

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Bùi Mạnh Cường

Giảng viên hướng dẫn: Đặng Thị Vân

HẢI PHÒNG 2021

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**HOW TO IMPROVE LISTENING SKILLS FOR
BEGINNERS AT HAIPHONG UNIVERSITY OF
MANAGEMENT AND TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Học hàm, học vị : Thạc sĩ

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

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(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 A: INTRODUCTION

1. Rationale

It cannot be rejected that the English language has become increasingly more significant on the planet and is formally turning into the worldwide language. As the matter of that, English is the first language of more than 60 nations, and is spoken more than any other language. Hence, the demand for learning English is increasing day by day. In Vietnam, learning English seems to be one of the main tasks of the students. In this process, they encounter many difficulties. As a researcher, I would like to present some techniques for further improving listening abilities for beginners for several reasons. To start with, listening plays a vital role in communication in real life. Additionally, in learning a language, listening is a helpful method of providing students with understandable information, which is an essential part of the entire process of learning a language. Thusly, I would like to do this research to help students pay more attention to listening skills. Second, learning the listening skills is the most difficult in learning a foreign language. Listening, like reading, is a receptive skill, but it is often the most intimidating for students. During reading, a reader usually has more opportunities to refer to the text to clarify understanding, which a listener cannot do in most listening contexts such as TV shows, meetings, discussions or conversations. For this, I would like to highlight some tips to help teachers motivate their students to study listening skills in a more enthusiastic and better way. At last, with four years of experience in learning the skill and what I observed from practicing listening to others, it can be seen that many students were unable to practice the listening skill. Some of them complained that they were not sure of their listening skills, so that they could barely understand the messages being spoken. All these above reasons have inspired me to do research on listening skill and as a result, a research title goes as “How to improve Listening Skills for beginners at Hai Phong University of Management and Technology”

2. Aims of the study

The study is done with the following aims:

Firstly, I want to find out the most common difficulties in learning listening skill faced by beginners. Secondly, on account of troubles, many students are not keen on learning and practicing this skill in the class, therefore the study would like to suggest some potential answers to improve 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

3. Methods of the study

Considering all the characteristics, the study will be conducted using quantitative and qualitative methods. In addition, the questionnaires are designed as a means for researcher to collect data, which are more convenient, take less time, low cost and straightforward for students to answer. The questionnaire is also given to students who are studying listening skill for the first time. This is stage that students should be equipped with sort 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 study focuses on learning English listening skill for beginners to investigate the difficulties that students at this class typically encounter and afterward give a few recommendations for overcoming the problems discovered and improving the listening ability to students. The researcher chose to pick 30 students at Haiphong University of Management and Technology. This population will be picked randomly and surveys are given out when students finish their classes at colleges.

5. Design of the study

This study is composed of three main parts:

- Part A is the introduction which consists of rationale, aims, methods, the scope and design of the study.
- Part B is the development – the main part of this study which is divided into three chapters:
 - Chapter I is theoretical background
 - Chapter II demonstrates detailed explanation of the methodology
 - Chapter III shows the findings and discussion
- Part C 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 B: DEVELOPMENT

Chapter I: Theoretical background

1. Listening

1.1 Definition of listening

Listening skill is considered as one of the skills that play a vital role in the process of learning a language and communication.

According to Howatt and Dakin (1974) define 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.

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"

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand. Listening is an interactive, not a passive skill, to which the students need to apply much effort and practice. Also, he states that listening involves actively perceiving and constructing from a stream of sound. In order to do well in listening, the listener must have sufficient knowledge of the language he or she is listening to.

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

In summary, listening took on various definitions depending on different purposes of authors. Listeners have to know how to conduct and do the process under the context in an active way, not make listening viewed as a passive process.

1.2 Significance of listening

We just discovered the meanings of authors about listening and part know more what listening is. And entering to this part, we can know how significant is listening to our daily communication and language learning. Listening is the most frequently used language skill. We could not deny the importance of listening not only in the classroom but also in our life and listening is even more significant for every student due to that it is used as a first step of studying at all stages of learning. On the other hand, in the communicative approach to language teaching and learning, this means modeling strategies and providing listening practices in authentic situations: precisely those that learners are likely to encounter when using the language in the real life. Therefore, we should establish “listening-first” as fundamental in foreign language teaching and learning.

1.3 Types of listening

Listening skills including of two fundamental types are casual and focused listening:

1.3.1 Casual listening

Casual listening, means listening without a specific purpose. Once we listen, we do not pay much or even any attention to the information unless there is something that makes us interested, the results for a situation that we could hardly remember the content of what we have just heard. In our daily life, we conduct this type of listening so much, for instance, when we listen to music, or listen to news on the radio or TV while doing some housework or chatting to a friend

1.3.2 Focused listening

Another type of listening is focused listening. That is when we listen for a particular purpose to find out information we want 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 all 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

1.4 Listening process

There are five periods in the listening process:

- 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 their thoughts and emotional tone. It is crucially important to communication process and exists in all speech.

- Remembering

Remembering is necessary to keep the conversation going 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 mortal 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 phase 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.

