

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

DANG THI LE THUY

**FACTORS AFFECTING LISTENING COMPREHENSION
OF THE 8TH GRADE STUDENTS AT A JUNIOR
HIGH SCHOOL IN THAI NGUYEN CITY**

**(Những yếu tố ảnh hưởng đến khả năng nghe hiểu
của học sinh lớp 8 tại một trường Trung học cơ sở ở
Thái Nguyên)**

M.A THESIS

Field: English Linguistics

Code: 8220201

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Supervisor: Nguyen Thi Minh Loan Ph.D

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DECLARATION

I certify that this thesis paper is the result of my own research and the substance of the research has not been submitted for a degree to any other university or institution.

I assure that all references and citations to ensure the correctness, accuracy and honesty.

Thai Nguyen, July 2019

Author's signature

Dang Thi Le Thuy

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ABSTRACT

The aim of the study was to discover the factors affecting the listening comprehension of 8th-grade students at a junior high school in Thai Nguyen. The participants of the study included 90 grade 8 students from classes 8A1, 8A2, 8A3 and 5 teachers of English at Nha Trang junior high school in Thai Nguyen. In this article, researchers had looked at the terms listening, listening comprehension, factors that affect listening comprehension. After conducting the research steps, the researcher discovered factors that more or less affected the listening comprehension of grade 8 students such as, process, task, listener, input, affect, and context. Among these factors, it was found that specific problems that affected students' listening comprehension were: grammar, structure and vocabulary, accents, speaking speech, unfamiliar topics and poor listening equipment. The finding of the research indicated that when teachers were aware of the factors that affected students' listening comprehension, they could help their students develop effective listening strategies and ultimately solve those difficulties in listening and improved listening comprehension.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGMENT	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
CHAPTER 1: INTRODUCTION	1
1.1. Rationale for the study	1
1.2. Aims of the study	2
1.3. Significance of the study	2
1.4. Scope of the study	3
1.5. Organization	3
CHAPTER 2: LITERATURE REVIEW	4
2.1. Listening comprehension	4
2.1.1. Definition	4
2.1.2. Listening comprehension process	5
2.2. Factors affecting listening comprehension	6
2.2.1. Definition	6
2.2.2. Taxonomy of factors affecting listening comprehension	7
2.3. Previous studies on factors affecting listening comprehension	9
2.4. Summary	12
CHAPTER 3: METHODOLOGY	13
3.1. Subjects of the study	13
3.2. Data collection instruments	13
3.2.1. Questionnaire (see Appendix 1)	13
3.2.2. Interview	15
3.3. Procedures of data collection	16
3.4. Data analysis	17
3.5. Summary	17

CHAPTER 4: FINDINGS AND DISCUSSION	18
4.1. Findings	18
4.1.1. Findings of the questionnaire	18
4.1.2. Findings of the interview	26
4.2. Discussion	27
4.3. Summary	30
CHAPTER 5: IMPLICATIONS AND CONCLUSION	31
5.1. Implications	32
5.1.1. For teachers	32
5.1.2. For students	35
5.2. Limitations of the study	37
5.3. Suggestions for future research.....	37
5.4. Conclusion.....	38
REFERENCES	38
APPENDIX	43

LIST OF TABLES

Table 1: Students' choices about factors that affected their listening comprehension.....	18
Table 2: Process factor	20
Table 3: Task Factor.....	21
Table 4: Input Factor	22
Table 5: Listener Factor	23
Table 6: Affect Factor	24
Table 7: Context Factor.....	25

CHAPTER 1: INTRODUCTION

1.1. Rationale for the study

Listening is an important language skill to develop in second language learning. Despite its significance, language learners consider listening as the most difficult language skill to learn. Moreover, listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. Listening has an important role not only in daily life but also in the classroom environment. Most people believe that being able to write and speak in a second language means that they know the language. However, if they do not have efficient listening skills, it is impossible to communicate effectively. That is, listening is the basic skill in language learning. Listening is vital in the language classroom because it provides input for the learner. Without understanding input on the right level, any learning simply cannot start.

A lot of research has been done on this issue (Chang & Roehl, 2011, Kutlu & Aslanolub, 2009). The results of previous studies have largely supported the difficulty of listening to new languages from the text, listeners, speakers, and tasks. Almost all previous studies in listening skills and listening comprehension skills have identified important factors affecting the ability of the learner's listening comprehension such as process, input, listener, task, affect and context factors. However, the subjects of those studies were often high school and university students in Vietnam or other non-English speaking countries.

In Vietnamese schools, especially in Nha Trang junior high schools in Thai Nguyen, most students thought that learning the listening skills was the hardest, and some students thought the listening skills were relatively new, even though the students experienced the least English learning 3 years in primary school and in grade 6, 7. Meanwhile, the period of training at junior high school according to the distribution of each semester was more than 50 periods (3 periods/ week), in 18 weeks in a semester, the amount of time spent on listening comprehension was too little.

Less time was spent on self-study, and fewer students could practice listening at home from 1 to 2 hours a week. Another worry thing was that most students read the typescript before practicing their listening skills. Hence, it was a bad habit that made the listening process not meet the requirements and goals of the curriculum.

Therefore, identifying the factors that directly or indirectly affected the listening skills of 8th graders was very important. These factors would help students realize their own difficulties, and they could find the best solution to overcome these factors, and also help teachers to look more about the factors that affect their students' listening comprehension to give solutions and teaching listening, toward a goal that all students can listen in the best way.

With the current situation relating to the students' poor listening comprehension competence at Nha Trang junior high school, the researcher conducted this study to find out factors that affected the 8th-grade students' listening comprehension at Nha Trang junior high school in Thai Nguyen. It was hoped that the findings of this paper could provide good views for the teaching and learning of listening comprehension at school.

1.2. Aims of the study

The purpose of this study was to identify factors that affected the listening skills of eighth graders. This helped students identify the importance of listening skills and develop it better.

In this study, the following research question was answered:

- What factors affect the listening comprehension of the 8th-graders?

1.3. Significance of the study

The findings of this study brought a lot of meaning to teachers, students as well as researchers. First, for English teachers, this study was able to provide more in-depth information so that teachers could actively help students improve their listening skills. Besides, this study was able to provide suggestions and