

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

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH- NHẬT**

**Sinh viên : TRẦN THỊ BÌNH**

**Giảng viên hướng dẫn: TH.S BÙI THỊ MAI ANH**

**HẢI PHÒNG 10- 2020**

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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**TIPS TO IMPROVE LISTEN SKILLS FOR  
FINAL YEAR STUDENT IN  
HAI PHONG UNIVERSITY OF MANAGEMENT  
AND TECHNOLOGY**

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

**Sinh viên : TRẦN THỊ BÌNH**

**Giảng viên hướng dẫn: TH.S BÙI THỊ MAI ANH**

**HẢI PHÒNG 10- 2020**

## NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài : *Tips to improve listening skill for final year students at Hai*

*Phong University of Management and Technology*

# NHIỆM VỤ ĐỀ TÀI

## 1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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## 2. Các tài liệu, số liệu cần thiết

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## 3. Địa điểm thực tập tốt nghiệp

**TRUNG TÂM ANH NGỮ AMES HẢI PHÒNG**

## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

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**Học hàm, học vị** : Thạc sĩ

**Cơ quan công tác** : Trường Đại học Quản lý và Công nghệ Hải Phòng

**Nội dung hướng dẫn:** Tips to improve listening skill for final year students at Hai Phong University of Management and Technology

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*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giảng viên hướng dẫn*

*Hải Phòng, ngày 22 tháng 10 năm 2020*

**TRƯỞNG KHOA**

**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: Th.s Bùi Thị Mai Anh  
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Họ và tên sinh viên: Trần Thị Bình Chuyên ngành: Ngôn ngữ Anh- Nhật  
Nội dung hướng dẫn: Tips to improve listening skill for final year students at Hai Phong University of Management and Technology

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

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

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

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

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

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**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 viênchăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm phản biện

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

**Giảng viênchăm phản biện**

*(Ký và ghi rõ họ tên)*

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## **PART ONE: INTRODUCTION**

### **1. Rationale**

Nowadays, together with growth of global connection, English language has become more and more important. Especially in Vietnam, learning English seems to be one of main tasks of students. In this process, they encounter a large number of difficulties. One of them is listening skill. One of the aspects in learning a foreign language is listening. Listening plays an important role in the language learning. It is a demanding process, not only because of the complexity of the process itself but also due to the facts that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message. Listening provides the necessary input for learners to acquire the language needed for practicing a language. Listening is the skill that is used most often. It has been claimed that students receive nearly 90 percent of their school-based information through listening to instructors and to one another (Schwartz, 1998) and that more than 50 percent of the time they spend functioning in a foreign language will be devoted to it (Nunan, 1998). Yet the skill of listening remains underappreciated; it may be the least understood and most overlooked of the four skills in the language classroom. Unlike other language skills such as reading and writing, which can be observed directly, listening is an abstract, intricate process of hearing, identifying, understanding and interpreting spoken language. Many students have significant problems with listening. The speed of utterances, the reduced forms of natural English, the use of intonation for meaning, and unfamiliar accents, all take their toll and it is essential to give learners at all levels plenty of practice. Therefore the choice of appropriate method is a great significance in developing listening skills and improving student's overall language learning. Dictation is one of teaching technique which might be used for any level. Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented more than once and it needs to be presented in segments or information units.

The focus of this study is to highlight the importance of dictation as a technique and to prove that this technique has the potential for learners'. The

researcher attempts to investigate the effectiveness of using dictation and eventually foster their listening abilities to become competent and autonomous listeners. Thus, the topic “A study on dictation method to improve students’ listening skill” is chosen.

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

This study aims to explore the role of dictation as a technique in developing English as a Foreign Language (EFL) students’ listening and: - To investigate whether the use of dictation as a technique is useful in developing students listening or not. - In addition to find out how students would respond to dictation as a teaching technique and to attract teachers’ attention towards the effectiveness of dictation as a technique in improving listening ability

## **3. Methods of the study**

Considering all the characteristics, this paper made great use of both quantitative method. A quantitative took full advantage of using the structured questions where response options are predetermined and a large number of respondents are involved to explore students’ attitudes towards their listening skill and their difficulties in listening to English as well as their expectations to their teachers. In terms of this methods, the questionnaire is designed as a means for researcher to collect data. Questionnaires are more convenient, take less time, cheap and easy for students to answer. Questionnaires included closed and open-ended questions. The questionnaire is given to students of the second-year students of foreign languages department. As they are in their second academic year, they often experience such problems. It is stage that students should be equipped with variety of techniques right from their early listening. With appropriate strategies, they will have built up their listening skill by the time. After gathering all the results of questionnaire with answers, the method of analyzing data is applied.

## **4. Scope of the study**

The sample of this research was limited to final year students who are studying English major at Haiphong University of management and technology . This research is limited to a specific number of students. The researcher decided to choose 40 students at Haiphong University of

Management and Technology. This population will be chosen randomly. Questionnaires are given out when students finish their class at universities.

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

This study is composed of three main parts:

- ◆ Part one is the introduction which consists of rationale, aims, study methods, the scope and design of the study.
- ◆ Part two is the development – the main part of this paper which is divided into three chapters:
  - Chapter I is the literature review
  - Chapter II shows detailed explanation of the methodology
  - Chapter III shows the findings and discussion
- ◆ Part three is the conclusion which summarizes what was given in previous parts as well as some limitations of the study and recommendations for further study.

## **PART TWO: DEVELOPMENT**

### **CHAPTER I: LITERATURE REVIEW**

#### **I. An overview of listening**

##### **I.1. Definition of listening**

Listening is one of the most frequently used language skill which plays a crucial role in communication and in the process of education. For that reason,

According to Field (1998: 38) ‘Listening is an invisible intellectual process, so it is difficult to describe. Listeners must distinguish sounds, understand vocabulary and grammatical structures, understand the speaker’s stress and intentions, be able to recall and understand it in the socio-cultural context of speech.

Anderson & Lynch (1988: 21) gives the following definition of listening comprehension: ‘Listening comprehension means understanding what a speaker has to say. The listener has a particularly important role in the listening process by using his diverse knowledge to analyze what he hears to be able to understand the speaker’s statement.

Wolvin & Coakley (1985) defines listening in a simpler way: ‘Listening is the process by which the hearing organs receive, process, and identify the message of speech.

The definition of listening comprehension, according to Van Tan and Nguyen Van Dam (1997) in the ‘Vietnamese Dictionary’ is specifically given as follows: ‘Listening is a process in which hearing receives external sounds and transfers it reaches the central nervous system. Here, these sounds are analyzed, converted into signals and transmitted to the senses to help form human’s reflexes to those sounds. ‘‘

The above definitions show that listening comprehension is a complex problem-solving skill. The task of listening comprehension is not only to receive the sound, it also requires analysis and identification of the message of the word.

In summary, listening took on various definitions depending on different purposes of authors. On the other hand, they all establish listening as a crucial skill that have to be mastered by EFL students to increase their

ability to grasp words correctly in order to be good listeners that help them to realise success in communication with others.

## **I.2. The importance of listening**

First of all, it is necessary to mention the role of this type of skill in normal human life, in activities with friends and relatives.

### **I.2.1. Help yourself be able to understand, empathize with other people**

If listening only helps you to know what others are saying, then listening will help you to understand them. In order to be able to listen and understand the speaker's heart, it is not easy. That's why listening skills need to be practiced.

Parents understand their children, whether the boss understands the staff or not depends on listening skills. To be successful in your career as you want to learn a foreign language well, you must know how to listen to English communication or to have a happy life, you need to know how to listen.

