Studying on practicing listening skill of students (Q4)

Level	Student
Never	2
Sometimes	29
Frequently	12

Table 2: Students' practicing level about listening English.

In this survey, studying on students practical level about listening skill is very meaningful. According this question, we can find out the real situation of students. Looking at the table above, we easily see that the majority of students, 29 people choose the answer is sometimes they practice listening English. 2 student never listens and 7 students practice frequently at home. This proves that almost students have not care a lot of enhancing their listening skill. This is oneof reasons why our students still are not good at listening English.

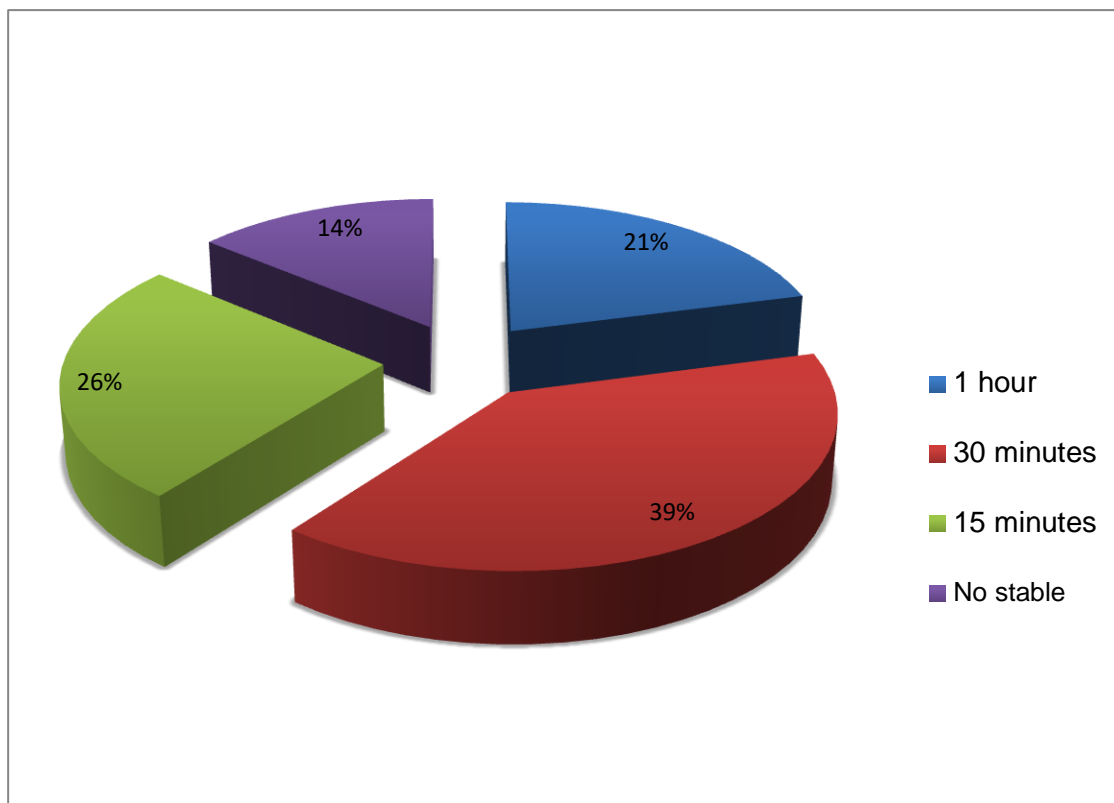


Chart 4: The time students spend on practicing listening English a day

However, regarding to students listen sometimes and frequently (the figure is showed in chart 4 above), 21% of them often listen to English about 1 hour. It is right time to practice each day because if we listen so much, we will feel boring or tired and it is very difficult to get all listening lesson content. The students listen 30 minutes have the 39%, and ones listen unstably is 14%. They say that they often learn belong to their mood, if they feel comfortable they can listen a long time and contrast or even, they donot listen anything during 1 week. At last, some respondents with the percentage 26% say that they listen 15 minutes each day.

