MINISTRY OF EDUCATION AND TRAINING
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B.A THESIS PROPOSAL

THE REALITY OF PRACTICING LISTENING SKILL OF THE THIRD-YEAR MAJORED ENGLISH STUDENTS AT DONG THAP UNIVERSITY BASING ON THE FORMAT OF THE IELTS LISTENING TESTS

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September, 24th, 2012
DECLARATION

I certify that the thesis entitled “The reality of practicing listening skill of third-year majored English students at Dong Thap university basing on the format of the IELTS listening tests” has been performed and interpreted exclusively by myself. I clarify that the work is submitted in partial fulfillment of the BA degree requirements and has not been submitted elsewhere in any other forms for the fulfillment of any degrees or qualification.

Dong Thap, November 2012

Nguyen Chau Minh Thu
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ABSTRACT

The study is conducted to investigate the reality of practicing listening skill of third-year majored English students at Dong Thap university basing on the IELTS listening test format. The data of the study includes 2 kinds. Firstly, there are 50 questionnaire sheets with 3 parts, including 9 questions for 50 students. The questionnaire was delivered to find information and attitude about the self-study of third-year students. The second kind of data is 4 mid-term test sheets that are collected from teachers of listening skill. Then the questionnaire and mid-term test sheets are analyzed. Statistic, Comparing and contrasting are 2 main methods of this study. Then the data obtained from the above tools is analyzed including table charts, bar charts and discussions. The aims of this study are to find 1) how many percent IELTS listening part are there in the mid-tests of third-year majored English students at Dong Thap university 2) do the students prepare for IELTS listening test. To judge from the results of the analysis, IELTS just makes up with 12.50 % of 4 tests. 74 % of students want to get IELTS certificate. 46% of third-year students spend 30 minutes and 30% of them spend 1 hour practicing listening every day. They have regarded to IELTS listening.

In short, the data gained from the students and the tests from teachers confirmed that the format in the IELTS test is essential to them.
ABBREVIATIONS

n total number
(n=1) total number of participants is 1
IDP integrated and processing
ESOL English for speakers of other languages
L1 first language/ mother tongue language
L2 second language/ foreign language
CD compact disk
FCE First Certificate in English
TOEIC Test of English for International Communication
TOEFL Test Of English as a Foreign Language
IELTS International English Language Testing System
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TEST 2
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CHAPTER ONE: INTRODUCTION

This chapter introduces seven parts of the study including: (1) motivation for the study; (2) aims of the study; (3) research methods; (4) scope of the study; (5) significance of the study; (6) previous related studies, and (7) organization of the study.

1. Motivation for the study

English has become a new trend in recent years. English is so popular, that we can find it in many fields of life, such as business, diplomacy, media, and transportation. Therefore, if we can communicate in English, we will get many benefits. Yet it is not easy at all, especially for one who chooses English as a major. At Dong Thap University, many students are studying English and they will need an international certificate such as IELTS to find a job after graduating because many companies now require an international language certification. In addition, if they can get IELTS certificate, they even can apply many foreign scholarships for higher education in the US, England, Canada, Australia, and New Zealand.

In 2005, Rensselaer Polytechnic Institute at New York University - one of America's top 50 schools - began to recognize IELTS for admission application. Thus, February, 2004 there have been over 450 universities and colleges, 260 institutions, 185 vocational training schools in the United States which apply IELTS. That's not to mention that more than 60 private institutions of this country that primarily provide professional degrees in arts, business, design, cooking also apply IELTS. This information may help many candidates to be prepared from this study because they have one more chance (not necessarily TOEFL) when want to study in American universities.

Only in 2003, over 500,000 contestants worldwide participated this exam. Explaining why IELTS quickly become so popular, Truong Bich Van,
director of IELTS exam institution in Ho Chi Minh City of British Council said: “IELTS is truly an international exam with more than 270 test centers in 110 countries. Universities in the UK, Australia, New Zealand, Canada, Singapore have been recognized IELTS. Currently this test is much more recognized by many universities in the United States”. Within 5 years, IELTS has increased more than 68% of the universal and its usefulness.

However, it is too difficult to get high IELTS scores in which IELTS listening is the most difficult part. Although many students are afraid of listening and they probably feel frustrated at first, they can overcome the difficulties once they find suitable ways and spend more time practicing. Listening skill cannot become good in a short time; it must take a long hard process for those students who want to get high IELTS scores.

For the above reasons, the study is carried out to investigate the reality of practicing listening skill of third-year majored English students at Dong Thap university basing on the format of the IELTS listening tests.

2. Aims of the study

The research aims to:
- find how much time that the third-year majored English students at Dong Thap university practice listening skill in the format of the IELTS tests.
- list the sources students use in classes and for self – study.
- investigate the percentages of IELTS listening test in the mid-term tests.

3. Research methods

3.1. Data and participants

3.1.1. Data

There are 50 questionnaire sheets to survey students’ listening self-study. In addition, there are 4 mid-term test sheets borrowed from teachers of listening skill.
- 50 questionnaire sheets with 9 questions for 50 third-year students at Dong Thap university are used to find out the ways and time they usually spend practicing listening. In addition, the research can realize the awareness of the third-year students about the importance of the IELTS listening.
- 4 mid-term test sheets collected from teachers of listening skill will be analyzed. Two tests are from Listening 5 and the others are from Listening 6 of the academic year 2012 - 2013.

3.1.2. Participants

The subjects are 50 third-year majored English students at Dong Thap university. Most of them are at the same age and come from The Mekong Delta’s provinces. They are in several of English levels.

3.2. Data collection methods

After 2 days delivering 50 questionnaire sheets to third-year students, the questionnaire sheets are collected and analyzed.

Borrowing 4 mid-term test sheets from teachers of listening skill is the next step.

3.3. Analysis methods

Two main methods including statistic, compare and contrast will be employed

4. Scope of the study

There are many sources for practicing listening such as listen to music, watch TV, read magazines, this study focused on what sources they use for IELTS listening.

4 mid-term test sheets are included. The tests have several of types, such as multiple choices, fill in the blanks, true/false statements, matching. They will be checked what part belongs to IELTS test format and what section.
5. Significance of the study

The thesis will help students in general and the third-year students in particular have a general look at the reality of practicing IELTS listening tests. If the study is research successfully, its results and recommendation may help students orient and plan for getting higher IELTS listening scores.

6. Previous related studies

The subject “The reality of practicing listening skill of third-year majored English students at Dong Thap university basing on the format of the IELTS listening tests” has not been studied at Dong Thap university before.

7. Organization of the thesis

Chapter 1 is introduction, in which an overview of the study including the reason for the research, the aims, the research methods, the object, the scope, the plan as well as the content of the study are briefly presented.

Chapter 2 is literature review, which includes the importance of IELTS Certificate and the format of IELTS listening, difficulties for foreign language learners and learners preference.