2. Potential difficulties in listening for beginners

It is essential to recognize that listening can be quite difficult, particularly for beginners. 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. After research in details, here are some problems that beginners have with listening skills:

- Classroom atmosphere

Sometimes discomfort in 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 near windows also affected by the noise that comes from outside. As a teacher we have to take

into account all of these conditions in a body. The size of the classroom also makes difficult for teacher to manage the whole class in group activities or to get feedback from students. The temperature of class can be seen as a factor that makes listening comprehension difficult. The classroom that has no air conditioner or heater may be too hot in the summer or too cold in the winter.

- Speaker's accent

Accent is an important factor to consider when choosing listening materials for English learners, as it will affect to comprehension. In general, although the listeners have an excellent listening skill, they are still challenged when speakers have different and local accent. Research about the effect of accent on listening comprehension provides strong evidence that comprehension will decrease and effort for understanding will increase with lack of awareness of the speaker's accent. Further, research indicates that it is more important to consider the accent familiarity of the speaker when speech rate or noise are factors already present in the auditory materials.

Munro and Derwing (1999) expressed that too many accented speeches 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 impossible for the listeners.

- Infrequent words.

The occurrence of infrequent words in a passage contributes to its complexity and difficulty. Infrequent words in a passage may impact listening

comprehension difficultly because listeners are less likely to be familiar with low-frequency words, and so they may need more time for inferring the meaning of low-frequency words in a passage or even they will ignore those words. When listening texts contain known words it would be very easy for students to understand and get information. If students know the meaning of words, this can raise their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts, students will get confused.

- Quality of recorded material.

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

Chapter II: Methodology

1. The participants

1.1 The students

With the aim of completing the research, the researcher needs a group of participants called the population of the study. In this study, first-year students from Hai Phong University of Management and Technology were chosen to constitute the population. The research took randomly 30 students as the sample of the research. The reason for selection of freshmen for the English program is that this is the first time they have started learning each skill in English, particularly listening skill. However, their English background is quite similar due to the fact that they have been influenced by the English curriculum for high school students in the past, students have not had much chance to practice their English skills. Thus, when they enter university, their level of English is limited and they have to face many difficulties in studying. They recognized their difficulties, needs, achievements, etc... related to listening activities.

1.2 The teachers

In addition, the researcher also invited 6 lecturers from the department of foreign language and their ages are from 30 to 45 years old. The purpose of the researcher when inviting them to answering the questionnaire is that they have many years of experience in teaching English and they will understand the difficulties that their students face when learning English, especially listening skill.

2. The survey questionnaires

2.1 The interview

The survey questionnaires consist of 9 questions for 30 first year students, which aim to investigate students' perceptions of listening, their level and the difficulties they encounter in listening, as well as the type of activities they practice in the classroom, and their suggestions to overcome these difficulties. Students were asked to tick the most suitable answers which correspond with

their option. The aims are designed to give participants the opportunity to present their viewpoints about learning. 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' expectation to improve their listening skill.

2.2 Procedure of the survey questionnaires

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.

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.