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

2.3.5 Difficulties students encounter when listening in class(Q5)

Difficulties	Students
I donot familiar to listen to the native voice	9
I am fed up with listening lessons	3
The lessons are difficult for me	15
The sound quality from radio is not good so I cannot concentrate.	11
Other difficulties.	5

Table 3: Difficulties of students when listening in class

This question is raised to 43 students from NA to explore their difficulties they meet when learning listening in class. However, each person can choose many answers so I can give my comment by estimating.

The table 1 above indicates a majority of respondents, 11 people state that the sound quality from radio is not good so they cannot concentrate on the listening test. Meanwhile, only three people are fed up with listening lessons and two people think that the lessons are difficult. This means that the main problem is not in learning circumstance or lecturers; it belongs to the learning aids. Besides, there are 9 students say that they donot familiar to listen to the native voice. They explain they often listen to English from their teachers or friends but it is different from the voice in CD and English lessons. Except these reasons,5 students gave many difficulties in listening English. Some of them respond speakers say so fast that they cannot catch up with, so they donot finish all exercises. Others share their vocabulary is not rich so they know it is very hard to listen well. 2 students say that they want to focus on listening lesson so much but there are many noises outside which prevent them from English listening. “Listening by radio without seeing mouth or intonation of speakers” prevents them from getting information from listening test, said 3 students. Surprisingly, 4 students accept that they are not good listeners because of their laziness.

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

2.3.5.1 The factors have influence in English listening skill(Q6)

To find out the factors have influence in English listening skill, the question 7 of questionnaire is mention about it. The researcher gives 4 factors that influence in this skill, students give their opinion in this thing.

