

Investigation on the difficulties in listening skills faced by 10th grade students at a high school in Hanoi

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Abstract: Listening is crucial in everyday life for various purposes such as entertainment, academics, and obtaining important information. Learning a foreign language, like English, heavily relies on critical listening skills. Without proper listening skills, learning and communication become challenging for language learners, particularly in non-native environments. The study examines the challenges 10th-grade students at Lac Long Quan High School face in developing effective listening skills, revealing linguistic barriers, lack of authentic materials, and limited practice opportunities. It also identifies underlying causes like insufficient vocabulary, anxiety, and environmental distractions. Practical solutions include multimedia resources and anxiety reduction strategies.

Keywords: Lac Long Quan High School, 10th-grade students

1. Introduction

Rationale

Listening is a crucial language skill for daily life, with its complexity and nuance being the most challenging. Listening is essential for real-world communication and transitioning from classroom to real-world English. Developing listening skills is the second most difficult part of learning a foreign language, as it is a receptive ability but often the hardest for students. Many students dislike listening classes, but practicing listening is hard and takes time. This paper investigates the difficulties in listening skills faced by students at a high school in Ha Noi. The paper aims to encourage teachers to make listening more enjoyable and effective for students. The study was conducted at Lac Long Quan High School to investigate the difficulties 10th graders face in listening skills, aiming to identify the types of hearing problems they typically experience.

Aim and objectives

The study investigates the challenges 10-grade students at Lac Long Quan high school face in learning English listening skills, identify the causes and proposes solutions to enhance these skills.

Research questions

In order to achieve the aim, the study is expected to reach the following objectives:

- + To investigate the the English listening challenges experienced by 10th-grade students at Lac Long Quan High School.

- + To identify the factors that contribute to the

students' difficulties in developing their listening skills.

- + To find out suggestions to deal with problems in their listening skills.

Methods of the study

The study aims to explore the challenges, causes, and solutions of 10th-grade students' listening skills at Lac Long Quan High School using a mixed-methods approach. Students will complete questionnaires to measure their listening difficulties, while language instruction teachers will provide qualitative insights. Pre-tests and post-tests will measure improvements following targeted interventions and adjustments. The comprehensive methodology aims to provide nuanced insights into improving listening skills among students.

Scope of the study

The study focuses on English listening skills in the classroom context of 10th-grade students at Lac Long Quan High School.

2. Methodology

2.1. Research approaches

This research utilized the Mixed Method of Creswell, combining quantitative and qualitative methods to examine the challenges faced by 10th-grade students at Lac Long Quan High School in improving their English listening skills.

2.2. Data collection

This study uses a questionnaire as a common data collection tool, specifically designed for class 10A3, to assess the challenges faced by tenth-grade students at Lac Long Quan High School in their

listening skills. The questionnaire, consisting of two parts with 5-6 questions, is easy to prepare and carry out. The interview has been asked 3 teachers who have been teaching the tenth-grade students at Lac Long Quan High School. There is a pre-test and a post-test given to both class 10A3 - experimental class and class 10A4 - control class. The test aims to evaluate the effectiveness of solutions that have given after teacher's interview.

2.3. Methods of the study

2.3.1. Questionnaires

The questionnaire consisted of 11 questions divided into two parts. Part 1 focused on general information about learning English presentation skills. Part 2 included 5 statements based on a five-degree Likert-type scale, highlighting difficulties in linguistic factors, background knowledge, psychological factors, and other difficulties in English listening skills. The information was analyzed qualitatively and quantitatively.

2.3.2. Interview

Three five teachers of English were interviewed to discuss their students' difficulties in learning English listening skills. The interviews focused on difficulties, causes and suggestions for improvement. The data analysis will be presented with the collected questionnaire data from each section to enhance the study's credibility.

2.3.3. Tests

The study conducted a pre-test and post-test for class 10A3 and class 10A4 to determine if the solutions can help them improve their listening skills. The tests were designed to align with the first test given in the 26th week of the second term and the second at the end of the term.