Chapter 3 is methodology and data discussing some issues of research questions, research participants, research procedure, data collection and methods of analysis.

Chapter 4 presents an overview result of the survey questionnaires about practicing listening skill of third-year students at Dong Thap university basing on the format in the IELTS tests and discusses the results.

Chapter 5 is conclusion addressing the key issues in the study, summarizing some shortcomings revealed during the process of completing the thesis.
CHAPTER TWO: LITERATURE REVIEW

1. The importance of IELTS Certificate

   Educational institutions, along with employers and government immigration agencies, require proof of English language skills as part of their recruitment or admittance procedures. Increasingly, these organizations are choosing IELTS. IELTS which stands for the International English Language Testing System is owned by Cambridge ESOL, the British Council and IDP: IELTS Australia.

   According to Arkwright (2011), over 1.4 million people a year use IELTS to open doors throughout the English-speaking world and beyond. IELTS is recognized by more than 6,000 organizations worldwide.

   The tests are available four times a month in more than 130 countries in over 800 locations. The test fees are lower compared with online practice facilities.

   According to Cameron & Todd (2001), IELTS test is very comprehensive. It rates a student’s ability to use English in the four major language skills: Reading, Writing, Listening, and Speaking. Each module contains a variety of question types and all of them are designed to stimulate the language tasks that are needed in real academic and training situations. Thus, the scores that a student achieves in IELTS test will give the student and the institution to which they have applied a clear idea of a student’s ability to use English and whether their language skills are strong enough for them to study their desired courses, or to fit more easily into the English-speaking community.
2. IELTS Listening part

2.1 Brief overview of Listening part

It is believed that listening is a significant and essential area of development in a native language and in a second language; therefore, there have been numerous definitions of listening by Bentley & Bacon (1996); and Oxford (1992) which present different views of scholars towards the concept.

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 (Bentley & Bacon, 1996).

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf 1984). Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

2.2 The IELTS Listening Module

2.2.1 Requirements

Candidates must listen to four separate sections and answer questions as they listen. They will hear the tape once only. There will be between 38 and 42 questions. The test will take about 30 minutes. There will be time to read the questions during the test and time to transfer their answers on to the answer sheet at the end of the test. The level of difficulty of the texts and tasks increases through the paper.
2.2.2 Situation types

The first two sections are based on social situations. There will be a conversation between two speakers and then a monologue. The second two sections are related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest.

2.2.3 Question types

Candidates will meet a variety of question types which may include:

- multiple choice
- short answer questions
- sentence completion
- notes/summary/flow
- chart/table completion
- labeling a diagram which has numbered parts
- matching

2.3 Format of IELTS Listening

2.3.1 Section 1

Section 1 is based on social situations. There will be a conversation between two speakers and then a monologue. The conversation is divided into 2 parts. The candidates have to answer 10 questions based on what they hear. At the start of section 1, an example will be read out and then explained.

For example, they might hear a discussion of what’s on television; or might hear someone buying a plane ticket over the telephone, making a complaint about their rented flat or a faulty product, or someone asking for information or making a booking.

2.3.2 Section 2

Section 2 is based on social situations. There will be a conversation between two speakers and then a monologue like section 1. The monologue is
divided into 2 parts. Candidates have to answer 10 questions based on what they hear.

For example candidates could hear some talks happening in restaurants in a town or some rule and regulations explanation in a hostel or the procedure, and then they need to follow in order to make a complaint.

2.3.3 Section 3

Section 3 is related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest. The conversation is divided into 2 parts. There are 10 questions to finish.

It will be more formal than Section 1. The speakers could be students discussing a lecture or planning something for class or talking to someone in authority at a college or university.

2.3.4 Section 4

Section 4 has 10 questions and is also about educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest though it may include a second speaker asking questions in order to stimulate the monologue. The monologue is divided into 2 parts.

It will also be more formal. All the topics will be of general interest and not biased towards students of particular disciplines.

The IELTS Listening Test determines a candidate’s ability to function in both ‘Social’ and ‘Academic’ situations. If they are living in a country where English is spoken as a first language, there are a number of 'Social Context' situations where they will have to listen to someone speaking English. For example, they may need to telephone a landlord about renting an apartment, or they might want to arrange a night out in a restaurant with their friends from university or college. The IELTS Test establishes candidate’s ability to deal with such social interactions. Likely, if they are studying in a
country where English is spoken as a first language, they may have to listen to a lecture or presentation, take part in workshops and discussions, and perhaps speak to the tutor or classmates about an assignment receive. The listening module of the IELTS Test establishes candidate’s ability to be able to deal with such situations.

These 4 sections in this chapter will be used to compare with what section third-year students will listen when they practice IELTS listening.

3. Difficulties for foreign language learners

According to JoAnn (1999), we all listen, but few of us listen effectively. Hearing is not the strongest of our five senses when it comes to accepting new information. 80% of the information we process is received visually; only 20% comes from what we hear. The same is true for remembering information; we recall about 30% of what we see and only 20% of what we hear. This means we have to work harder on listening if we want to remember more of what we hear.

Except spending time on practicing to remember what hearing, there are 3 main difficulties in listening a foreign language that the learners should keep in their mind:

3.1 Vocabulary

According to Oxford English Dictionary, there are 171,476 words in current use, 47,156 ancient words and may be added around 9,500 derivative words included as subentries. Over half of these words are nouns, about a quarter adjectives, and about a seventh verbs; the rest is made up of exclamations, conjunctions, prepositions, suffixes. And these figures don't take account of entries with senses for different word classes (such as noun and adjective). Because of the large and complicated number of English, learners need to deal not only with single word lexical items, but also with longer, multi-word items, (Scrivener 1994:75) so it is very difficult for learners to remember and use them.
The section 3 and 4 of IELTS Test are related to an educational or training context. They consist of many academic vocabularies. With these words, students often feel confused when listening. Therefore, students need to give more efforts to learn as many as they can.

Learners can be familiar with English by watching English channels, listening to English songs, reading magazines, or following some radio channels.

3.2 Accent

In sociolinguistics, an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside (a geographical or regional accent), the socio-economic status of its speakers, their ethnicity, their caste or social class, their first language (when speaking a second language imperfectly), and so on.

Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word “accent” may refer specifically to the differences in pronunciation, whereas the word “dialect” encompasses the broader set of linguistic differences. Often “accent” is a subset of “dialect”.

In the Listening section of IELTS, the recording uses several different voices of younger and older people, men and women. Learners may also hear different accents Australian, British, American, or Japanese. The background noise is also different. It can happen at an airport, a cafe-shop, a street, a University lecture hall. Learners should be ready for it and do not let it distract, they should ignore the noises and listen for the answers.

Of course, the accent they hear the most is British. Therefore, when learners are studying IELTS, listen to as much British accent as they can. They
can visit BBC site and can listen there to news (and read the transcript), learn the news vocabulary, be familiar with the accent and learn the pronunciation.