### **I.2.2. Help build relationships with people around**

Thanks to the role of understanding, not only listening to communicative English, but also listening to common skills helps to build and develop many different relationships.

Knowing how to motivate and help others will make your relationship stronger. You can also easily establish a new relationship by listening to the other person's story.

### **I.2.3. Create trust with people**

Certainly, when you have listening skills, you will make others trust you more, want to talk to you more. This will both help you to make more friends and help you do your job well. You want to entice customers to use your product and come back to use it. Then you will have to build trust with your customers through this listening skill.

## **I.3. Types of listening**

Listening skills including of two main types are casual and focused listening going together, up to the aim of listening (Nguyen Thi Van Lam and Ngo Dinh Phuong, 2006).

### **Casual 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

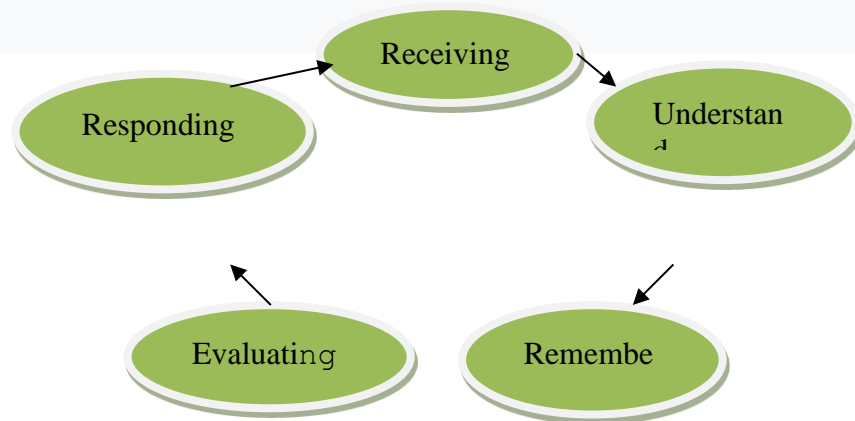
there is something that makes us interested, this leads to a case that we could hardly remember the content of what we have just heard. In life, we conduct this kind of listening so much, for example, when we listen to music, or listen to news on the radio or TV while doing some housework or chatting to a friend.

### **Focused listening**

Focused listening, like its name of this type, it contrasts to casual listening, that is when we listen something in a concentrated way with a specific aim of finding out and gathering information that we are in demand. For instance, we use this kind of listening in the class, in the meeting or in a seminar talking about topic that we are interested.

### **I.4. Listening process**

Listening process divides into five periods:



### **Receiving**

It refers to the response caused by sound waves to the ear of listener. It is the physical response. Understanding At this stage, you learn what the speaker means through the thoughts and emotional tone. It is crucially important to communication process and exists in all speech.

### **Remembering**

Remembering is needed for maintaining conversation because it means that a message has not only been delivered and interpreted but also added to the listener mind's storage bank.

Since human is moral and our attention is selective, it caused that while we are in conversation, just some of information are collective in our internal memory. Consequently, what is remembered might be quite different from what was originally seen or heard.



## **Evaluating**

This stage is mostly executed by conscious awareness, consists of judging the messages in some way. Meanwhile, you might try to penetrate the speaker's underlying intentions or motives.

## **Responding**

In the conversation, with the aim of informing to speakers, whether the message has been received, the listeners have to send a feedback through verbal or nonverbal method. That is necessary for prolonging the conversation.

In conclusion, listening is the psychological process of receiving, attending to, constructing meaning from, and responding to spoken or nonverbal messages (Syed Arif Ali Shah - Published on Jul 5, 2010).

## **I.5. Difficulties in listening**

It is quintessential to acknowledge that listening can be quite challenging, mainly for young rookies. When supplied with a new language, inexperienced persons attempt to apprehend it in terms of cues of their first language (Cameron, 2001), which is still in a growing technique itself. As human beings aren't always communicating face-to-face listeners cannot expect the verbal exchange because there is no visible guide, nor can they ask someone to copy or try and provide an explanation for it in a different way, for example, while you concentrate to a cd. For that reason, listening is regarded as one of the most tough competencies to learn and therefore to educate (Subject, 2008) because of the reality that listening is pretty complicated and calls for an active process of interpretation wherein listeners must attempt to understand the messages they pay attention with using the expertise they already possess (Rost, 2002). Further, they cannot manipulate the selection of vocabulary, structure or rate of conveyance of the speakers. As language instructors we must additionally ensure that children are aware that regardless of their best attempt, at times, they will nevertheless stumble upon some problems and challenges as improving listening is a process that requires time and exercise and that they're not predicted to recognize each phrase on every occasion that they're asked to do listening activities (Brewster, Ellis & Girard, 2002).

According to Bloomfield et al. (2011), there are some other elements concerning the traits of the listeners that can additionally have a main impact

on their capacity to hear efficiently. Namely, listeners' working memory capability which is mirrored by using their capability of understanding more of what they hear when they are listening to L2 (A person's second language) language. In addition, more than a few of factors pertaining to listeners' enjoy with the L2 impact their listening talents, which include the amount of publicity to the language, familiarity and ability to apprehend the phonology of the goal language, the quantity of vocabulary supplied and history information approximately the subject.

Bloomfield et al. (2011) also claim that it is necessary to be aware that listeners' nervousness affects their capability to apprehend what they can hear, specifically young newbies who have a tendency to succumb to distractions every now and then and are unable to focus their attention for long duration of time on the same activity, which makes it even extra difficult for them to hear efficaciously. Therefore, we ought to strive to maximize our students' getting to know capacity in class thru listening (Rivers, 1981) as this ability is the first segment that connects language with that means. Furthermore, speaking, proceeds listening cognitively (Bozorgian, 2012) as a consequence, listening affords the input that resources the premise for language acquisition and lets in beginners to interact in spoken verbal exchange.

### **I.6: Tips to improve listen skill**

It's not hard to realize the importance of listening when research shows that it takes up 45 percent of the time adults spend communicating. This is significantly more than speaking at 30 percent, and reading 16 percent with writing only nine percent.

However, in terms of its importance, students (and even teachers) often do not pay attention. But notice that listening is the most challenging of all English skills.

There are many difficulties that an individual may face in understanding a conversation, lecture or conversation in their second language (and sometimes even in their first language). The speaker and the listener's objective situation can be the cause of these difficulties.

The above objective factors include fast speaking speaker, noise, lack of visual clues (such as speaking on a phone), limited vocabulary of listeners, lack of knowledge of the topic and inability differentiation of sounds.

While challenges caused by speakers or objective circumstances may be out of the listener's control, there are several skills or 'strategies' that English learners can use to assist.

### **I.6.1 Predict the content**

Imagine you just turned on the TV. You see a man in a suit standing in front of a large map with symbols of sun, clouds and thunder. Do you imagine what he was going to say to you? Most likely, this will be the weather forecast. You can hear words like 'sunny', 'wind' and 'gloomy'. You will probably hear the use of the futuristic tense: 'It will be a start to a cold day'; 'it will rain in the afternoon'.

Depending on the context - a news, a lecture on a university lecture, an exchange in a supermarket - you can often predict the kind of words and the type of language the speaker will use. Our knowledge of the world helps us predict what kind of information we may hear. Furthermore, when we predict the topic of a conversation or a conversation, all the related vocabulary stored in our brain is activated to better understand what we are hearing.

**Practice:** Watch or listen to recorded TV shows or clips from YouTube, pause after every few sentences. Try to predict what will happen or what the speaker might say next.