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

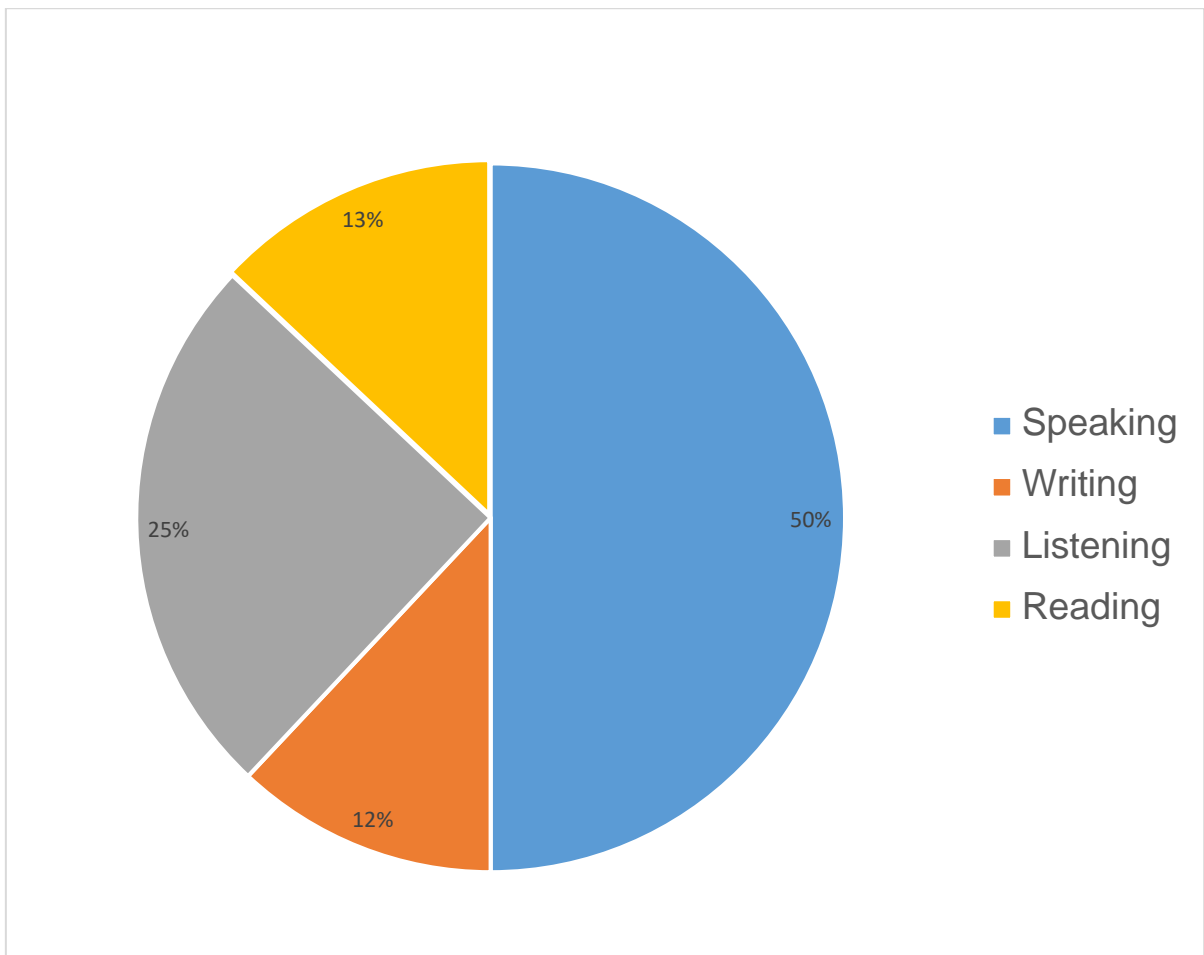


Chart 1: The most favorite skill to students' view

The purpose of this question is to find the English skills that students prefer. 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 50%. While listening occupies only 25%. There are several 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 for 12% and 13% 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)

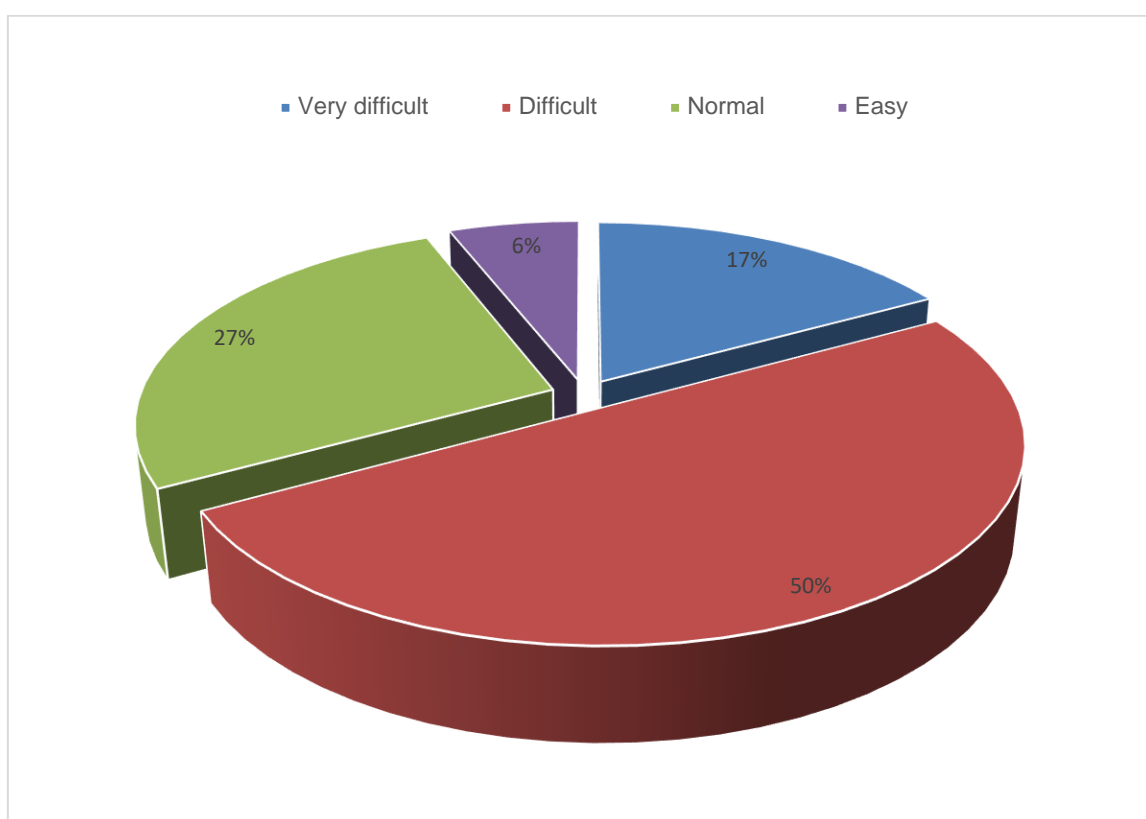


Chart 2: The students' assessment of learning the listening skill

It can be seen obviously in the chart that the listening skill is a difficult skill to learn. 50% 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 17%. It is the same as the number of the learners who find learning listening normal (27%) or easy (6%). 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 proves 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 student (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	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 (16%) chooses 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 (Q3)