3.3 Pronunciation

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve pronunciation. Some non-native speakers live for a long time in an English-speaking country but still have poor pronunciation. Good pronunciation is usually the result of lots of listening and copying. Understanding correct pronunciation is also significant for IELTS Listening module. In case of months, non-native English users often get confused when they listen to the correct pronunciation of January, April, May and August. Likely, days like Tuesday, Wednesday and Thursday also create the same level of confusion. Cambridge ESOL people might be aware of this weakness and thus frequently incorporate these days and months in listening questions.

There are 3 main factors learners should notice when they practice listening to a foreign language.

3.3.1. Intonation

Intonation refers to vocal features, such as pitch, loudness, resonance, quality, and flexibility. The intonation is important because it defines what speakers mean. Intonation depends on how they use it, and it is the message they pass on to others. There are two types of intonation: falling intonation and rising intonation. Usually voices go up at the end of the sentence to show a
question, and down at the end to show a statement. Questions that begin with who, what, when, where, why, which, and how (often referred to as “wh-questions”) usually end in falling intonation. Rising tone is used at the end of “Yes/No” questions. When speakers express strong emotion, such as excited, happy, frightened or annoyed, they end in rising intonation. On the contrary, speaker often end in falling intonation when they feel bored or uninterested. Intonation is also important in “tag questions”. In the IELTS tests, the key words are often stressed and have rising intonation, students should notice this point.

3.3.2. Stress

Stress is extremely important in English and carries a great deal of information. There is stress on both word and sentence levels. Stress can show contrast, if the information is old or new, the focus of the message and other information about the speaker’s intent. Word stress is important. In fact, it is more likely that someone misunderstands others because of wrong word stress than because of the wrong pronunciation of a sound.

Numbers are sometimes confusing too. One technique is to learn to distinguish between some common pairs of numbers those sound alike. These pairs are 13 - 30, 14 - 40, 15 - 50, 16 - 60, 17 - 70, 18 - 80 and 19 - 90. These numbers are very popular in the filling in the form of IELTS tests, they can appear in address, phone numbers, passport numbers, date and time, so the only remedy is to be consciously careful.

3.3.3. Linking

Linking is how to transition from word to word. It is based on the last sound of the first word and the first sound of the next word. Without linking, speech sounds choppy and disconnected. When learning English by reading (as most people do) they tend to speak it word by word. But real English is connected together and pronounced sound by sound. In the conversations,
learners sometimes cannot distinguish the words because the speakers did link the words, the first two sections of IELTS tests are based on social situations, so speakers often link words together to make it sound smooth and natural. They also use connections in spelling and numbers. Therefore, practicing listening regularly is the good way to be familiar in this case.

4. Learner preferences

Learners have clear preferences for how they go about learning new material. The term “learning style” has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995).

Reid (1995) has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ) particularly for learners of foreign language based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences. We have all heard people say that they cannot learn something until they have seen it. Such learners would fall into the group called “visual” learners. Other people, who may be called “aural” learners, seem to need only to hear something once or twice before they know it. For others, who are referred to as “kinesthetic” learners, need to add physical action to learning process.

Perceptual Learning Styles

- Visual: Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.
- Auditory: Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.
- Kinesthetic: Kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.
Social Learning Styles

- Group (interpersonal): They favor learning in groups or with other people.
- Individual (intrapersonal): They prefer to work alone and to be a self reader.
CHAPTER THREE: METHODOLOGY AND DATA

1. Research questions:
The study tries to seek answers to the following questions:
(1) How many percent IELTS listening part are there in the mid-tests of third-year majored English students at Dong Thap university?
(2) Do the students prepare for IELTS listening test?

2. Data and Participants

2.1 Data
Two kinds of data will be analyzed in the study. They are survey questionnaire sheets and the mid-term test sheets borrowed from teachers of listening skill.
- Survey questionnaire sheets
There are 50 survey questionnaire sheets. Each sheet includes 9 questions with 3 parts (see Appendix 1). They are about time management, international certificate and material sources.

- There are 4 mid-term tests sheets that are collected to serve for this study (see Appendix 2). They are borrowed from teachers of listening skill of the academic year 2012-2013 at Dong Thap university.

- **Test 1**: This is in-class test. The teacher got third-year students majoring English to do it in the 13th week of the course. There are 4 parts. Time allocation is 45 minutes.
  Part 1: Matching (listen twice)
  Part 2: Completing the form (listen twice)
  Part 3: Multiple choices (listen twice)
  Part 4: True/Fall statements (listen twice)
- **Test 2**: It is in-class test. It took place in the 14th week of the course. There are 3 parts in the test. Time allocation is 45 minutes.
  - Part 1: True/Fall statements (listen twice)
  - Part 2: Multiple choices (listen twice)
  - Part 3: Filling in the blanks (listen twice)

- **Test 3**: This is in-class test. The teacher got students to do it in the 6th week. There are 3 parts. Time allocation is 25 minutes.
  - Part 1: Numbering the picture
  - Part 2: Multiple choices
  - Part 3: Multiple choices

- **Test 4**: This is in-class test. The teacher got third-year majored English students do it in the 8th week. There are 3 parts. Time allocation is 25 minutes.
  - Part 1: Numbering the picture
  - Part 2: Multiple choices
  - Part 3: Multiple choices

### 2.2 Participants

The subjects are third-year majored English students at Dong Thap university. Most of them are at the same age and come from The Mekong Delta’s provinces. They are in several of English levels. Therefore the result will be different.

### 3. Data collection methods

To achieve the aims of the study with high reliability the study employed two data collection instruments. These are survey questionnaires and mid-term test sheets.
3.1 The survey questionnaire

Questionnaires are expected and believed to help the researcher save much time because they can be given to large groups at the same time. The necessary information can be collected easily without the researcher’s presence. That is why it is one of data collection methods of this study.

Survey questionnaire sheets for 50 third-year majored English students at Dong Thap university (see Appendix 1) are collected in the end of the second semester. The questionnaire sheets are delivered to third-year students in 2 days then they are collected to calculate. The questions are put in the same topic to compare and contrast easily.

After calculating the numbers, it is necessary to put the raw number and the percentages in tables and figures. Finally, the description of the table or figure is written.

3.2 Mid-term test sheets

There are 4 mid-term tests sheets are collected to serve for this study (see Appendix 2). They are borrowed from teachers of listening skill of the academic year 2012-2013 at Dong Thap university. They are collected in the end of the second semester to make sure that the teachers did get students do it. Besides that, at this time, the teacher did give feedback for third-year students.

After calculating the numbers, it is necessary to put the raw number and the percentages in tables and figures. Finally, the description of the table or figure is written.