**Tip:** If you're taking a listening test, go through the previous questions and try to predict what kind of information you need to hear. A question begins with the phrase 'How many...?' may ask you to listen to a specific number or a certain number.

### **I.6.2 Listen to the gist**

Imagine you are a superhero flying in the sky. From that height, we can see what the whole area is like, how densely populated, the type of housing in each area. When listening, you can also get the 'whole image' but with one important difference: the information comes in a string. And in that chain of information, there are content words (nouns, adjectives, and verbs) that can help you form the picture. We often call this gist listening. For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have

their own meanings, but when you hear the words in order, they help form the scene. of a picnic.

**Practice:** Find a short video with subtitles on a topic that interests you. Use headlines to help you predict the content and then listen to the content words. Go back and listen again with subtitles. How many parts did you understand when you first heard? Try again in a week.

**Tip:** As you learn new words, try grouping them with other words used in the same context. Mindmap is very useful in this case.

### **I.6.3 Detect signal words**

Just like street traffic lights, there are verbal signs that help us keep track of what we are hearing. These words, connect ideas, help us understand what the speaker is talking about and where they are saying. They are especially important in presentations and lectures.

For example, if a university lecturer says: ‘I will talk about the three factors that influence global warming ...’ then you might hear the phrases ‘first’, ‘move on’ and ‘summary’ to indicate the next part of the talk. Other words and phrases can work in a similar way. For example, for clarification (‘in other words’, ‘to put it in another way’); to give examples (‘to illustrate this’, ‘for example’).

**Practice:** Most English language learners come with a CD and dialogue. Find examples of business presentations or lectures and see how many signaling phrases you can identify (listen more than once if needed). Then check your notes and compare them with the dialogue.

**Tip:** In your notebooks, signal phrases should be grouped by function and added new idioms as you come across them.

### **I.6.4 Listen to every detail**

Imagine you’re a detective scrutinizing buildings you’ve seen before like a superhero. This time, instead of getting into the big picture, you’re looking for something specific and don’t care if anything doesn’t match what’s on your list. Similarly, when listening to detail, you are interested in a particular type of information - perhaps a number, name or object. You can ignore anything that is not relevant. This way, you can narrow down your search and hear the details you need.

In a listening test, if you are asked to write a person's age, listen for words related to age ('old', 'young', 'year', 'date of birth', etc.) or a number of words can represent the person's age. If that was conversation, you could wait to hear someone initiate the question with the question 'How old is ...?'

**Practice:** Choose a type of insights you want to practice listening to and watch the programs for which you wish to receive that information. For example, you can listen to a weather report for details of the weather, or you can follow sports news to find the latest results.

**Tip:** If you're taking a quiz, as soon as you get a paper question, flip through the questions, underline important words and decide what kind of detail you need to hear.

### **I.6.5. Inference the meaning**

Imagine you are a tourist in a country where the language you do not speak. In a restaurant, you hand over a credit card to pay the bill, but the cashier seems to be saying something sorry in response. Even though you don't understand what they're saying, you can conclude that the restaurant doesn't accept credit cards and that you need to pay with cash. This is meaning inference technique: using the clues and knowledge about a situation to find out the meaning of what we hear.

Likewise, we can guess the relationship between people and the words they use, without having to figure it out directly. Conduct the following conversation:

A: Tom, have you done your homework yet?

B: I did, but the dog chewed it up.

A: That's a bad excuse. I will never pass the test without studying harder.

We can deduce from using the words 'homework' and 'tests' that this is a conversation between a student and his or her teacher. By using our contextual clues and our knowledge of the world, we can figure out what is being said, who is talking and what's going on.

**Practice:** Find a YouTube video about a popular TV show, for example, Friends. Now, instead of watching it, just listen to the conversation. Can you make guesses about what's going on, who's talking and what is their relationship? Now listen to the video a second time but watch it as well. Is your conclusion correct?

**Tip:** If you hear a word that you don't understand, try to guess its meaning based on the context or actual situation. Don't worry if you don't fully understand from the first time you listen. The more you practice, the better you will improve!

### **I.6.6 Some other ways**

#### ***Choose easy-to-understand "input"***

The most important thing when improving your listening skills is to choose revision materials that are appropriate for your level, or slightly higher. These materials I usually refer to as "inputs".

Everyone's qualifications vary widely, so there is no universal formula for everyone. However, in my opinion the understandable input is any sound source that you can understand at least 60 to 80%.

If you listen to things that you don't fully understand, you will be easily disappointed and confused. On the contrary, if you can fully hear and understand, you will develop a feeling of being subjective, arrogant. Therefore, a threshold slightly higher than the level, namely 60-80% listening comprehension is a reasonable choice.

When you listen, you have to try to decode a few words in one paragraph and another, but will be motivated to find the complete gist. In addition, your ears will continually cultivate what you already know and absorb new things.

That's the first thing I share with Alex. He always chooses movies and videos that are more difficult than his own level and is disappointed by it. If he wants to listen to these documents, Alex needs to develop the listening materials step by step.

Start listening with materials that you know the basics of, then gradually move into more difficult material as your level increases.

#### ***Hear what you like***

After grasping method one, you need to find out your favorite "input" to practice. Although technically you can listen to anything that meets the 60-80% standard, it's ideally suited to interest. This is important because interest-related "input" will always be more interesting than other material. If you like what you hear, you will be more motivated to continue listening, without being discouraged or distracted.

That's why in textbooks there are so many long conversations from getting to know friends, going shopping or traveling, but you don't feel like listening.

### ***Play at speeds***

The natives speak very quickly and maybe many of your listening materials are too slow for the actual speed of communication. They speak so quickly and fluently that it is difficult for learners to distinguish between short, long sounds or mentioned content. To be able to speak with native speakers, you do not need to practice fast listening in the first place because at your level it will be difficult to learn this material. Instead, at first listen to the material at a speed suitable for your level, then gradually raise it to the threshold of the local people. In practice, you can apply a few ways below: When speaking with one or more native speakers, you can politely ask them to slow down, or repeat some important words. When listening to a recording, you can play it back and forth at multiple speeds, from 0.25x or 0.5x. On free applications like Youtube, Audacity or VLC all allow to adjust the listening speed depending on your wishes. Out of these options, the second is often more convenient for learning. Just select any audio file and adjust the playback speed until you can understand what is being said. Play it a few times at a slower speed and then speed it up step by step until you get at a native speaker's speed.



## **CHAPTER II: METHODOLOGY**

### **II.1. Participants**

With the aim of completing the research, the researcher needs a group of participants called the population of the study. In this study, the students from second year of Hai Phong University of Management and Technology were chosen to be the population. The research took randomly 40 students as the sample of the research. A large numbers of them have learnt English for averagely 8 years (4 years at secondary school 3 years at high school and 1 year at university). However, their English backgrounds are quite similar because of being influenced of curriculum of English for high schools students in the past, students did not have many chances to practice English skills. Thus, when entering universities, their English levels were limited and they have to face up with many difficulties in studying. They have recognized their difficulties, needs, achievement and so on related to listening activities.

### **II.2 Data collection instruments and procedure**

#### **II.2.1 Survey questionnaire**

In the current research, the researcher used a semi-structured questionnaire, which is easy to be understood by everyone. This questionnaire includes open ended and close ended questions. The aims are made to give the opportunity to the participants to present their viewpoints about dictation, but such questions are infrequently used because some of the weak level students left it unanswered. This instrument consists of 13 questions divided into three sections. The first section deals with students' general information; it involves one question. The first is about the participants' years in studying English language. The second section includes six questions which aims to investigate students' perceptions of listening, their level and the difficulties they encounter in listening, in addition to the kind of activities they practice in the classroom, and their suggestions to overcome these difficulties. Finally, the last section 15 consists of six questions. It is the most important part of the questionnaires which inspects the frequency of using dictation, students' point of views and perceptions towards dictation use and their preferences in the classroom, and whether such technique can bring improvement in their listening or not.