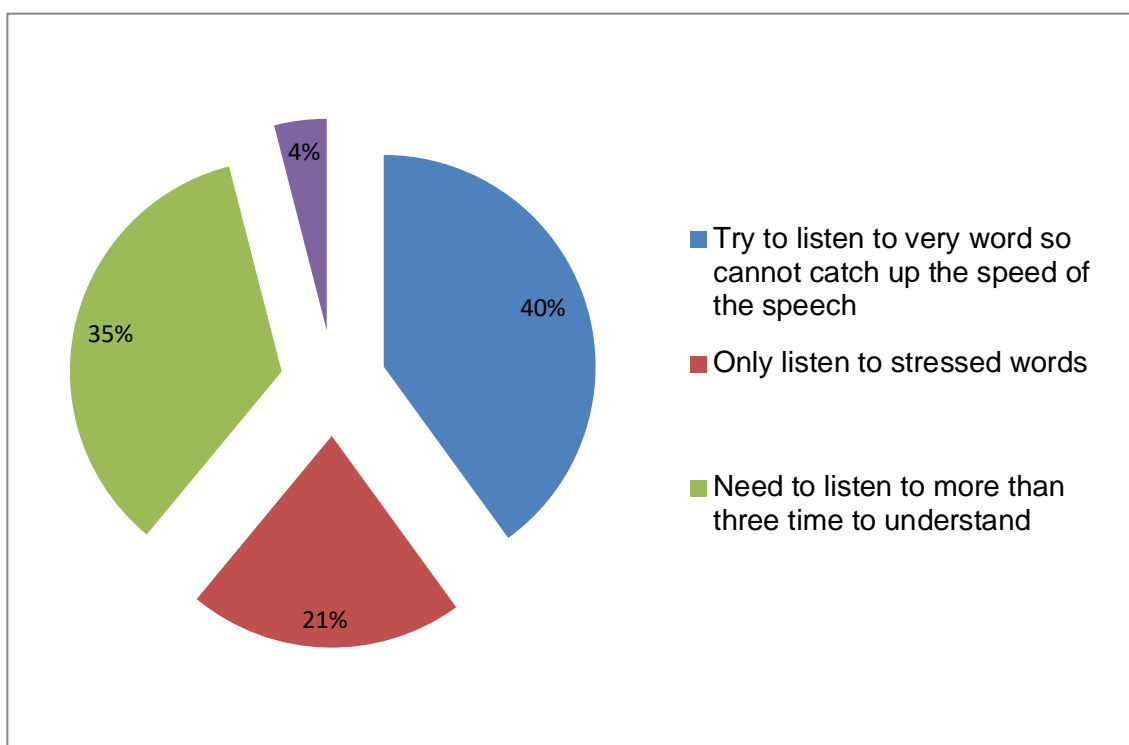


Chart 5: The subjective factors affecting the students' learning listening skill

The above bar chart has shown the ways that the listeners often do when they are learning the listening skill. As it can be shown in the chart, the number of the learners who usually try to listen to every word so they can not catch up with the speed of the speech took 40%. However, 21% of the learners know to listen to the stressed words. It is not easy for them to realize the stressed words in the utterance. Most students need to listen to one listening item two or three times. 35% of them have to listen more than three times to get the understanding. On the contrast, when listening more than three times, 4% of the students find tired and they can not concentrate on the listening.

In conclusion, there are many factors affecting to learning listening skill the students need to find out the methods to improve.

2.3.6 Ways to Improve Listening Skills for students English Majors(Q7)

How to improve listening skill English has raised a difficult question for us. Until now, many researchers found other ways as well as methods which could help learn English best. The chart below will suggest students ways to improve listening skills.