4. Data analysis method

4.1. Statistics

Statistics method in which all the data collected from questionnaires and mid-term tests are put together in one place to analyze and understand easily. All responses to the questions in questionnaires are listed and counted for numbers.
4.2. Compare and contrast methods

From the result, it is necessary to compare the ratio practicing IELTS listening with other kinds such as TOEFL, FCE or TOEIC. Contrasting percentage of IELTS listening exercise with other kinds of exercises is processed. Data was compared and contrasted is to answer the research questions and to find out the teacher and third-year students really pay attention to IELTS test, especially listening part or not.

5. Research procedure

To achieve the goals of the thesis, there are many stages need to go. First of all, the outline will be written for the study. The outline will help to have a clear orientation to deploy ideas. Then collecting the material is the next step. There are two important sources. The first source is survey questionnaires delivering to students. The other is the mid-term test sheets. After that, studying the material and analyzing are essential steps. Basing on what collected and analyzed, the next job is to write conclusion part.
CHAPTER FOUR: ANALYSIS RESULTS

1. A brief overview of results

This section introduces an overview of results of survey questionnaires and mid-term test sheets.

As mentioned in section 3, chapter 1, the survey questionnaire includes 3 parts with 9 questions.
There are 4 mid-term test sheets. The test includes 2 or 3 parts with time allocation.

<table>
<thead>
<tr>
<th>QUESTIONNAIRES</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Management</strong></td>
<td>Study English everyday</td>
<td>50</td>
</tr>
<tr>
<td>Practice listening English everyday</td>
<td>49</td>
<td>98 %</td>
</tr>
<tr>
<td>Do not practice listening English everyday</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Attitude of students toward international certificates</strong></td>
<td>Want to get IELTS certificate.</td>
<td>37</td>
</tr>
<tr>
<td>Do not want to get IELTS certificate.</td>
<td>13</td>
<td>26 %</td>
</tr>
<tr>
<td><strong>Ways of practice listening skill</strong></td>
<td>Think reading is the most difficult part.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Think listening is the most difficult part.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Think writing is the most difficult part.</td>
<td>9</td>
</tr>
<tr>
<td>Read books, magazines</td>
<td>12</td>
<td>24 %</td>
</tr>
<tr>
<td>Ways and Material Sources of practice learning English</td>
<td>Study online</td>
<td>34</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Group study</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Watch TV</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Listen to music, watch game shows</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of learn English</th>
<th>Websites:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tienganh.info</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Langmaster.com</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Britishcouncil.org</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>BBC.co.uk</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CNN.com</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tienganh123.com</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Voanews.com</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books:</th>
<th>Interactions 1,2</th>
<th>8</th>
<th>16 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mosaic 1,2</td>
<td>18</td>
<td>36 %</td>
</tr>
<tr>
<td></td>
<td>Listening strategies for IELTS</td>
<td>5</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td>TOEFL iBT</td>
<td>13</td>
<td>26 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doing listening exercises</th>
<th>TOEFL listening exercises</th>
<th>30</th>
<th>60 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FCE listening exercises</td>
<td>6</td>
<td>12 %</td>
</tr>
<tr>
<td></td>
<td>IELTS listening exercises</td>
<td>25</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td>TOEIC listening exercise</td>
<td>23</td>
<td>46 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinds of listening exercise of 4 mid-tests</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEIC</td>
<td>38.75 %</td>
</tr>
<tr>
<td>TOEFL</td>
<td>41.25 %</td>
</tr>
<tr>
<td>IELTS</td>
<td>12.50 %</td>
</tr>
<tr>
<td>OTHERS</td>
<td>7.50 %</td>
</tr>
</tbody>
</table>
2. The questionnaires

2.1 Time Management

Table 2.1. *Time for learning English every day*

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>2</td>
<td>4 %</td>
</tr>
<tr>
<td>1 - 2 hours</td>
<td>11</td>
<td>22 %</td>
</tr>
<tr>
<td>3 - 4 hours</td>
<td>25</td>
<td>50 %</td>
</tr>
<tr>
<td>5 - 6 hours</td>
<td>6</td>
<td>12 %</td>
</tr>
<tr>
<td>7 - 8 hours</td>
<td>5</td>
<td>10 %</td>
</tr>
<tr>
<td>10 hours</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 2.1 is about time spend on learning English every day. 25 third-year students (n=25), accounting for 50 % spend 3 - 4 hours a day learning English. There are 22 % (n = 11) students who spend between 1 to 2 hours doing this job. 6 out of 50 students (12 %) spend between 5 - 6 hours whereas 5 out of 50 students (10 %) spend between 7 - 8 hours for English. There is 1 student who studies English 10 hours a day. Students also spend at least 30 minutes on English with 4 % (n =2).
Figure 2.1. *Time for practicing English Listening skill every day*

![Bar chart showing time for practicing English Listening skill every day]

Figure 2.1 shows the time for practicing English Listening skill every day. Third-year students spend 30 minutes with 46% \((n = 23)\) practicing listening every day. 1 hour ranks the second with 30% \((n = 15)\). 10% \((n = 5)\) of students use between 10 and 15 minutes and 8% \((n = 4)\) of them use 2 hours for listening. Only 1 out of 50 students in the survey, accounting for 2%, doesn’t spend time listening.

Listening is probably the least explicit of the four language skills, namely reading, speaking, writing and listening, making it the most difficult skill to learn. At Dong Thap university, students are often reminded to spend at least 30 minutes a day on practicing listening skill. 23 out of 50 students have listened to English like that. Listening skills will not improve overnight. Like anything in life, it takes a lot of practice. If students practice consistently every day, soon they will start to see an improvement in their listening skills.

### 2.2 Attitude toward international certificates

*The numbers of third year students want to get IELTS certificate*

- 37 out of 50 (74%) students want to get IELTS certificate
- 13 out of 50 (26%) students don’t want to get IELTS certificate
Figure 2.2. Some international certificates, third-year students want to get.

Some international certificates, third-year students want to get

![Bar chart showing percentages of students wanting different certificates]

- **TOEFL**: 34%
- **FCE**: 22%
- **IELTS**: 44%
- **TOEIC**: 2%

Figure 2.2 highlights some international certificates, third-year students want to get. In the question 3, students can choose more than one option. For instance, they can choose both FCE and TOEFL or TOEFL and IELTS certificates at the same time. Therefore the percentages can be over 100%. It is clear from the chart that 22 students desire to get IELTS certificate with 44% (n = 22) and accounting for 74% (n = 37) students would take IELTS test. However, a great number of students also like TOEFL and FCE certificates. The evidences show the ranks of both certificates are quite high. 34% (n = 17) and 32% (n = 16) third-year students in turn want to get TOEFL and FCE certificates.