### **II.2.2 Data collection**

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.
- Giving instruction to the students to fill out the questionnaires.
- Collecting the students' questionnaires.

### **II.2.3. Data analysis**

The next step after the researcher collects the data is analyzing the data. There are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.
- Classifying the result of the questions
- Composing tables to classify students' problems and strategies used based on the questionnaires.
- Calculating the result taken from the students' answer based on the tables.
- Going to conclusion based on the data analysis.

## CHAPTER III : FINDINGS AND DISCUSSION

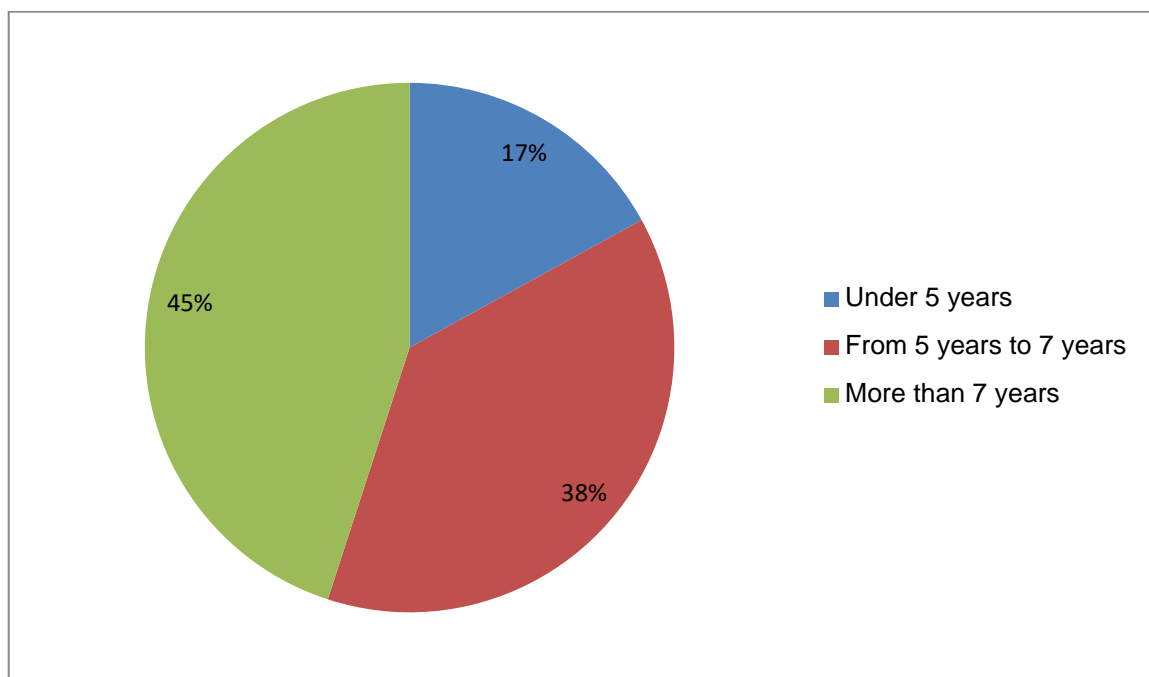
This section will analyse students' questionnaires that are as follow

### Section I: Background Information

**Question 1:** How long have you been studying English? .....years

	<b>Under 5 years</b>	<b>From 5 years to 7 years</b>	<b>More than 7 years</b>	<b>Total</b>
<b>Participants</b>	<b>7</b>	<b>15</b>	<b>18</b>	<b>40</b>
<b>Percentage</b>	<b>17%</b>	<b>38%</b>	<b>45%</b>	<b>100%</b>

**Table 3.1 : Students' Number of Years in studying English**



**Figure 3.1 Students Number of Years in studying English**

Table 3.1 indicates that the number of years of studying English ranges from 1 to more than 7 years. The majority of students have been studying English for more than 7 years (45%), while 15 participants have from 5 to 7 years of experience (38%). 7 participants report that they have been studying English for less than 5 years. Therefore, the majority of students have long period of experience and time 17% 38% 45% Under 5 years. From 5 years to

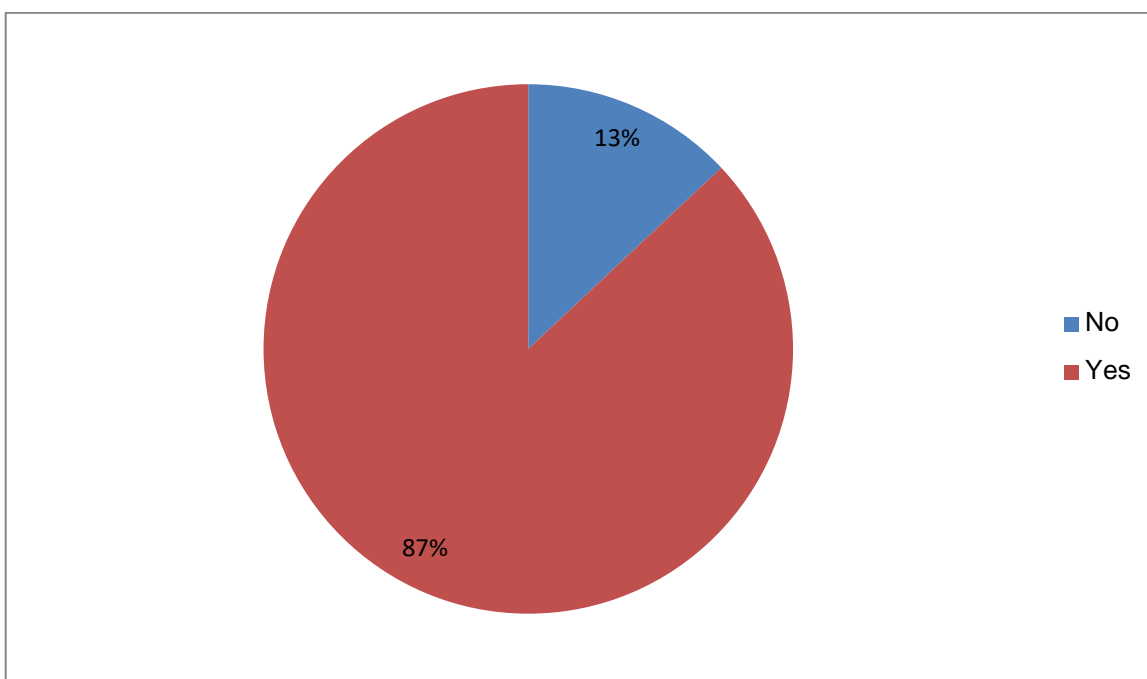
7 years More than 7 years 17 in studying English. Students; as a result, are expected to be familiar with dictation and listening.