3. Difficulties in learning english listening skills of the 10th graders at Lac Long Quan high school

3.1. Problems in learning listening skills

3.1.1. Problems relating to listening text

The study found that students face challenges in listening to English, including unfamiliar words, slang, idiomatic expressions, difficult grammatical structures, and interpreting the meaning of long listening texts. New vocabulary disrupts comprehension, slang and idiomatic expressions make it difficult to understand informal language, and complex grammatical structures make it difficult to understand advanced grammar.

3.1.2. Problems relating to speakers

The study found that students face challenges in listening exercises due to speaker variability,

rapid speech speed, and the absence of visual cues. Natural speech is full of hesitations and pauses, making comprehension difficult. Rapid speech and the absence of body language also hinder comprehension. Students often struggle to keep up with rapid speech.

3.1.3. Problems relating to physical settings

The study indicated that Students face physical issues during listening activities, including noise, visual reliance on visual cues, and poor-quality equipment. Noise disrupts their ability to focus on spoken English, while visual aids can hinder understanding. Poor audio devices also affect the listening experience, making it difficult for students to effectively hear and process spoken English.

3.1.4. Problems in listening

Students face challenges in listening comprehension, including difficulty understanding text from the first attempt, answering questions after listening, lack of practice, insufficient exposure to listening materials, physical problems, psychological factors, and a lack of background knowledge. These challenges highlight the multifaceted nature of difficulties students encounter in developing effective listening skills. Physical problems, psychological factors, and a lack of background knowledge contribute to the complexity of listening comprehension.

4. Solutions to enhance student's english listening skills

The study suggests that 10-grade students at Lac Long Quan high school can improve their English listening skills by implementing a comprehensive approach. Increasing exposure to authentic listening materials such as podcasts, TED Talks, and movies can help students adapt to different accents and speech patterns. Creating a supportive learning environment with low-stress activities like group listening exercises and discussions can boost confidence. Explicitly teaching listening strategies like predicting content and inferring meaning can enhance comprehension. Technology, such as language learning apps, offers personalized listening practice. Regular feedback is crucial for students to recognize their strengths and areas for improvement. By addressing these challenges and their underlying causes, educators can help students develop stronger listening comprehension skills, improving their overall language proficiency and communication abilities in English.

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phù hợp với điều kiện thực tiễn của nhà trường, đáp ứng yêu cầu đổi mới giáo dục nghề nghiệp trong bối cảnh cách mạng công nghiệp lần thứ 4, nâng cao chất lượng đào tạo nghề đáp ứng yêu cầu của thị trường lao động, cạnh tranh và hội nhập quốc tế.

3. Kết luận

Xây dựng cơ sở GDNN thông minh là một trong những giải pháp quan trọng để đổi mới GDNN nói chung và đổi mới tổ chức, quản lý, đào tạo trong các cơ sở GDNN nói riêng. Tuy nhiên, để thực hiện được các nhà trường cần xây dựng kế hoạch mang tính chiến lược, có lộ trình đầu tư xây dựng từ cơ sở vật chất, hạ tầng CNTT và truyền thông, tiến hành đổi mới đồng bộ các thành tố của cơ sở GDNN thông minh. Trong quá trình đổi mới thì vấn đề đào tạo, bồi dưỡng đội ngũ CBQL, GV, NV nhà trường cần được ưu tiên./.

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4. Conclusion

Listening is a crucial skill in mastering the English language, but many 10th-grade students at Lac Long Quan High School face challenges in this area. Difficulties include understanding different accents and pronunciations, the speed of spoken English, a lack of vocabulary knowledge, and background noise/poor audio quality. Causes of these difficulties include limited exposure to authentic listening materials, insufficient practice, the diversity of English accents, and a lack of effective listening strategies. Solutions to improve listening skills include increasing exposure to authentic materials, creating a supportive learning environment, teaching listening strategies, leveraging technology, and providing regular feedback. These efforts are essential for students' overall language proficiency and their ability to effectively communicate in English.

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