Those who want to IELTS test share the same thoughts. They believe that if they have IELTS certificate they can find job easily, check their abilities, get scholarships, study abroad or get Master of degree. From the foreign department, there are many teachers got IELTS certificate so they can get scholarships and study abroad. Maybe that is why students in our department admire and want to be like that. They desire to get one and have this chance to develop their skill and discover new culture.
Table 2.2. *The most difficult part in the IELTS test*

<table>
<thead>
<tr>
<th>Part</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>13</td>
<td>35.14%</td>
</tr>
<tr>
<td>LISTENING</td>
<td>15</td>
<td>40.54%</td>
</tr>
<tr>
<td>WRITING</td>
<td>9</td>
<td>24.32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Table 2.2 presents the most difficult part third-year students assume in the IELTS test. The most difficult part is Listening, accounting for 40.54 % (n = 15) of total parts. Ranking the second place is Reading with 35.14% (n = 13). The rest of the students who want to take IELTS test assume Writing is the most difficult one.

It is easy to judge, because at high school lesson C: Listening is not really paid too much attention, even some schools do not have enough facilities serve for learning Listening. Therefore, most of students did not have good condition for practice listening. It is also the reason, students seem very confused and worried about listening part.

Most of surveyed third-year students suppose Listening is the most difficult part in the IELTS test because the listening part is too long and just can listen to the tapescript once.

2. 3 Material Sources

Table 2.3.1 *The ways of practice listening skill*

<table>
<thead>
<tr>
<th>Ways of practice listening skill</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books, magazines</td>
<td>12</td>
<td>24 %</td>
</tr>
<tr>
<td>Studying online</td>
<td>34</td>
<td>68 %</td>
</tr>
<tr>
<td>Group study</td>
<td>7</td>
<td>14 %</td>
</tr>
<tr>
<td>Watching TV</td>
<td>26</td>
<td>52 %</td>
</tr>
<tr>
<td>Listening to music, watching game shows</td>
<td>8</td>
<td>16 %</td>
</tr>
</tbody>
</table>
Table 2.3.1 describes the ways of practice listening skill. As shown, there are many ways to practice listening skill such as: read books, magazines, study online, work in group, watch TV. In the question 7, students can choose more than one option of the ways of practice listening skill. Therefore the percentages can be over 100%. There are 68% (n = 34) of students that often study online. It is normal because the technology is very developed in recent years, especially there are many internet shops nearby the university. That makes students approach the world easily. In addition, the internet charge is quite cheap. They even can share the fee with the roommates or neighbors. Others can bring the laptop to the campus to use wifi, it is very convenient. 52% (n = 26) of them choose watching TV to learn English. The major can watch TV because they live in their own house with parents so they can take advantage of it. 24% (n = 12) of students read books and magazine. Generally, these students also use internet to update the latest news and they like to read eBooks because they are cheap and convenient. 14% (n = 7) of students work in group to learn English. At the high schools, students do not often work in group that why when they come to the university they are not really familiar with it.

The teachers of listening skill often expect students to develop their listening skill by osmosis and without help. In the osmosis approach (as it is labeled by Mendelsohn (1984)), also known as the Audiolingual method, it is believed that if students listen to the target language all day, they will improve their listening comprehension skill through experience so that the teachers have suggested they live in the language world. They can play the tapescripts in the room without attention when they wash dishes, clothing, clean the room or do homework. From those below ways to practice listening skill, third-year students can get many benefits for listening as well as speaking skill and others such as:

Watching TV could be a fast way to learn English. Also, it is interesting to learn English from watching TV because as they are watching TV, they might have fun, and enjoy the time by watching movies, interesting
programs, and funny advertisements. The important benefit of watching TV in English is improving listening skills. For example, if they often watch TV in English, they may understand English more. Also, if they keep watching TV in English, their confidences in English can increase. Moreover, watching TV in English can gain a large amount of academic vocabulary. For instance, watching English news channels could provide students a lot of academic words and new expressions. Also, the subtitles can help them to get the exact spelling of the words. It is suitable for students who are “visual” learners (mentioned in section 4, chapter 2).

Reading books, magazines can help students improve listening skill too. Nowadays books and magazines often are attached CD so that they can both listen to the CD and read the content of the books or magazines. Those students can learn vocabularies through the pictures and the sound easily. Some volumes of attached CD books such as: “Cambridge Practice Tests For IELTS 1 – 9”. The famous popular magazines with CD are “Special English”. The magazines come out weekly so students can often buy them. Reading books, magazines is the connection between “visual” and “aural” skills for learners.

Studying online allows students to choose from a wide variety of programs and courses. The variety of online education programs available means that students are able to choose a learning and evaluation format that works for them. Studying online offers flexibility for students who have other commitments. Many online education programs allow students to study at their own pace. Students will be able to plan their study time around the rest of their day instead of the other way around. It is the student’s choice whether or not studying at nighttime or in the morning is best for them. They often choice free addresses to access so the fee is just from the internet service and it is quite cheap. Students who often study online seem to prefer to work alone and to be a self reader. This is individual learning styles (mentioned in section 4, chapter 2)
Group work can increase productivity and performance. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical activities and sharing and discussing ideas can play a crucial role in deepening understanding of a particular topic. In a group, students can ask and answer questions for others. They need to cooperate and contribute to make group work effectively. Collaborating with others will help identify their own strengths and weaknesses (for example, they may be a better leader than listener, or they might be good at coming up with the “big ideas” but not so good at putting them into action). This method belongs to Social Learning Styles, Group (interpersonal) for students who favor learning in groups or with others.

Music is one of the few activities that involves using the whole brain. It is intrinsic to all cultures and can have surprising benefits not only for learning language, improving memory and focusing attention, but also for physical coordination and development. Listening to music can reduce stress. Slow music relaxes people by slowing their breathing and heartbeat. Music can create space for emotional well-being and support phonemic awareness. It is very suitable for one who are “aural” learners.

With these ways of practice listening skill, if students follow and practice them regularly, they can overcome difficulties for foreign language learners (mentioned in section 3, chapter 2)

Table 2.3.2 Sources that third year-students often use to learn English

<table>
<thead>
<tr>
<th>Sources of learning English</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Websites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tienganh.info</td>
<td>2</td>
<td>4 %</td>
</tr>
<tr>
<td>Langmaster.com</td>
<td>2</td>
<td>4 %</td>
</tr>
</tbody>
</table>
### Table 2.3.2

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britishcouncil.org</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>BBC.co.uk</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>CNN.com</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Tienganh123.com</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Voanews.com</td>
<td>19</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Books:**

<table>
<thead>
<tr>
<th>Book</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions 1,2</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Mosaic 1,2</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Listening strategies for IELTS</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>TOEFL iBT</td>
<td>13</td>
<td>26%</td>
</tr>
</tbody>
</table>

Table 2.3.2 is about sources that third-year students often use to learn English. The sources are various. Two main sources are websites and books. In the question 6 and 8, students can write out some same websites and books and they even can write nothing. Therefore the percentages can be over or not enough 100%. Nowadays, there are several websites, students can approach them to serve their searching information. These websites and books are mainly about TOEFL, IELTS, TOEIC. 19 students often visit Voanews.com, accounting for 38%. Tienganh123.com address ranks the second with 32% (n = 16). 10 out of 50 students (20%) use BBC.co.uk website whereas out of 50 students (n = 14%) use Britishcouncil.org website for learning English. 4 third-year students often visit CNN.com with 8%. Both tienganh.info and Langmaster.com consist of 2 out of 50 students access when they are online to learn English. Mosaic 1,2 books make up the largest percentage with 60% (n = 30) of total. The books related to TOEFL iBT ranks the second with 26% (n = 13). 16% (n = 8) of students use Interactions 1,2 books and 10% (n = 5) of them use Listening strategies for IELTS to learn English.