**Section II: Students' Views of Listening**

**Question 2:** Do you think that listening is important as a language skill? Please say why?

Option	Participants	Percentage
Yes	35	87
No	5	13

**Table 3.2 Students' views about the importance of listening**



**Figure 3.2 Students' views about the importance of listening**

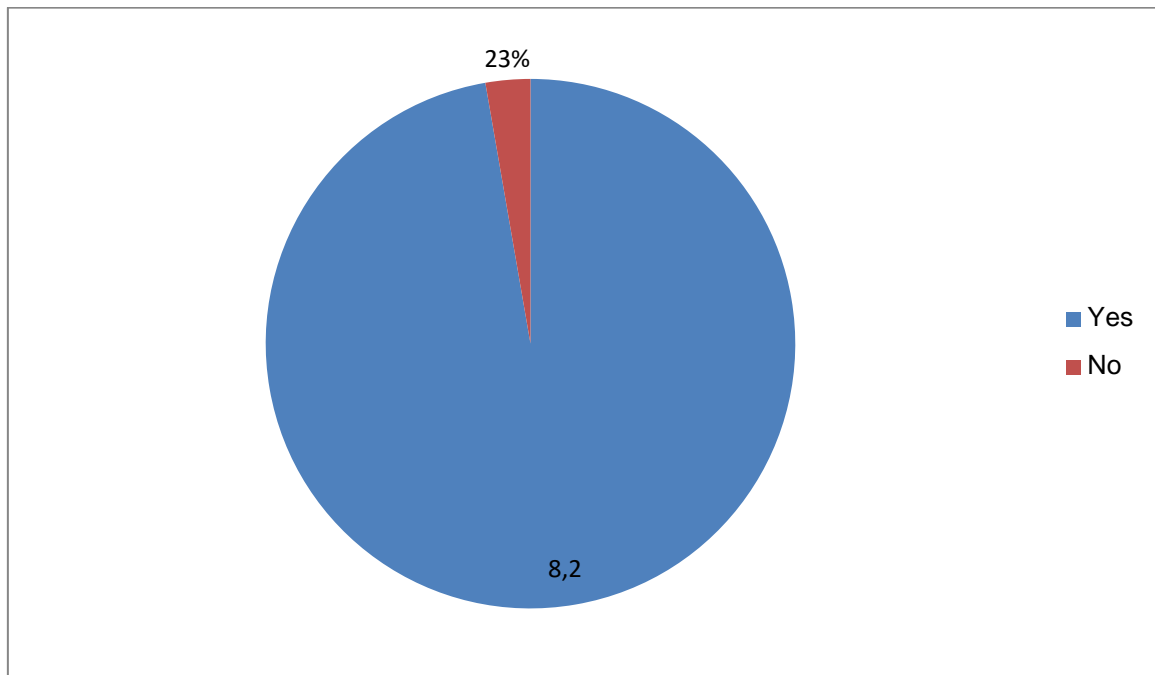
According to the result shown in the above table, it can be seen that the majority of participants (87%) think that listening is an important language skill, while only (13%) of students view that listening is not important. Most students commented that listening is important for the reason that it assists them to acquire new 87% 13% Participants Yes No 18 vocabulary, ameliorates their English pronunciation, and helps them to write words correctly. While, others said that listening is addition, it trains their ears to understand native speakers and teachers' spoken language. Also, some of them reported that listening is the

best way to learn English and to communicate because it encourages speaking and develops other skills. From these comments, it can be concluded that students have positive attitudes towards listening and they are aware of the importance of listening as a crucial skill that is required as other skills for many purposes.

**Question 3:** Does your teacher give you listening activities in the classroom?

Option	Participants	Percentage
Yes	21	73
No	9	27

**Table 3.3 . Students’ Views of Listening Activities**



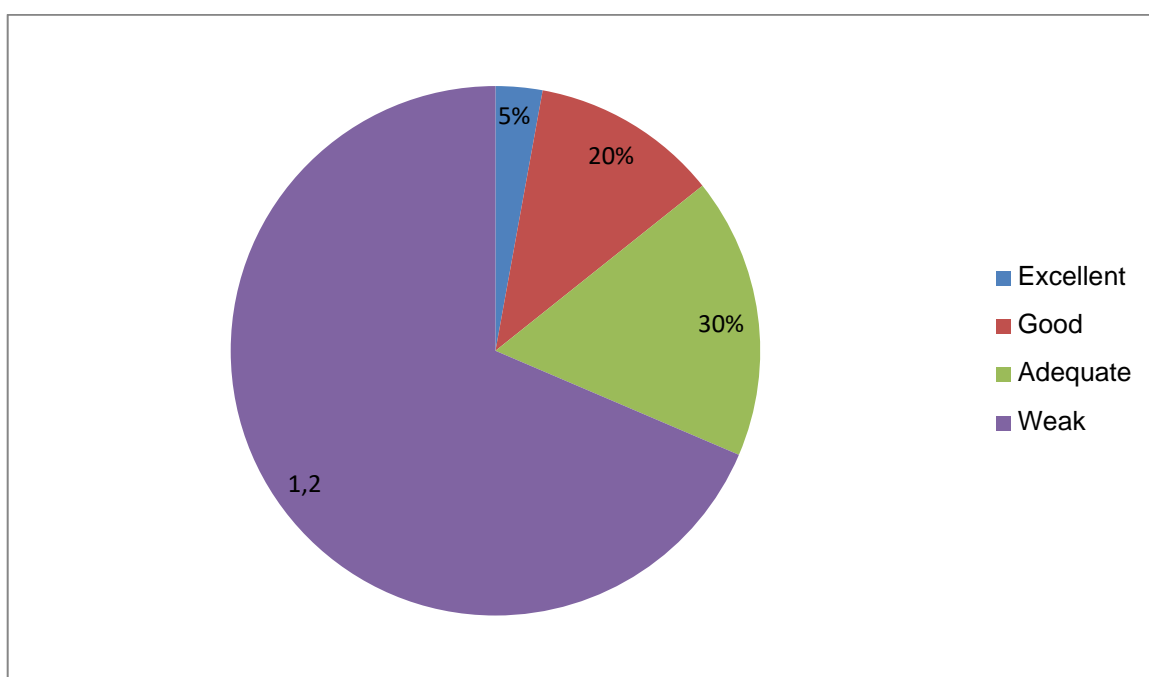
**Figure 3.3. Students’ Views of Listening Activities**

The aim of this question is to make students state whether their teacher provides them with listening activities or not. Depending on students’ answers, the majority of students (77%) revealed that their teacher does provide them with listening activities; however, out of 40 participants, (23%) answered negatively and reported that their teacher does not give them listening activities in the classroom. According to these answers, it can be seen that there are some teachers who should take listening into consideration and provide their students with listening activities.