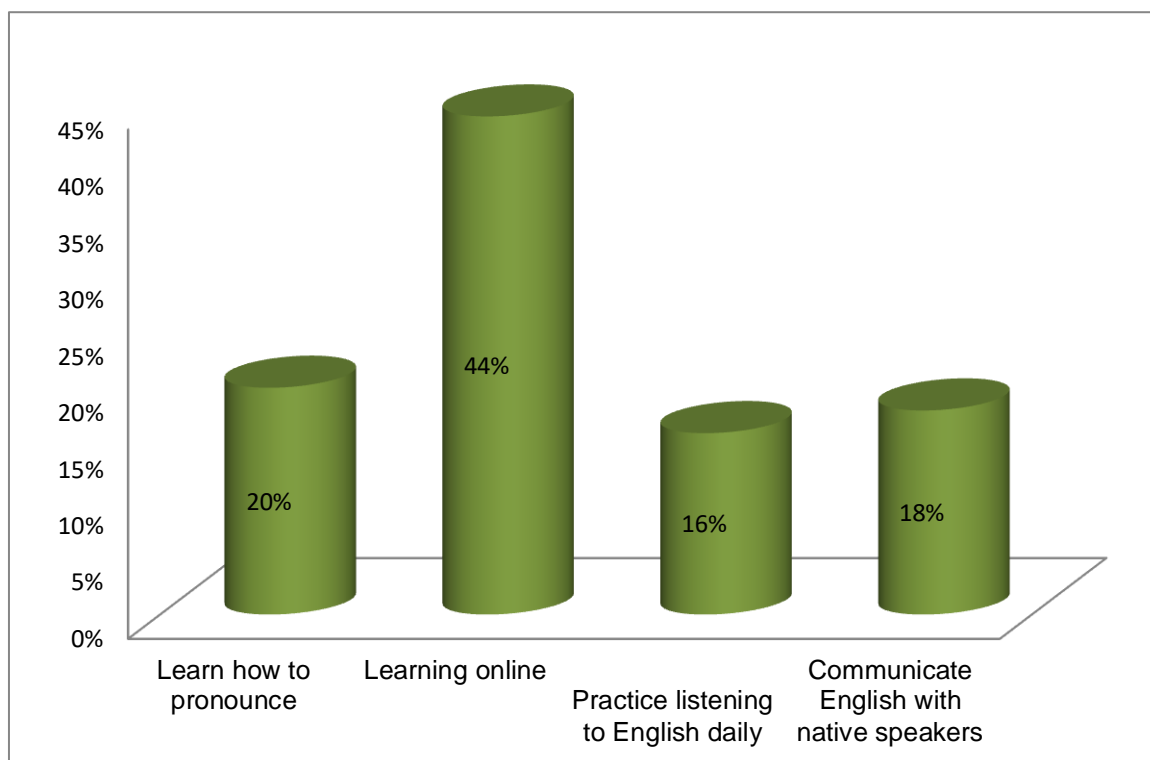


Chart 6: Ways to Improve Listening Skills for students English Majors

The survey chart shows that most students choose to learn online listening skills (44%). It seems to be that learning online can bring many benefits for our English learning. As can be seen, the introduction of computer and internet has apparently changed our life. Now, computers have assisted learning via Internet has become increasing indispensable components of education.

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

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

Finally, communicating with native speakers (18%), students often hesitate to communicate with foreigners because their vocabulary is poor and their listening and speaking skills are limited so they cannot hear foreigner to speaking.

To sum up, in the Chart 6, I have just given some ways to learn English listening effectively. I hope that through this chart, students can understand more about learning listening method and I especially expect they will apply in their studying process.

2.3.7 The kinds of listening text which students expect to practice more(Q8)

The question 8 of questionnaire for students mentioned to the kinds of listening text which students expect to practice more. The collected data has shown in the below chart:

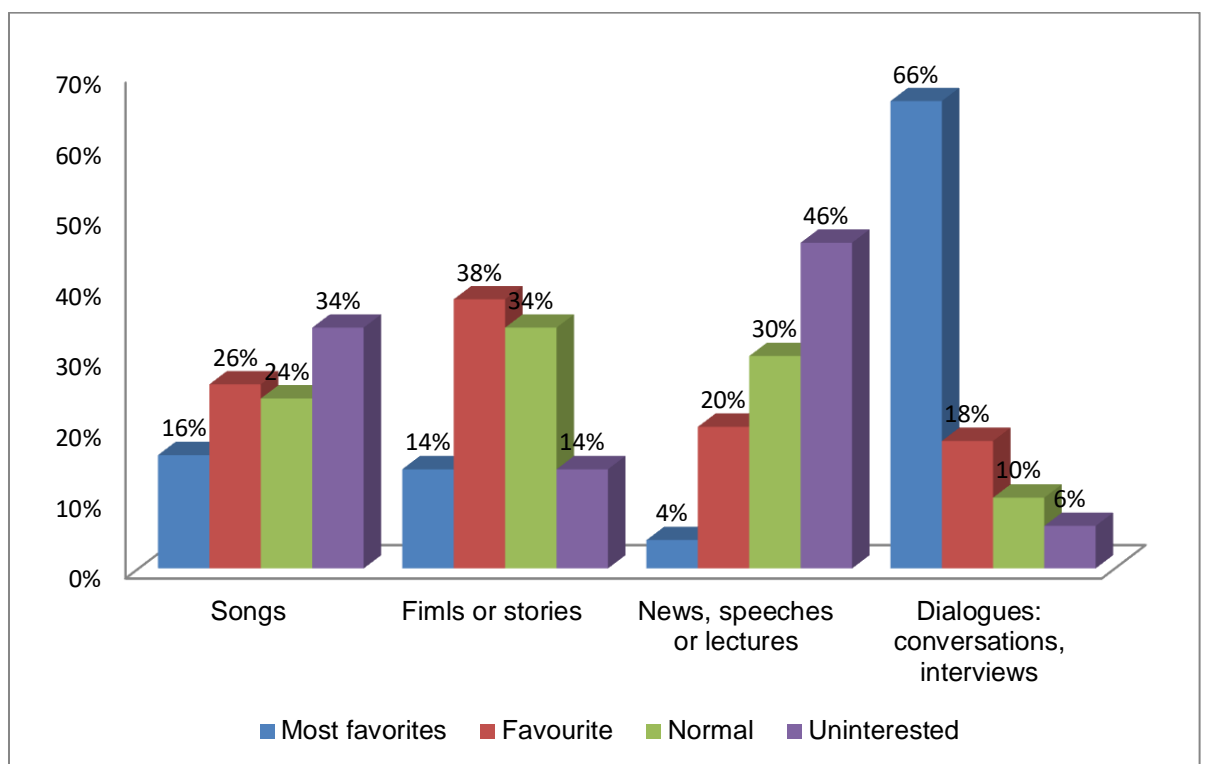


Chart 7: Students' interest in extra listening activities

As it can be seen from the above bar chart, most of the students liked listening to the dialogues. Listening to the dialogues are the most favorite activities of 66% of the students.

Only 6% of them are not interested in this kind. In contrast to the dialogues, listening to the news, speeches or lectures bored the most students (46%). As a consequence, 4% of them find interested in these kinds of monologue. Besides, listening to the songs seems interesting. But, it is surprising when only 16% of the learners love them. Moreover, one third of them (34%) are not excited about the songs. Watching films or listening to the stories is accepted because 38% of them suppose those are their favorite activities and 14% affirm those are their most favorite activities. Additionally, 34% of them think those activities normal. In conclusion, most of the students like listening to the dialogues, conversations and interview.