For those who want to practice IELTS test, Britishcouncil.org is a smart choice. Because it is a prestigious address, every related information of IELTS
is update timely. Students can go to this website to join the course, download IELTS materials, and even get the scholarship.

With bbc.co.uk and voanews.com, students can practice listening skill effectively. They can improve this skill because as mentioned in section 3, chapter 2, they can be prepared with hear different accents Australian, British, American. It is very convenient, helpful and free.

To the other websites, students can find TOEFL, IELTS, TOEIC, FCE materials easily.

The books are mainly textbooks. They can use both them in-class and for self-study. Most of them are TOEFL, IELTS exercise. With other kinds of exercise, students mainly use eBooks or study online because they are cheap.

Table 2.3.3. Listening exercises

<table>
<thead>
<tr>
<th>Kinds of listening exercises</th>
<th>Number of students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>30</td>
<td>60 %</td>
</tr>
<tr>
<td>FCE</td>
<td>6</td>
<td>12 %</td>
</tr>
<tr>
<td>IELTS</td>
<td>25</td>
<td>50 %</td>
</tr>
<tr>
<td>TOEIC</td>
<td>23</td>
<td>46 %</td>
</tr>
</tbody>
</table>

Table 2.3.3 presents some kinds of listening exercises. The 4 main kinds are TOEFL, FCE, IELTS and TOEIC. In the question 9, students can choose more than one option of listening exercises. Therefore the percentages can be over 100 %. TOEFL makes up the largest percentage with 60% (n = 30) of total. Because many third-year students want to take IELTS test that why the proportion is quite high with 50% (n = 25) of total. This is followed by TOEIC, accounting for 46 % (n = 23). The rest of students often practice FCE exercises with 12 % (n = 6). As mentioned, these kinds of exercises can be found easily from the websites and books in the table 2.3.2.

When being asked orally, third-year students spend time practicing IELTS exercises often practice 4 sections of IELTS tests as mentioned in
section 3. Students cannot guess what sections will be on the test so they practice all of sections for greater safety.

3. The mid – term test sheets

Table 3. The 4 mid-term tests

<table>
<thead>
<tr>
<th>TEST</th>
<th>NUMBER OF PARTS</th>
<th>TOEIC</th>
<th>TOEFL</th>
<th>IELTS</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST 1</td>
<td>2</td>
<td>X</td>
<td>50 %</td>
<td>50 %</td>
<td>X</td>
</tr>
<tr>
<td>TEST 2</td>
<td>2</td>
<td>50 %</td>
<td>50 %</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TEST 3</td>
<td>2</td>
<td>60 %</td>
<td>40 %</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TEST 4</td>
<td>3</td>
<td>45 %</td>
<td>25 %</td>
<td>X</td>
<td>30 %</td>
</tr>
</tbody>
</table>

Table 3 describes 4 mid – term tests that are collected for this survey. These tests are borrowed from teachers of listening skill. Test 1 and test 2 are from Listening 5 and the others are from Listening 6 of the academic year 2012 – 2013. Test 1 contains 2 parts, they are TOEFL and IELTS. Each part makes up 50 % of the total. TOEIC and TOEFL are content of test 2. TOEIC accounts for 50 % and TOEFL also accounts for 50 %. Test 3 includes 60 % of TOEIC and 40 % of TOEFL. Test 4 consists of 3 parts. They are 45 % of TOEIC, 25 % of TOEFL and 30 % of others.

Maybe because of the request of society, of the Department of Education and Training, teachers of listening skill often choose TOEIC and TOEFL exercises for third-year students here practice. Therefore they can take institutional TOEFL (TOEFL ITP) for their job request. In contrast, IELTS exercises just applied for those who want to go study abroad. That why its rank in the figure is quite low.
CHAPTER FIVE: CONCLUSION

1. Overview of the thesis

This part states the overall conclusion of the study on the reality of practicing listening skill of third-year majored English students at Dong Thap university basing on the format of the IELTS listening tests. There are 2 kinds of data; they are survey questionnaires and 4 mid-term tests. The questionnaires consist of 3 parts and are delivered to 50 students. The 4 mid-term tests are from Listening 5 and 6 courses. The study is to investigate how many percent IELTS listening part are there in the mid-tests of third year majored English students at Dong Thap university. Moreover, to know do the students prepare for IELTS listening test and serve for the purposes of the study, the data was compared and contrasted. From the result, 50 third-year students study English every day. 49 of them spend time on practicing listening skill and 1 doesn’t do this job. The result of the research reveals that 37 out of 50 (74 %) third-year students majored English at the university want to get IELTS certificate. They assume that listening is a difficult part with 40.54 % that why the spend time on listening every day. However, the rest of third-year students won’t take IELTS test if it is not compulsory. The material students use is quite various. Those websites consist of TOEFL, IELTS, TOEIC, FCE exercise. Most of these books are text-books, they use them for in-class and self-study. Only 12.50 % of the mid-term tests belong to IELTS format. That is section 1, and belongs to test 1.

2. Limitations of the thesis

In spite of finishing the thesis, limitations occurring were not avoidable. Firstly, because of the scope of the research, the students and teachers involved directly in the data collection procedure are just 50 third-year students at some classes in the department of foreign languages. Besides that, the researcher spent only two months on researching teachers and the students; the study is limited with researching time. In addition, the research is not
related to any previous ones whose methods of collecting and evaluating data work effectively. Finally, the study would be more believable if the interviews were designed and delivered students to have better analysis and comparison. Those are limitations of the study.

3. Suggestions

3.1 Further research

It is essential to consider the following suggestions for further research that is related to the thesis. With the above limitations, there is one important suggestion is that the future research should enlarge the amount of research participants, for example involving more classes in foreign department and other classes in other faculties. It is so important to spend time designing questionnaires.

The thesis has been completed with greatest efforts. However, during the making of the thesis, shortcomings and mistakes are unavoidable. Therefore, sympathetic comments and suggestions are highly appreciated.

3.2 Practicing listening skill

According to the result, there 25 of 50 third-year students practice IELTS listening, and 37 of them also want to get IELTS certificate. Therefore teachers of listening skill should give more IELTS listening exercise. However, if in-class time is limit, they can give them some lists of books or websites including IELTS listening for students’ self-study. It will satisfy students’ need. Moreover, teachers of listening skill can give more IELTS’ sections to the test so that the students will have motivation to practice.