#### Question 4: How would you rate your level in listening?

Option	Participants	Percentage
Excellent	2	5
Good	8	20
Adequate	12	30
Weak	18	45

**Table 3.4. Students' Level in Listening**

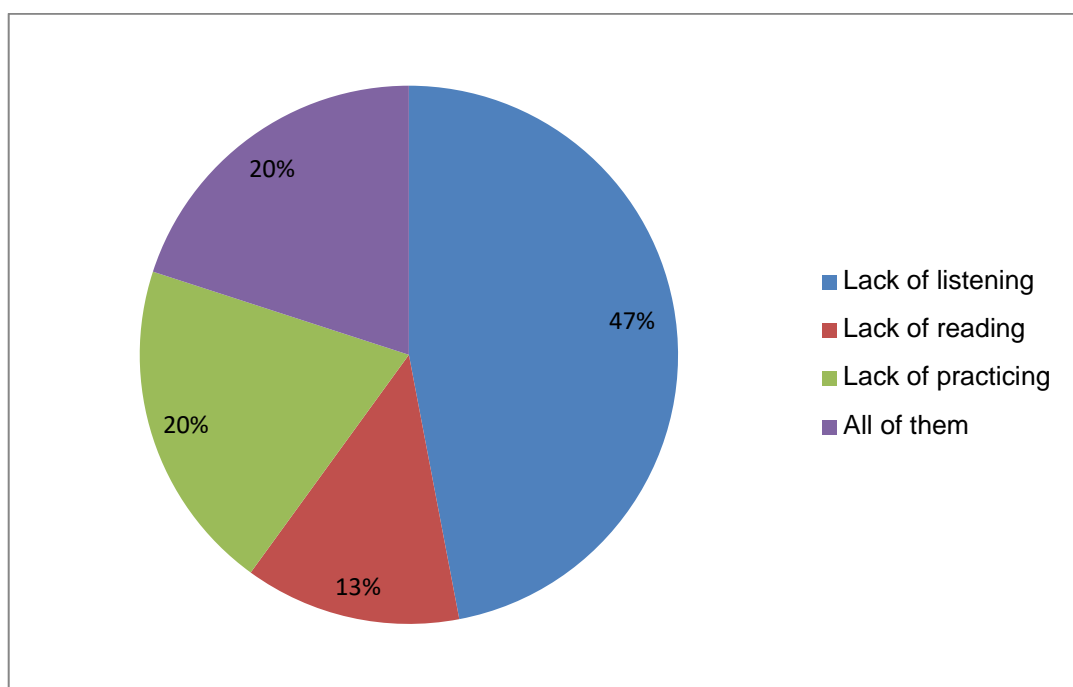


**Figure 3.4. Students' Level in Listening**

According to the above table, (30%) of the total sample assert that their level in listening is adequate, while (45%) of students' responses claim that they consider their level in listening as weak and (20%) of the participants report that their level in listening is good. Only (5%) think that they are excellent in listening. Consequently, the researcher can notice that nearly the half of the participants still have difficulties in listening may be because of the lack of practice. So, students are waiting their teachers to help them in improving their levels.

**Question 5: Do you think that your level is weak in English because of:**

<b>Option</b>	<b>Participants</b>	<b>Percentage</b>
<b>Lack of listening</b>	<b>19</b>	<b>47</b>
<b>Lack of reading</b>	<b>5</b>	<b>13</b>
<b>Lack of practicing</b>	<b>8</b>	<b>20</b>
<b>All of them</b>	<b>8</b>	<b>20</b>



**Table 3.5. Reasons for Students' Weak Level in English**

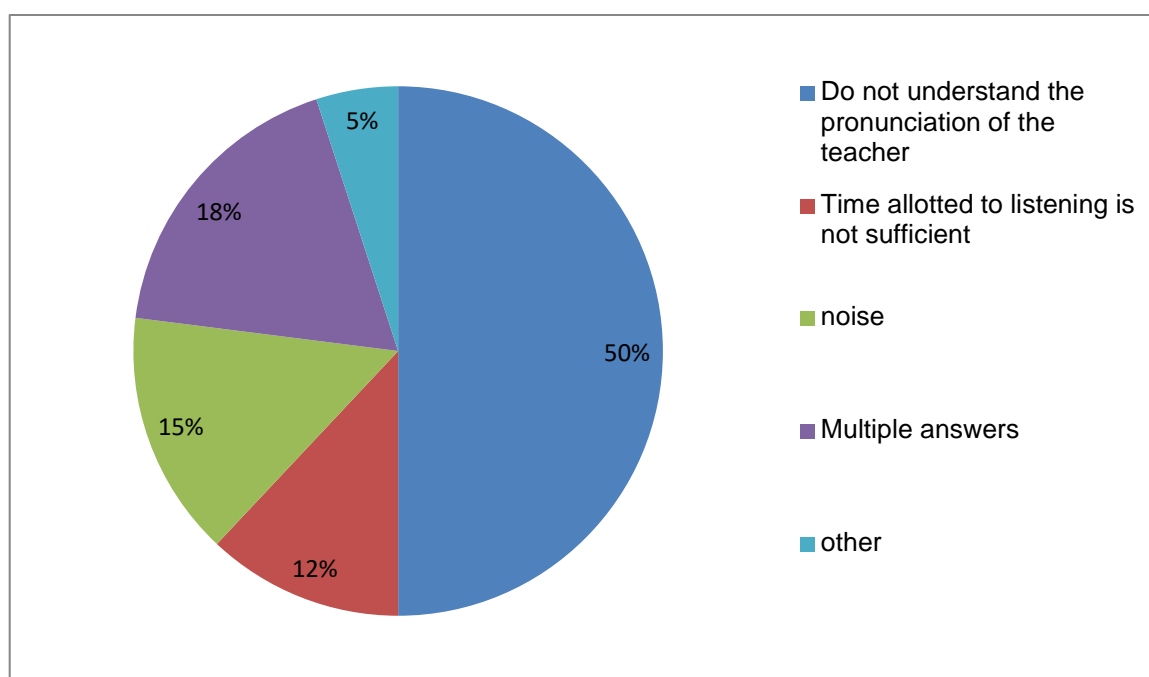
**Figure 3.5 Reasons for Students' Weak Level in English**

In this question, students are asked to give reasons for their weak level in English. It was concerning only students who have weak level. The results show that (47%) of students think that the reason of their weak level in English is lack of listening; whereas, (13%) reported that it is due to the lack of reading. Furthermore, 20% claimed that their level is weak because of the lack of practice, while 8 participants state that all of them are considered as the reasons to their weak level in English. As a result, we can deduce that the lack of listening is the major reason of students' weak level in English.

**Question 6: If listening is the reason, is it because:**

<b>Option</b>	<b>Participants</b>	<b>Percentage</b>
<b>Do not understand the pronunciation of the teacher</b>	<b>20</b>	<b>50</b>
<b>Time allotted to listening is not sufficient</b>	<b>5</b>	<b>12</b>
<b>Noise</b>	<b>6</b>	<b>15</b>
<b>Multiple answers</b>	<b>7</b>	<b>18</b>
<b>Others</b>	<b>2</b>	<b>5</b>

**Table 3.6. Reasons of Students' Weak Level in Listening**



**Figure 3.6 Reasons of Students' Weak Level in Listening**

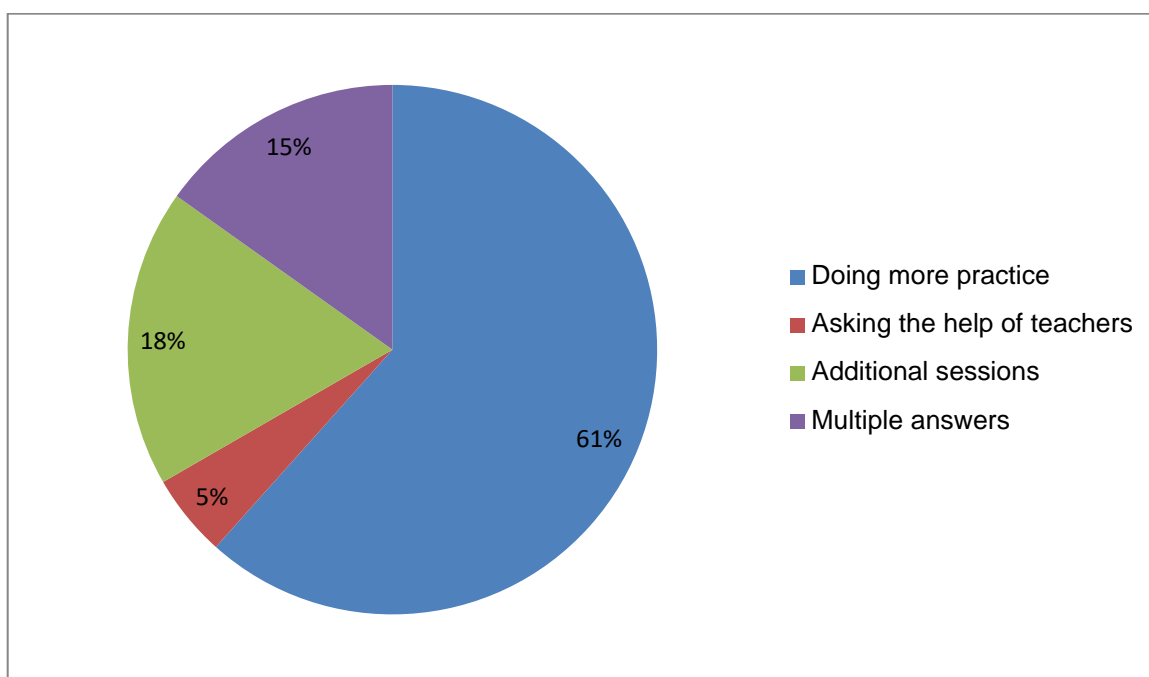
Through asking this followed up question, the reasearcher aims to discover why students' level is weak because of the lack of listening. Depending on students' responses, (50%) reported that they do not understand the pronunciation of their teachers when they speak, while eight students (12%) of the whole number claimed that the time allotted to listening is not sufficient; however, (15%) of the