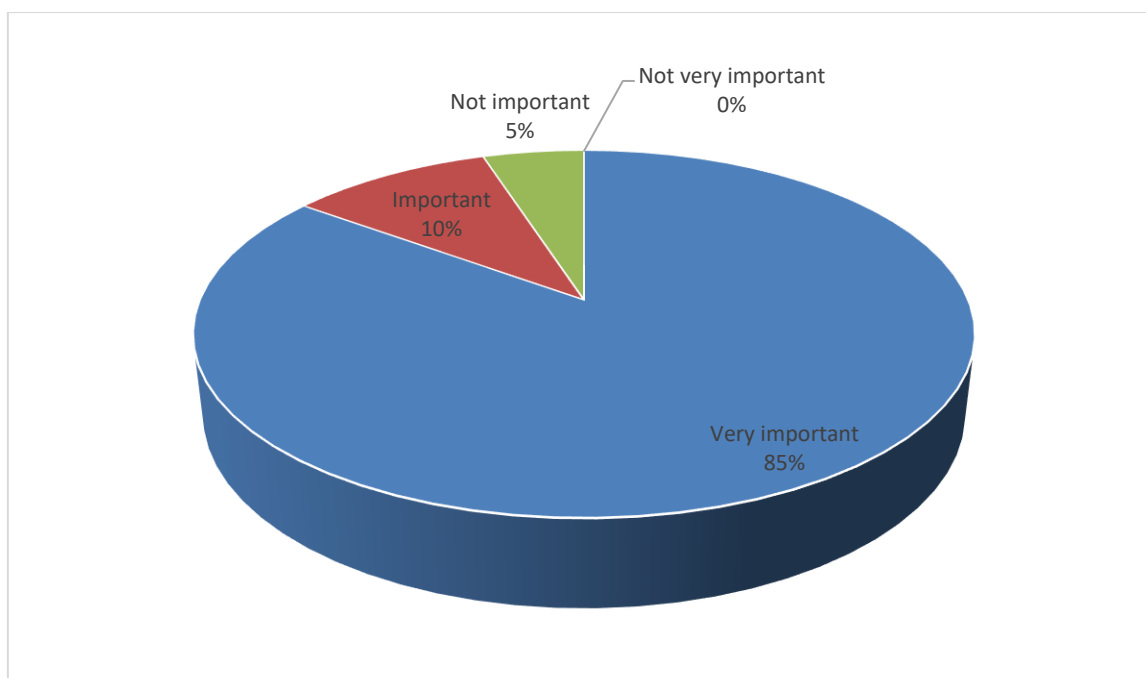


Chart 3: Students' opinion toward the role of listening skill

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 85%. Meanwhile, 10% of them thought that listening skill is important. No respondent chooses the answer the listening skill is not important. Only one respondent occupies 5% 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	Number of students	Percentage
Never	2	7%
Sometimes	19	63%
Frequently	9	30%

Table 2: Students' practicing level about listening English

In this survey, studying on student's 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, There are 19 people (63%) choose the answer is sometimes they practice listening English. 7% of them never listen and only 30% of students practice frequently at home. This proves that almost students have not care a lot of enhancing their listening skill. This is one of reasons why our students still are not good at listening English.

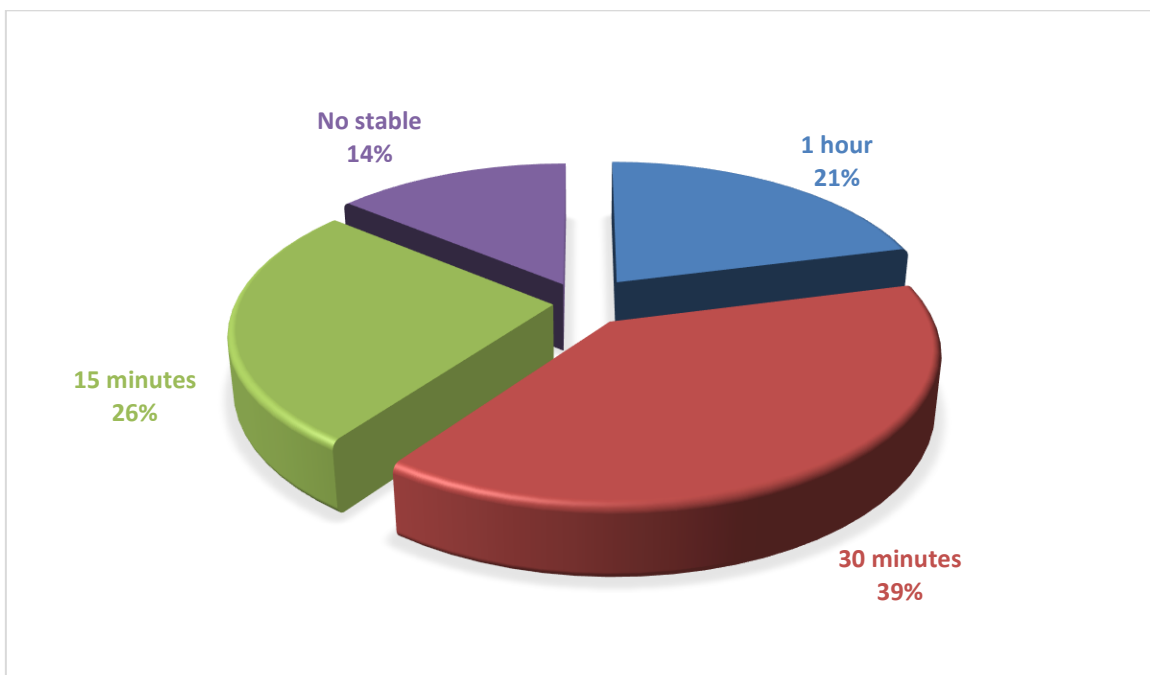


Chart 4: The time students spend on practicing listening English a day

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 do not 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	Number (%)
I do not familiar to listen to the native voice	9 - 30%
I am fed up with listening lessons	3 - 10%
The lessons are difficult for me	3 - 10%
The sound quality from radio is not good so I cannot concentrate	10 - 33%
Other difficulties	5 - 17%

Table 3: Difficulties of students when listening in class

This question is raised to 30 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, 10 people (33%) 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 30% of students say that they do not 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, 17% of them gave many difficulties in listening English. Some of them respond speakers say so fast that they cannot catch up with, so they do not finish all exercises. Others share their vocabulary is not rich so they know it is very hard to listen well. However, only 10% of learns said that the lessons are really difficult for beginners. Surprisingly, the numbers of students accept that they are bored when learning listening took 10%.