For students who really want to get IELTS certificate, they should spend more time on practicing IELTS. Doing more IELTS exercise especially, IELTS listening exercise is necessary. Taking away the mentioned website address on table 2.3.2, there are still some prestigious website addresses that they can come to try the tests for free or download latest materials such as:

http://ebooktienganh.com/tieng-anh-luyen-thi/tai-lieu-ielts/
http://luyenthiielts.edu.vn
http://www.tienganhonline.net/ielts.htm
http://www.ielts-exam.net/
http://giasuielts.vn/ or http://giasuielts.vn/category/listening/

With listening problem, students should spend more time play the tapescript at their room when doing house chores or when they at the bus station, travelling, in the killing time. When students have free time, they can access the internet to watch English game shows such as The Voice of American, X-Factor or British’s got talent. These shows are both entertained and helpful. Moreover, students can also listen to some of favorites songs over, over and over again. Then they will be surprised how the sound quality improves over time. They should have lyrics in front of to follow along. It is easy to find song lyrics on the internet or they might be included with a CD. Gradually, they will improve their listening skill.
REFERENCES

English references
Bentley, S., & Bacon, S. E. (1996). The all new, state-of-the-art ILA definition of listening: Now that we have it, what do we do with it? *Listening Post*, 1-5.


Internet:
http://www.teachers.cambridgeesol.org/ts/exams
http://www.britishcouncil.org/professionals-exams-ielts-listening-intro.htm
http://www.learnielts.com/ielts-listening/format-of-ielts-listening.htm
http://www.skillsprovision.co.uk/latest-news/importance-ielts-international-recruitment-0899-1637
    www.ielts.org

Journal Article
APPENDIX 1
QUESTIONNAIRE
(FOR STUDENTS)

Name: ..........................................................
Class: ..........................................................

Your completion of this questionnaire is highly appreciated. The data collected is used in the research paper only, not for any purposes.

Please circle your option and write your own ideas on available lines. Thank you...!

A. Time Management
1. How much time do you spend learning English every day?

2. How long do you spend practicing listening?
   A. 3 hours a day
   B. 2 hours a day
   C. 1 hour a day
   D. 30 minute a day
   E. None
   F. Other

B. International certificate
3. Do you wish to get an international certificate after graduating? If yes, which of the following would you choose?
   A: TOEFL
   B: FCE
   C: IELTS
   D: TOEIC
   E: OTHERS
4. Would you take the IELTS test? Why? Why not?

5. If you choose “yes” in question 4, what part is the most difficult in the IELTS test?
   A. READING
   B. LISTENING
   C. WRITING

C. Material Sources

6. What websites you often access to practice listening skill?

7. What are your ways of practice listening skill?
   A: Reading books, magazines
   B: Studying online
   C: Group study
   D: Watching TV
   E: OTHERS

8. What books do you use for practicing listening?

9. What kinds of listening exercises do you often practice?
   They are ………
   A: TOEFL
   B: FCE
   C: IELTS
   D: TOEIC
   E: OTHERS
APPENDIX 2
MID-TERM TESTS
( FROM TEACHERS )

TEST 1

<table>
<thead>
<tr>
<th>Candidate’s name: ……………………</th>
<th>Supervisor 1</th>
<th>Supervisor 2</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth: ………………………</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate’s index number: …………</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marks
Numbers                                    Word
Examiner1 Examiner2 Code

I. Listen to Sarah and Matthew talking about the people they met at a party. What do they say about each person?. Listen and write a letter A-H next to each day. You will listen twice.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jenny</td>
<td>a. blonde</td>
</tr>
<tr>
<td>2. John</td>
<td>b. famous</td>
</tr>
<tr>
<td>3. Mary</td>
<td>c. friendly</td>
</tr>
<tr>
<td>4. Bob</td>
<td>d. interesting</td>
</tr>
<tr>
<td>5. David</td>
<td>e. quiet</td>
</tr>
<tr>
<td>6. Sally</td>
<td>f. short</td>
</tr>
<tr>
<td></td>
<td>g. tall</td>
</tr>
<tr>
<td></td>
<td>h. young</td>
</tr>
</tbody>
</table>
II. You will hear some information about a visitor to a school. Listen and complete the form. You will listen twice.

<table>
<thead>
<tr>
<th>PLAYHOUSE THEATRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evening show:</strong></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td><strong>Afternoon show:</strong></td>
</tr>
<tr>
<td><strong>Ticket prices:</strong></td>
</tr>
<tr>
<td><strong>All tickets 6 pounds on:</strong></td>
</tr>
<tr>
<td><strong>Car park in:</strong></td>
</tr>
</tbody>
</table>

III. Listen to a woman called Sarah talking to group of people about her painting. Circle the best answer for each question. You will listen twice.

1. How often does Sarah paint now?
   a. 3 days a week  
   b. 5 days a week  
   c. every evening

2. Sarah earns enough money from her painting to ............
   a. give up her computing job  
   b. pay for her flat and car  
   c. pay for her artist materials

3. When she was at primary school, Sarah ............
   a. paint pictures of people  
   b. learnt to use calk  
   c. drew scenes all pencil

4. What pleased Sarah most about her painting holidays?
   a. meeting other artists  
   b. seeing beautiful scenery
c. receiving individual teaching

5. Which of these has Sarah done?
   a. painted people in Greece   b. painted sunrises in Scotland
   c. watch birds in Spain

IV. You will hear to a conversation between a boy, Marcus, and a girl, Catherine, about their homework. You will listen twice.
   1. Catherine finds it hard to understand why Marcus has so much homework.  T   F
   2. Marcus agrees that he could change his weekend activities.  
      T   F
   3. Catherine thinks visiting the museum was a good experience for Marcus.  T   F
   4. Marcus offers to show Marcus the math homework she has already done.  T   F
   5. Marcus worries that his teacher might be angry if Catherine helps him  T   F

The end
I. **Listen to a talk about bats and circle T for True, F for False, or U for Unknown. You will listen once. (2.5ms)**

1. People built bat houses on their roof in summer. **T** **F** **U**
2. People don’t really know what bats look like. **T** **F** **U**
3. Bat houses should be dark and hot. **T** **F** **U**
4. Bat houses should be 12 to 15 feet off the ground. **T** **F** **U**
5. People prefer to use chemicals to get rid of mosquitoes. **T** **F** **U**

II. **Listen to the conversations and then choose the statement that best answers the questions. You will listen twice. (5ms)**

1. **Who are the speakers?**
   - A. Architects  
   - B. Accountants.  
   - C. Dietitians.  
   - D. Tailors.

2. **Who are the speakers talking about?**
A. A waiter  B. A chauffeur.  C. A traffic officer.  D. A repair person.