sample answered that noise is the reason. (18%) of the whole sample have chosen multiple answers, which mean that they have more than one reason. Finally, others (5%) added other reason which they face difficulties in understanding due to the new vocabulary used in the speech they are listening to; besides, sometimes they do not understand their teachers and native speakers when they speak rapidly. Consequently, the researcher deduces that teachers need to speak clearly and slowly, more time to listening needs to be allotted, and students need to give more attention and importance to listening in order to improve their level in English.

**Question 7: What do you suggest to overcome these difficulties?**

Option	Participants	Percentage
Doing more practice	25	61
Asking the help of teachers	2	5
Additional sessions	7	18
Multiple answers	6	15

**Table 3.7. Solutions to Students' Listening Difficulties**





### **Figure 3.7. Solutions to Students' Listening Difficulties**

In this question, the main purpose is to know what the participants have reported about the appropriate way of solving their listening difficulties. According to table 3.7, it is obvious that a large number of students (61%) think that they can develop their listening through doing more practice either in or outside the classroom. This indicates that students are aware of the fact that no one turns perfect from the beginning. Others (5%) respond that they would ask the help of their teachers to speak slowly to help them understand his/her pronunciation and get the correct meaning of the speech that they are listening to. 7 students (15%) propose additional sessions because they find that the time allotted to listening in the classroom is insufficient to make their listening better. However, (18%) of the participants have chosen multiple answers since they believe that they need to do more practice outside the classroom, in addition to additional sessions to improve their listening.

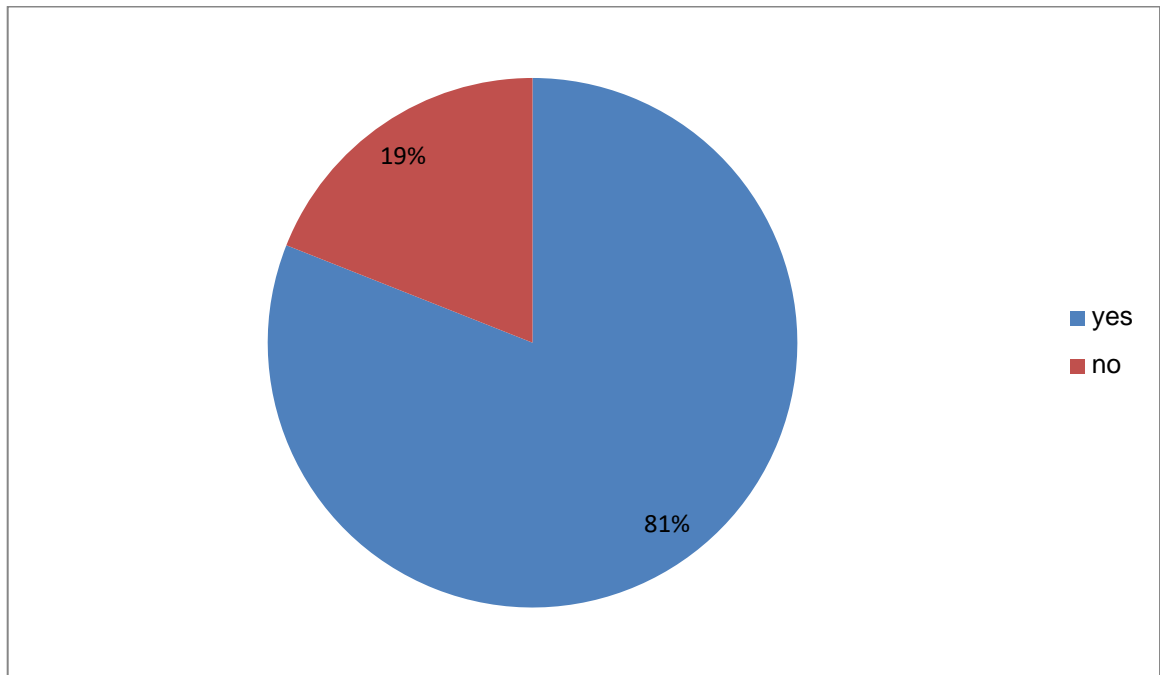
From the students' responses, it can be noticed that the major solution to listening difficulties is doing more practice. Therefore, teachers should encourage their students to listen both in and outside the classroom and supply them with additional sessions to listen more by providing them with listening activities to become competent and good listeners, which means to improve their listening.

#### **Section III: Students' Views of Dictation Use**

##### **Question 8: Does your teacher employ dictation in the classroom**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	<b>32</b>	<b>81</b>
<b>No</b>	<b>8</b>	<b>19</b>

**Table 3.8. The Use of Dictation in the Classroom**



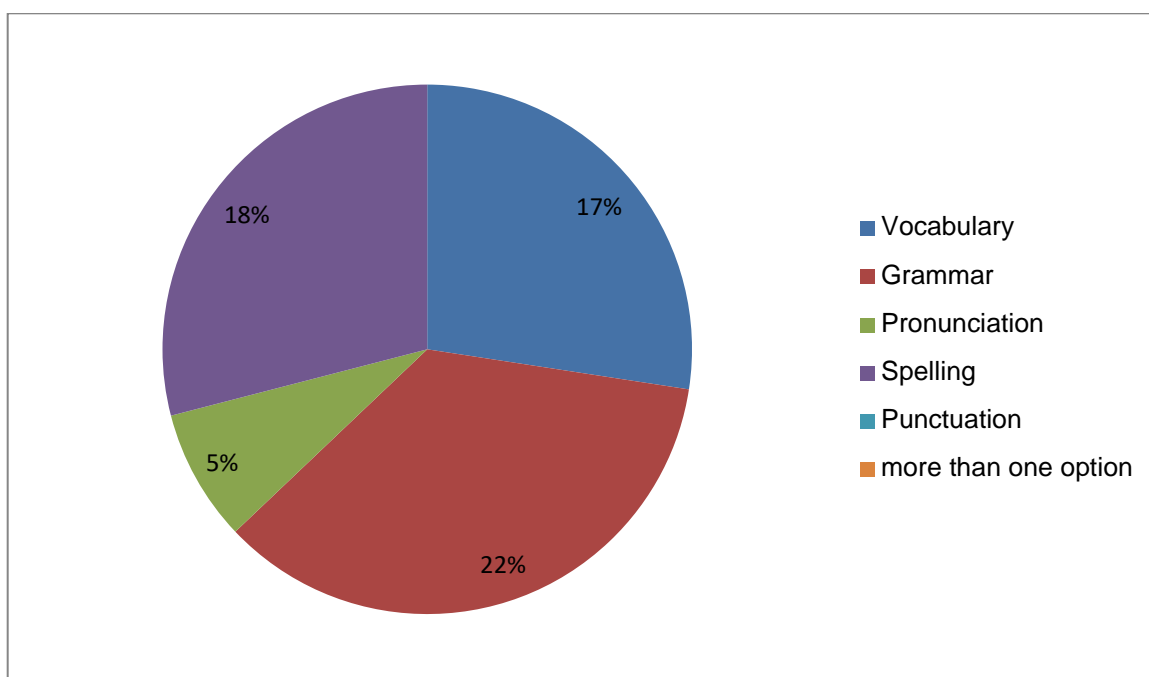
**Figure 3.8. The Use of Dictation in the Classroom**