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, ... and lecturers suggest the ways or techniques for students in class. If students want to become good listeners, they have to practice themselves every day and find potential document resources to listen.

2.3.6 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.

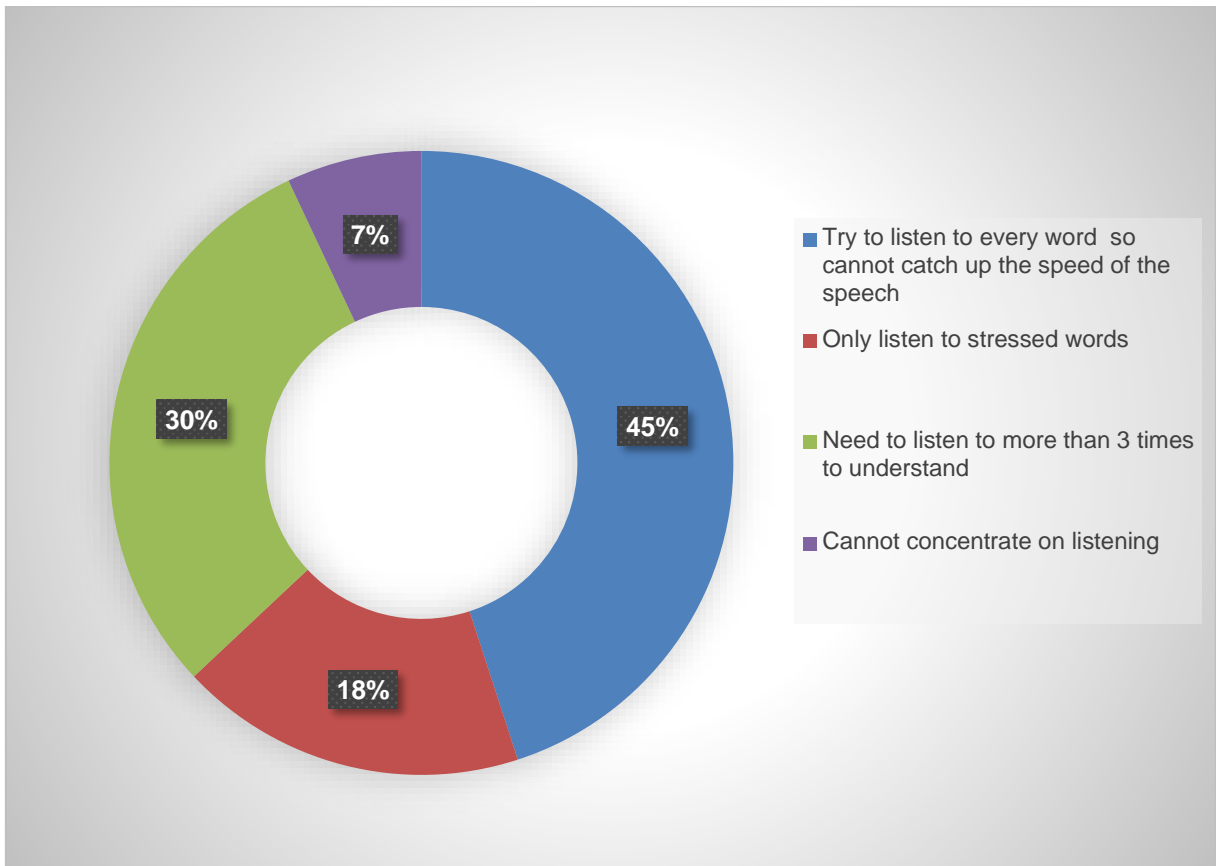


Chart 5: The subjective factors affecting the students' learning listening skill

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 cannot catch up with the speed of the speech took 45%. However, 18% 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. 30% of them have to listen more than three times to get the understanding. On the contrast, when listening more than three times, 7% of the students find tired and they cannot 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.

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

How to improving 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 the ways to improve listening skills.