3. What does Ben’s father do now?
A. He sells greeting cards  B. He manufactures paper products  
C. He makes cheap artificial materials  D. He delivers packages

4. What are the speakers waiting for?

5. When does the last train leave?

6. When will the man come home?
A. Friday.  B. Saturday.  C. By noon  D. Sunday.

7. Where are the speakers?
A. At a meeting  B. At a birthday party.  C. At the airport.  
D. At the theatre.

8. Where are the speakers?
A. In a plane.  B. On a roof.  C. In an elevator.  D. On a mountain.

9. Whose car is parked by the front door?
A. Martin’s car.  B. Sandy’s car.  C. The secretary’s car.  D. The director’s car.

10. What is the woman’s job?
A. She’s a bank teller.  B. She’s police officer.  C. She’s bus driver.  D. She’s a mail carrier.

III. Listen to the lecture and fill in the blanks with the missing words. You will hear the conversation twice. (2.5ms)
Ozone is the highest layer at the atmosphere and it has a very important function. It is like the (1)…………………………... It blocks most of the sun harmful radiation. See, the earth is always being hit by ultraviolet radiation from the sun. If all if that UV radiation hit living things, they would get a lot of damages. UV also causes growth problems, and it has (2) ……………………………to cancer. But fortunately, the ozone layer has blocked quite a lot of it. But the problem is that it is getting thinner all over.

In the 1980s, scientists found ozone holes or large (3) ……………………………over the North and South poles. With the ozone depletion, the amount of UV reaching us has slightly increased. This small increase does not mean we can not enjoy the outdoors, but we should always be careful.

Countries around the world have seen (4) ……………………………of ozone depletion and have agreed to a treaty called the Montreal Protocol. This protocol will help people stop making and using ozone – destroying chemicals called CFCs. They are used in air conditioners, refrigerators, and spray cans. Those chemicals (5)…………………………into the ozone layer and they break apart the ozone molecules. Now, a lot of people want to stop companies from using CFCs in their products. That is the only way that we can stop the damage to the ozone layer.

The end
TEST 3

Full name: ...........................................

TEST ON LISTENING

Time allocation: 25 minutes

Part 1: Listen and number the picture

Listen and put the correct names under the pictures: Doug, Wei, Tina, Linda, Katie, Craig. Then listen again and write how long they have been waiting.

Part 2: Conversations

Listen to a conversation between a man and a woman and answer the following questions

07. Who is the first speaker?
   A. An airplane attendant
   B. A travel agent
   C. A tour guide
   D. Ms. Simmon’s boss

08. Why is Ms. Simmon going to Bangkok?
   A. To attend a conference.
   B. To go sight seeing.
C. To work on an engineering project.  
D. To promote a new product.

09. What is famous?
A. The tour.  
B. The hotel.  
C. The conference.  
D. The temple.

10.  
A. Pigment used in paint production  
B. Steps in chlorophyll production  
C. The loss of trees due to disease  
D. Reasons for autumn leaf color.

11.  
A. A change in weather  
B. A radio program  
C. A botany lecture  
D. The woman’s hopes to save a dying tree.

12.  
A. Bright autumn leaf color is due to frost and cold  
B. Pigment form leaves are used in the production of paint  
C. Sunlight is necessary in the production of bright leaf color  
D. The true color of leaves is brown

13.  
A. Chlorophyll  
B. Bright sunlight  
C. Different chemical pigment  
D. Nutrient production

**Part 3: Talk and lecture**

14. Where is the announcement being made?
A. On an aircraft  
B. In Glasgow  
C. At an airport  
D. On a shuttle bus

15. Why is Mr. Kim being paged?
A. There is a message for him.  
B. His flight has been delayed.  
C. Someone has found his ticket.  
D. There is an emergency.

16. Where are the white telephones located?
A. On board the aircraft  B. At the ticket counter  
C. All over the airport  D. In an information booth

17.  
A. distribution of good and service.  B. Factories  
C. Today’s homework  D. Advertising

18.  
A. The movement of goods form their sources to their destination  
B. The arrangement of the products to their shelves  
C. The circulation of advertisement  
D. The manufacturing of goods

19.  
A. A guest speaker might arrive.  B. Classes might be canceled.  
C. There might be a short quiz.  D. Homework might be collected

20.  
A. Advertising as an important aspect of marketing  
B. A comparison between wholesalers and retailers  
C. The manufacture of goods  
D. The roles of customers.

The end
TEST 4

Full name: ...........................................

TEST ON LISTENING

Time allocation: 25 minutes

Part 1:

Part 2: Conversations

Listen to a conversation between a man and a woman and answer the following questions

7. How much is a large envelop?
   A. 75 cents     B. 50 cents
   C. 45 cents     D. 10 cents

8. How many different types of envelopes are available?
   A. Three      B. Four
   C. Five       C. Six

9. How much would 100 small envelops cost?
   A. $ 45       B. $ 50
   C. $ 70       C. $ 7507.
10. Why does the store need to be more competitive?
   A. There’s currently recession.  
   B. Productivity has dropped lately.
   C. There is a competitor nearby.  
   D. The new employees have little experience.

11. How will the store attract more customers?
   A. By giving them trial products
   B. By giving them discount
   C. By selling new products
   D. By featuring happy customers in ads.

12. Who will the woman call?
   A. A photographer
   B. A photocopy salesperson
   C. A customer
   D. A marketing executive

**Part 3: Talk and lecture**

13. Which of the followings does Woodland Gear probably NOT sell?
   A. Hiking boots
   B. Tents and sleeping bags
   C. Vacation tours
   D. Outdoor clothing

14. What should a caller press if he or she did not receive goods ordered last month?
   A. * 1
   B. * 2
   C. * 3
   D. * 4

15. When can a customer place phone order with this company on Sundays?
   A. Anytime of the day
   B. From 7:00 am to 6:00 pm
   C. From 10:00 am to 4:00 pm
   D. Any time after 6:00 pm

16. How has the professor organized his lecture?
   A. By geographical regions
   B. By seasonal changes
   C. By agricultural zones
   D. By key elements

17. The professor mentions watermelons as an example of what?
   A. A typical dry land product
   B. A drought-resistant seed
   C. An unusual success
   D. An inappropriate crop choice
18. According to the lecture, which is NOT true of dry land agriculture?
   A. It is a collection of methods.
   B. It is practiced in half of Russia's arable lands.
   C. It requires a water source.
   D. It suffers erratic productivity.

19. The severity of the Dust Bowl storms of the 1930s in the south-central US were evidence of which dry land characteristic?
   A. Excessive evaporation  
   B. Excessive erosion  
   C. Inadequate precipitation  
   D. Marginal productivity

20. Nature has produced thousands of species of edible plants. Which of the following plants would probably NOT be feasible for dry land farming?
   A. Plants with short life cycles  
   B. Plants with spreading or deep root systems  
   C. Plants that store water in their tissues  
   D. Plants with large, spreading leaves

The end