When the participants have been asked to indicate whether their teachers employ dictation in the classroom or not, most of them (81%) answered positively because their teachers employ dictation in the classroom. Only (19%) responded negatively since their teachers do not employ dictation in the classroom. These answers confirm that some teachers neglect dictation and consider it ineffective. Therefore, this encourages and helps us as researcher to prove that the use of dictation in teaching listening will assist students to develop their listening.

**Question 9: Do you think that dictation as technique contributes to improve ( choose options)**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Vocabulary</b>	<b>7</b>	<b>17</b>
<b>Grammar</b>	<b>9</b>	<b>22</b>
<b>Pronunciation</b>	<b>6</b>	<b>5</b>
<b>Spelling</b>	<b>7</b>	<b>18</b>
<b>Punctuation</b>	<b>2</b>	<b>5</b>
<b>More than one option</b>	<b>9</b>	<b>23</b>

**Table 3.9.Areas of Students' Improvements**



**Figure 3.9. Areas of Students' Improvements**

This table (3.9) shows the different aspects of students that dictation can improve. According to the students' answers, the majority of participants have chosen multiple answers including vocabulary and grammar, or pronunciation and spelling, or all of them together. However, (17%) indicated that their vocabulary has improved through dictation and (15%) of the whole sample stated that the use of dictation help them to improve their pronunciation.

Whereas, (18%) answered that their spellings have improved because of the use of dictation. Others (22%) claimed that they improved in grammar as a result of the use of dictation and only 2 participant (5%) who stated that dictation improved her/ his punctuation. From these results, it can be seen that dictation can develop many aspects such as, grammar, vocabulary and pronunciation, in addition to spelling and punctuation. Therefore, dictation is a helpful technique since it assists students to listen correctly.

### **III.10. Implications from students' questionnaire**

This study assures that dictation is significant to develop and improve students' listening and other skills. This is based on the data collected from students' questionnaire. Results of students' questionnaires revealed that most students have chosen learning English to communicate with people because their major purpose is to become more proficient in English and to have the ability to communicate with all people comfortably. Furthermore, the majority of students believe that listening is important because it helps them to acquire new vocabulary, to ameliorates their pronunciation and trains their ears to understand native speakers. So, they think that the base of understanding is listening.

Moreover, most students stated that their teachers provide them with listening activities in the classroom; remarkably, dictation is considered as the most used listening activity.

Almost all students believed that the reason behind their weak level in English is because of the lack of listening. Thus, students have to listen more and read to acquire vocabulary, knowledge and improve their level in listening.

Most of final year students find listening a difficult skill that requires time, concentration, interest, and practice. They claimed that they have difficulties in pronunciation, vocabulary and grammar, in addition to lack of motivation and lack of confidence. Therefore, students suggested to do more practice in and outside the classroom and proposed additional session for listening since the time allotted to this latter is not sufficient.

Concerning dictation, almost all second-year students have positive attitudes about it because they are conscious about its benefits and impact. Nearly all students reported that their teachers use dictation few times a week, which means that teachers rely on it in their teaching. They also indicated that they prefer the course to be in the form of dictation instead of handouts since it motivates them to listen, to self-assess their listening and self correction.

Besides, they denoted that dictation encourages them to listen in order to get correct pronunciation, to develop their listening and acquire new knowledge and information. Additionally, the majority of students stated that this technique is helpful because of its impact and benefits in improving different language skills such as; vocabulary, grammar, pronunciation and spelling.

Furthermore, they believe that dictation plays a crucial role in developing their listening because it strengthen concentration, and attention; besides, it makes students focus on what the teacher is saying. However, those who reported that they do not support the idea that dictation develops students' listening because they consider it boring, waste of time and uneconomic.

## **PART THREE: CONCLUSION**

### **1. Summary**

Listening is one of the major skills that is necessary for communication in second or foreign language, hence, its importance is undeniable. However, most of the students still have problems with listening. In other words, they cannot grasp and understand the spoken language (vocabulary and pronunciation). For that reason, the present study aims to offer an exploratory study on the impact of dictation as a technique in developing students' listening as well as it endeavors at confirming the hypothesis that the use of dictation in the classroom could be a technique to improve students' listening. The research attempts to provide new insight into the importance and the effectiveness of dictation in developing listening. So, teachers should be aware of how to use dictation because its success is ensured by selecting the appropriate type of dictation. At the end, this study needs to be enriched and done with large population in further researches.

### **2. Limitations of the study**

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 limitation of scope of the study, the researcher only focus on the second-year which account for a small number of students in foreign languages department in Hai Phong. Therefore, the result of the study can't be generalized. Secondly, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable. In addition, the techniques suggested in this research are select from different reliable but limited sources. In spite of the mentioned limitations, the researcher hopes that this research will contribute to the better situation of teaching and learning English listening skill with dictation method in in Foreign languages department.

### **3. Recommendations for further study**

For the researchers who would like to contribute to deepen this research, the researcher provides them with the following suggestions: • First, the present study is conducted among university level students. Other researchers can deal with the same issue among high school or middle school pupils.

- This research was conducted to investigate the impact of dictation as technique in developing students' listening. While, other researchers can investigate the effect of dictation in improving students' writing skill.
- An additional area for research that can be worth to investigate is the effectiveness of dictation in English listening teaching to help students improve their listening skill.
- This research, due to limited time allotted for the study, was conducted among small number of second year students. It can be a good idea for other researchers to deal with larger sample of students via using the experimental method.

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**APPENDIX**

Appendix : Students' Questionnaire Name: Study at: Major: Section I:  
Background Information

1. How long have you been studying English?..... years. Section II:  
Students' Views of Listening 2. Do you think that listening is important as a  
language skill?

- a. Yes
- b. No

Please say why?

.....  
.....  
.....

3. Does your teacher give you listening activities in the classroom?

- a. Yes
- b. No

4. How would you rate your level in listening?

- a. Excellent
- b .Good
- c. Adequate
- d. Weak

5. If your level is weak in English, is it because of:

- a. Lack of listening
- b. Lack of reading
- c. Lack of practice

6. If listening is the reason, is it because:

- a. Do not understand the pronunciation of the teacher
- b. Not interesting to listening
- c. Time allotted to listening is not sufficient
- d. Noise

7. What do you suggest to overcome these difficulties?

- a. Doing more practice
- b. Asking the help of teachers
- c. Additional sessions

Section III: Students' Views of Dictation Use

8. Does your teacher employ dictation in the classroom?

a. Yes

b. No

9. Do you think that dictation as technique contributes to improve :( you can choose more than one option)

a. Vocabulary

b. Grammar

c. Pronunciation

d. Spelling

e. Punctuation