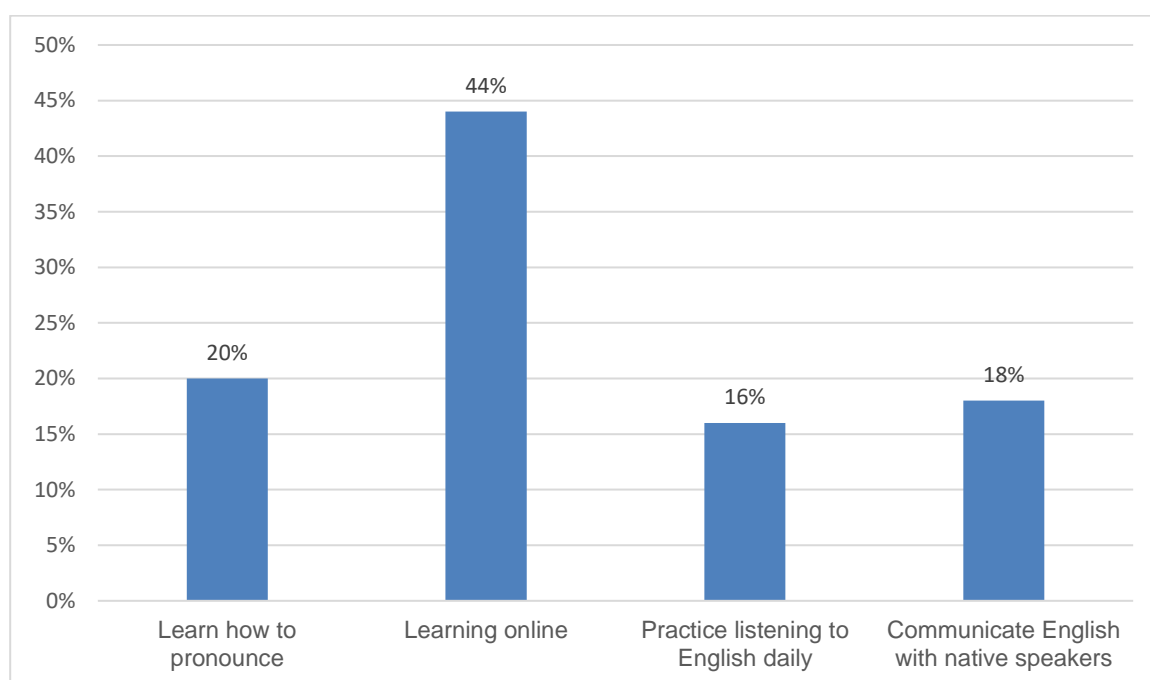


Chart 6: Ways to Improve Listening Skills for students English Major

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.

2.3.8 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:

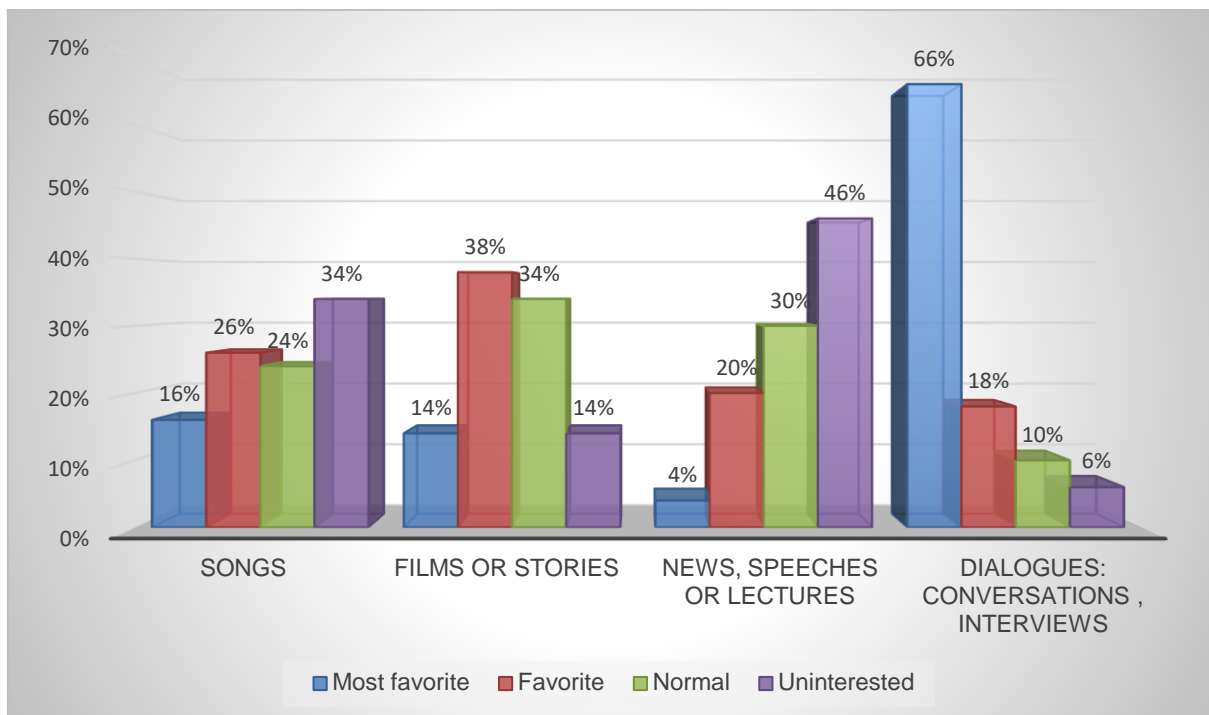


Chart 7: Students' interest in extra listening activities

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.