2.3.8 The activities students should do before and while listening class (Q9)

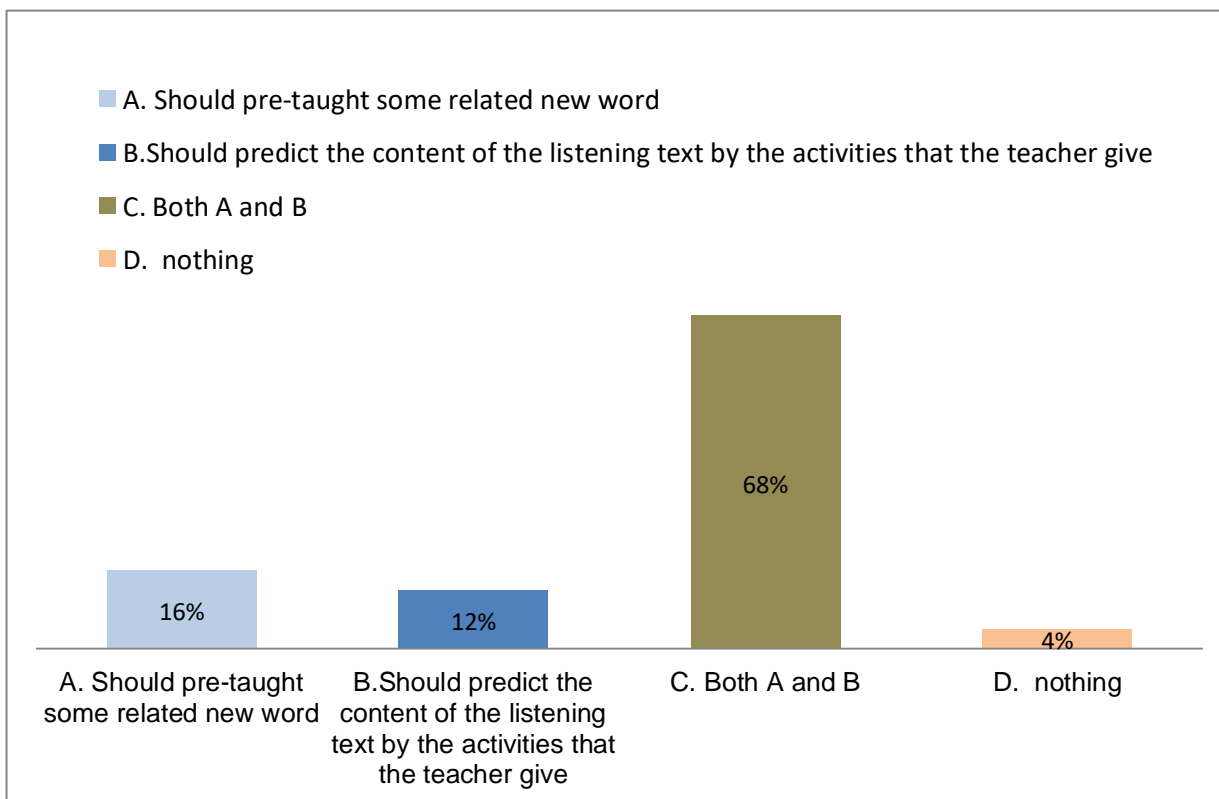


Chart 8: What students should do before listening.

The chart shows that most students (68%) in listening classes are taught the new words relating to the listening texts and they often predict the contents of the listening text base on the activities given by the teacher. But some of them only learn the new words (16%) and the other learners (12%) guess the content before they start listening. There are just 4% students do not do anything. In conclusion, students should prepare things that relate to the text before listening. So while listening, what students should do? The next chart will show this question.

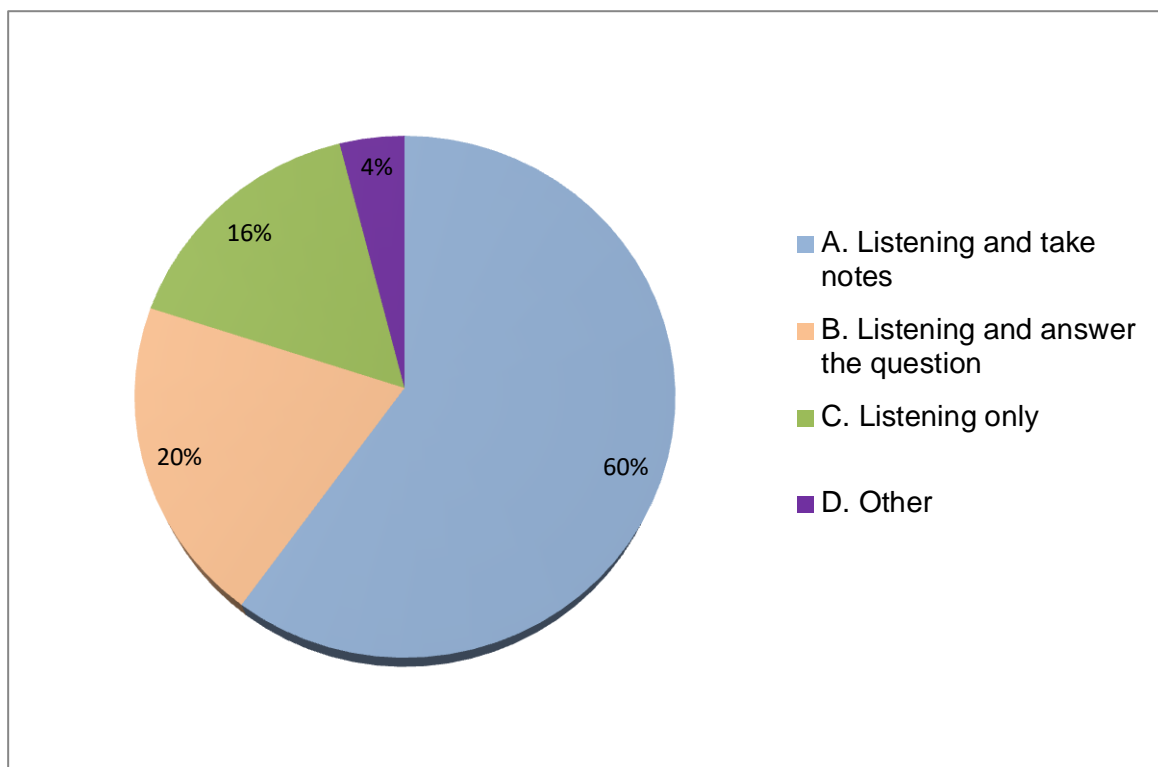


Chart 9: What students should do while listening

The chart shows that the majority of the learners (60%) know to take notes while listening. It is a positive activity which helps students a lot in training the listening skill both in the English class as well as other real life situations. 20% of them often try to answer the questions while they are listening. The other 16% of them only listen. These results reflect the method of teaching and learning the listening skill.

2.4 Findings and discussion of findings

2.4.1 Opinions of students about English listening skill.

Generally, it is very clear from above the data analysis that both teachers and students have plenty of difficulties in teaching and learning listening. Most of second-year students at HPU and their teachers say that English listening is difficult (68% of students) and very difficult (50% of teachers). Although, English listening skill is a difficult subject, most of students (48%) still like it. Besides, students always have problems in English listening. In class, listening to the dialogues were the most favorite activities of 66% of the students.

2.4.2 Current situation in teaching and learning English listening skill.

According to the second-year students and teachers at HPU, there are some main reasons (Poor –quality CDs and CD players, unfamiliar content listening text, limited practice time at class) affecting students a lot while they learn English listening skill. In addition, the subjective factor affecting the students' learning English listening skill is that students try to listen to every words so they can not catch up the speed of the speech (40% of students say that). The most activities that students want to do in class are ticking off the items they hear (33%) and choosing the correct answers (27%). Most of students also agree that there are some activities to improve English listening skill, such as: before listening, students should pre-taught some related new words and predict the content of the listening texts by the activities that the teacher gives; while listening, students should listen and take note. In conclusion, in order to get the maximum benefits of offered technique, some recommendations are proposed to the major second-year students at Faculty of Foreign Languages.

2.4.3 Suggestions for improving English listening skill.

“Getting the right answer is not our only goal. The main goal is the listening itself” (Lafi, 2001) . How much listening that learners can understand all depends on how well- prepared teachers are and the use they can make of the listening texts? So activities are indeed crucial. The writer would like to classify the suggested activities into three stages

Pre-listening activities

The pre-listening stage is very important because it is the base for the listening process. Pre-listening activities are the things to do before the students hear the passage to help them get the most out of what they are going to hear. In order to understand a piece of spoken discourse, the listener has to have not only knowledge of the language but also some background knowledge of the world. Pre-listening activities make it possible for all students to share common background knowledge before listening because it is impossible to expect all students to have the same level of knowledge about a particular world event.

While-listening activities

While-listening stage is the time for students to listen to the text and understand it. It is not necessary for students to understand all about the listening text. They do not need to memorize the exact words or sentences that are said. They just need to catch the major ideas. There are various kinds of techniques which can be used to lead the students to focus on the general idea and the subject matter of the text they are listening to. Directed listening helps the students to extract the relevant information from the spoken discourse. Thus, teacher should ask more global rather than partial comprehension questions. Specific questions are asked only after the students have recognized the major ideas of the listening texts. Moreover, the teacher should prepare beforehand some forms or worksheets for the learners to fill in when they listen.

Post-listening activities

As it has been introduced in the background, in this stage, students take the information they have gained from the listening text and use it for another purpose. Some following activities can be applied for this stage.

Summarizing: learners write up the information that they have in their listening. They reconstruct the text in their own words using the notes or drawings as cues. They can practice writing in groups, in pairs or individually.

Recalling the story: it is another form of summarizing the story but in oral way. Learners re-tell the story in the listening text in their own words. They practice speaking in groups or in pairs.

Role play: learners dramatize the listening text, taking the roles of the characters in the story they have just heard.