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

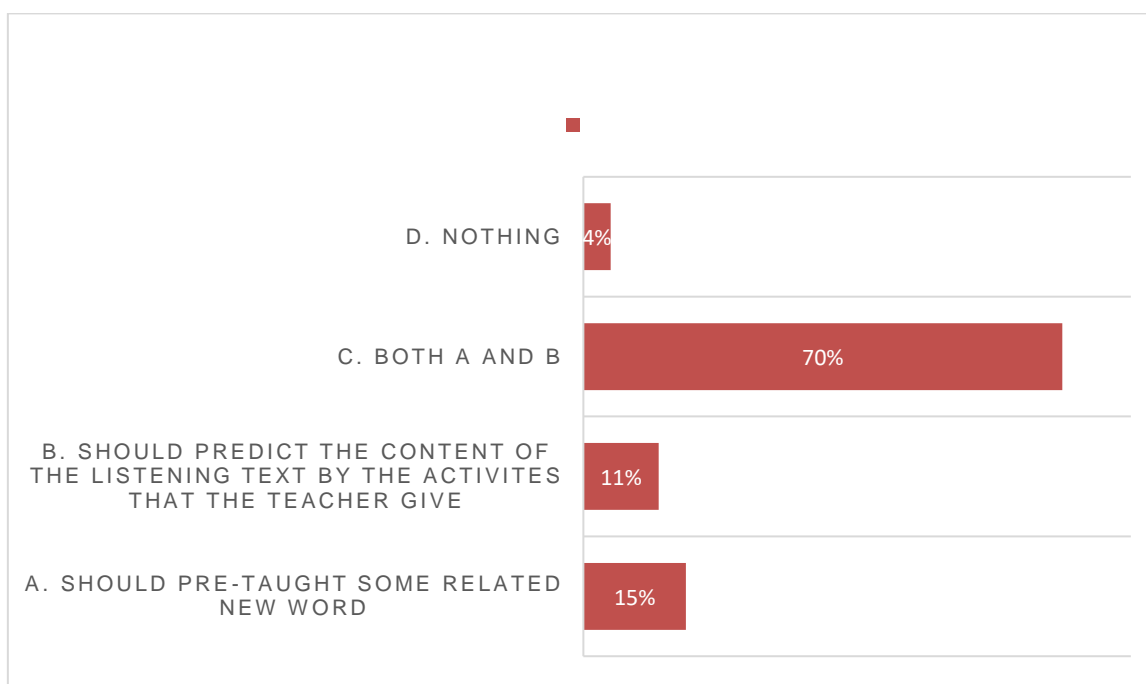


Chart 8: What students should do before listening

The chart shows that most students (70%) 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 (15%) and the other learners (11%) 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.

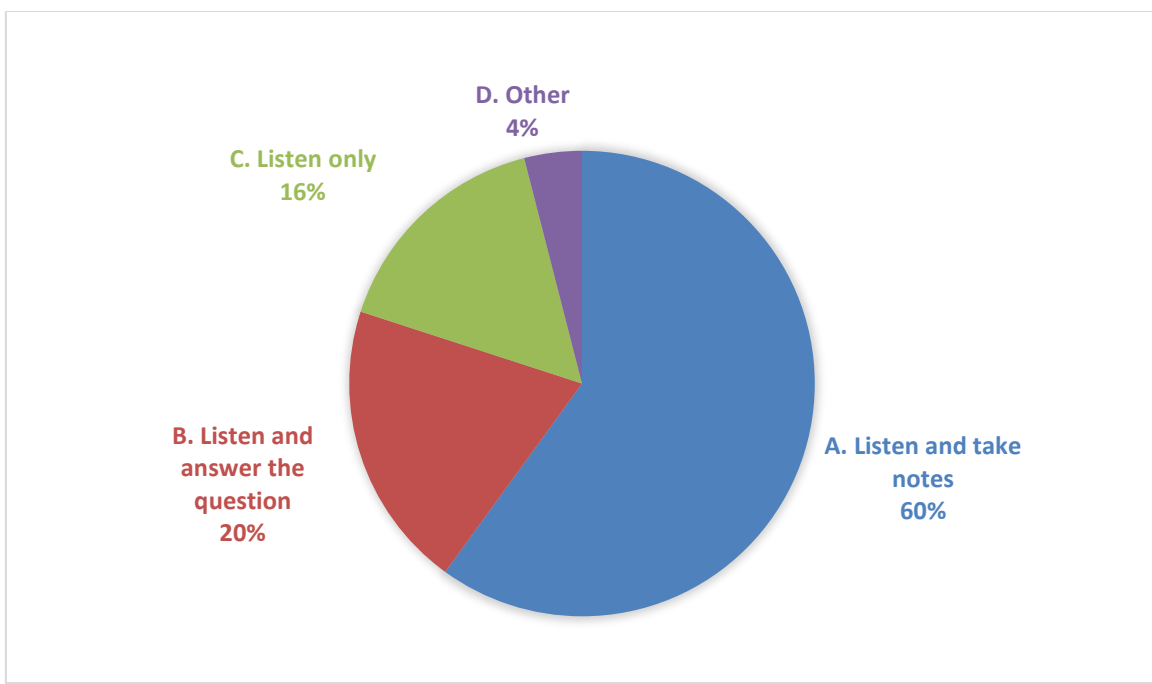


Chart 9: What students should do while listening

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.