2.5 Recommendations techniques and tips to learn English listening effectively

The students want to learn the listening better, they themselves ought to try their best to change their bad habits of listening and to improve their background knowledge. Today there are many ways to learn English, to improve your listening skills, every day you should spend 5 to 10 minutes or more to listen to a short English news. According to the survey, most students had habits of listening to every word in the recording so they soon got tired and frustrated of listening. As a consequence, they answered the listening tasks mainly by guessing but not by understanding the text. It is not necessary for learners to understand every word in order to understand the information they need from the recording. Therefore, learners should learn to focus on the message. When listening, the learners should summarize the ideas they listen to and take notes. They had better not translate the listening text into the mother tongue, but try to understand it in the target language. Moreover, outside the listening class, students have to practice regularly such as listening to English songs, listening

in VOA, watching foreign channels (such as: HBO, CINEMAX, you can watch the American films to improve your English listening comprehension) so as to get acquainted with the native accent in normal speech. In addition, they must enrich themselves with general knowledge of the English speaking countries, English language, and social and cultural knowledge.

PART III: CONCLUSION

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

1.1. Conclusion

1.1.1 Summary of the study

To reach what the author aimed at this study; the study was divided into three part with their own purpose. The first Part briefly covers the theories related to the study. The second Part presented the overview on situation of learning English listening skill at HPU, the research methodology and author's findings of the approach to listening at HPU through the questionnaires and interview. This chapter also helps the author find the answers for three research questions that stated in the introduction. The last chapter is some recommendations and suggestions to improve English listening skills for second year students at HPU.

1.1.2 Limitation of the study

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

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

Secondly, due to the limitation of scope of the study, the researcher only focus on the second-year students in Faculty of Foreign Language which account for a small number of students at HPU. Therefore, the result of the study

can't be generalized. Besides, the researcher could not cover all the aspects of solutions.

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

In spite of the mentioned limitations, I hope that this exploratory research will contribute to improves to better English listening skill at HPU.

1.1.3 Suggestions for the further study

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties and solutions for only second-year students at HPU in order to help them improve their listening skill. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, although the study cannot avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

1.2 Appendices

Appendix 1: The survey questionnaires “For the second year students”

This survey questionnaire aims at finding out your attitude and your expectations toward listening English. Your answers will be used for researching purpose of my graduation paper entitled “HOW TO IMPROVE LISTENING SKILLS FOR SECOND YEAR ENGLISH MAJORS AT HPU”. Thanks for your help.!

1. *Which English skill do you like most?*

- | | |
|--------------|------------|
| A. Speaking | C. Reading |
| B. Listening | D. Writing |

2. *In your opinion, listening skill is:*

- | | |
|-------------------|-----------------------|
| A. Very important | C. Not very important |
| B. Important | D. Not important |

3. *What do you think about listening skill?*

- | | |
|--------------|-----------------------|
| A. Difficult | C. Very difficult |
| B. Difficult | D. Not very difficult |

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

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

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

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

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

(Put the tick (√) in your choice)

<i>Kinds of listening text</i>	<i>Uninterested</i>	<i>Normal</i>	<i>Favorite</i>	<i>Most favorite</i>
A. Songs				
B. Films or stories				
C. News, speech or lecture				
D. Dialogues: conversations, interviews, etc.				

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

- A. I am not familiar to listen to the native voice
- B. I am fed up with listening lessons
- C. The lessons are difficult for me
- D. The sound quality from radio is not good.
- E. Other difficulties (please notify).....

8. What makes you interested in learning English listening skill best?

Items	Most influential	Influential	A bit influential	Not influential
A. Interesting topic				
B. Exciting activities				
C. Adequate modern equipment				
D. Good teaching methods				

9. In listening classes, What do you often?

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

10. What listening activities do you like best?

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

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

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

12. While listening, you should:

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

Thank you for your cooperation in completing this survey questionnaire!

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