Chapter III: Findings and discussion

1. Opinions of students about English listening skill

In general, it is very clear from above the data analysis that both teachers and students have plenty of difficulties in teaching and learning English. Most of first students (68%) at HPU say that English listening is difficult and they always have problems in listening comprehension because of limited vocabulary. Secondly, it is difficult for students to clearly hear words from the radio. It can be easily understood that 33% of students respond that the sound quality at university is really not very good and needs to upgrade the facilities. Thirdly, students are not familiar with various accents. Listening to the different accents from different people is a hard job. Once one gets accustomed to the way the speaker say, he or she may face problems of failure in recognizing sound and signals if he or she changes to listen to another one with different manner of making an utterance. Lastly, it is fast speech rate that 82 % of teachers agree that their students lack control over the speed at which the speakers speak. Therefore, they may not catch messages from the speechmakers because they are so busy working out the meaning of one part of what they hear, then they miss the next part.

Although, English listening skill is a difficult subject, most of students (48%) still enjoy it and they often get high scores in this skill. In addition, students still have problems in English listening. In class, listening to the dialogues were most favorite activities of 66% of the students because it is relatively easy for beginners to learn each skill English and it does not require too much technique to do the test.

2. Current situation in teaching and learning English listening skill

According to the first-year students and teachers at Hai Phong University of Management and Technology, there are some major reasons (Poor quality CDs and CD players, unfamiliar content listening text, limited practice time at class) affecting students a lot when they learn English listening skill. Additionally, the

subjective factor affecting the students' learning English listening skill is that students try to hear to every words so they cannot 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 first-year students at Faculty of Foreign Languages

3. Suggestions for improving English listening skill

Firstly, we need to prepare some activities before listening as this stage is very vital and seems to be a platform for the whole listening process. Therefore, how much listening that learners can understand all depends on how well-prepared they are and the ways they apply to the listening. To facilitate listening tasks and improve the learners' listening skills in process of learning, the beginners should eliminate distractions. This is because if external noises affect students' hearing during the listening process, they will easily be distracted. Furthermore, learners should give themselves a mental comfort and high concentration. According to the survey, most first-year students haven't had much experience in listening, they will be tired quickly, bored and lose focusing while listening.

Secondly, while-listening stage is the time for students to pay attention to the text and understand it. However, we need to learn a certain quantity of vocabulary to be able to hear and comprehend the content of the conversation. Additionally, students should acquire knowledge of English speaking countries and Western culture and society. Because in order to understand a part of a spoken text, the listener must have not only knowledge of the language but also have some basic knowledge of the world. Moreover, besides listening in the

class, students have to practice regularly such as listening to English songs, listening in VOA, watching foreign channels (such as: hbo, netflix, talk show) so as to get acquainted with the native accent in daily speech.

Finally, in case of poor materials and leading to difficulty in listening, we can ask the teacher to give more listening exercises to self-study at home with top-notch devices.

PART C: CONCLUSION

1. Summary of study

Listening is one of the main skills needed to communicate in a second or foreign language, so its importance is undeniable. However, most students still have listening problems. For this reason, the present study aims to provide an exploratory study on the impact of dictation as a technique in the development of student listening and attempts to confirm the hypothesis that the use of dictation in the classroom can be a technique to improve students' listening. The research aims to provide new insight into the importance and the effectiveness of dictation in the development of listening. Therefore, teachers should know how to use dictation, because its success is assured by selecting the appropriate type of dictation. Ultimately, this study should be enriched and conducted with a large population in the context of subsequent research

2. Limitations of study

Although the study has some strength such as the way it was collected, the survey questionnaires aimed at the students, due to the limited time, the lack of sources, the capacity of the researchers and other unexpected factors, it is obvious that the study has a series of shortcomings. First, due to the limited time, experience to a certain extent, the researcher could not conduct other methods such as classroom observation that can make the obtained results more reliable. Second, due to the limitation of the scope of the study, the researcher focuses only on first year students of the Faculty of Foreign Languages who represent a small number of students of the Department of Foreign Languages of HPU. Therefore, the result of the study cannot be generalized. In addition, the researcher could not cover all aspects of the difficulties. In addition, the techniques suggested in this research are selected from several reliable but limited sources. Despite the limitations mentioned, I hope that this exploratory research will help improve the situation of teaching and learning English listening skills in the Department of Foreign Languages, HPU

3. Suggestions for further study

Due to its limitations, this study could not cover all aspects of the study. In addition, the study focuses only on the difficulties of beginners in order to help them improve their listening skills. Also, for subsequent studies, to get better results, the researcher should invite more participants and the data collection method. Besides the use of survey questionnaires and interviews, observation is also necessary to obtain more convincing conclusions. Overall, although the study was avoided to the limit, the research was carried out under the direction of the supervisor and personal effort. Any comments and criticisms will be greatly appreciated for a better further study.

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APPENDIXES

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 BEGINNERS AT HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHONOLOGY”. Thanks for your help!

1. Which English skill do you like most?

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

2. How often do you practice listening English at home?

- A. Never
- B. Sometimes
- C. Usually
- D. Always

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

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

4. What kinds of listening text do you expect to practice more? (Put the tick (✓) in your choice)

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

5. 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				

6. 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

7. What way do you often do in listening test?

- A. Try to listen to every word 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 not concentrated when listen more than three times
- E. Other reasons

8. 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 activities

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

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

10. While listening, you should:

- A. Listen and take notes
- B. Listen and answer the questions
- C. Listen only
- D. The other

Thank you for your cooperation in completing this survey questionnaire!