

THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

MAI THI HAI HA

**AN INVESTIGATION INTO APPLYING QUESTIONING
TECHNIQUES IN TEACHING LISTENING SKILLS AT THE
COLLEGE OF MECHANICS AND METALLURGY**

**Điều tra về ứng dụng phương pháp đặt câu hỏi trong việc dạy kỹ năng
nghe tại trường Cao đẳng Cơ Khí-Luyện Kim**

M.A THESIS

Field: English linguistics

Code: 8220201

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Supervisor: Dr. Nguyen Thi Quyet

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STATEMENT OF AUTHORSHIP

I hereby acknowledge that this study is my own work. The data and findings discussed in the thesis are true, used with permission, and have not been published elsewhere.

Author

Mai Thi Hai Ha

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Mai Thi Hai Ha

ABSTRACT

This study was conducted to investigate the application of questioning techniques in teaching listening skills at The College of Mechanics and Metallurgy. Questioning techniques are used at pre-listening stage to improve students' listening comprehension skills. There were 38 students who take part in the study. They were divided into two groups: the control group with 18 students and the experimental group with 18 students. Each group studied the same lessons. The experimental group was taught with the application of questioning techniques at pre-listening stage designed by the researcher.

Students at The College of Mechanics and Metallurgy are taught English at A2 level with average scores. Before applying questioning techniques, two questionnaires are delivered: one is for students and the other one is for teachers of English. Questionnaire for students was made to find out the problems students encounter in learning listening as well as their expectations from the teachers to help them increase their listening comprehension. Questionnaire for teachers mainly focused on teaching methods in teaching listening skills. After that, a listening comprehension pretest was carried out for both groups to check students' listening ability. After the pretest results, the treatment was performed by the researcher to improve the listening comprehension skills of the experimental group. The treatment was taught for eight weeks. At the end of the treatment, a posttest was delivered to each group to examine the effect of the treatment on developing the students' listening comprehension skills. The main statistical results of the study showed that there was a significant difference between the mean scores of the experimental group in the posttest in comparison with that of the control group.

It was concluded that the application of questioning techniques at the pre-listening stage was effective in improving the listening comprehension skills for students at The College of Mechanics and Metallurgy.

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CHAPTER 1: INTRODUCTION

1.1. Rationale

English has become an international language that is used in many countries in the world as a second language or a foreign language nowadays. Vietnam is one of the countries using English as a foreign language. English plays an important part in all fields of our society. English is a compulsory subject at school and a mean of communication at work. People who want to get a good job must be good at their majors and English as well.

Learning English focuses on not only grammar as we did in the past but also other skills like listening, speaking, reading and writing.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the most critical communication skill; however, little listening instruction may be due to the lack of preparation, time or material. In addition, teachers, because of different reasons, seldom teach listening comprehension skills. Rebecca (1993) says, "Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers". While the other three language skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis and without help. Therefore, the listening skill should be a major area of concern to teachers and students of a second or foreign language.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Therefore, students need to have good techniques in learning listening skills, which helps them have more confidence in practicing English in real life. In order to help students learn listening better, the teacher's preparation before teaching listening is very important. There are many ways to help students

concentrate on the lesson before listening. Therefore, the researcher would like to apply the techniques to raise the quality of teaching and learning listening skills in particular and English in general. Because listening is very important in the communication process, the researcher carries out the study “An investigation into applying questioning techniques in teaching listening skills” with the hope that students will find out the good ways in order to improve their English listening skills. In other word, the study would focus on listening skills and techniques which help students prepare well for their listening tasks i.e. pre-questioning techniques.

1.2. Objectives of the study

The study has been set up to help students improve their English listening skills through questioning techniques. To meet this aim, the study was carried out with a view to fulfilling the following objectives:

- To investigate the problems that students often face in learning listening skills
- To find out the impacts of the application of questioning techniques in teaching listening skills
- To give implications in applying questioning techniques in teaching and learning English

1.3. Research questions

1. What are problems students often face in learning listening skills?
2. What are the impacts of the application of questioning techniques to help students improve listening skills in learning English?

1.4. The scope of the study

Listening is one of the important skills that learners who study English need to develop. In this study, the participants are limited to non-major English students who study English as a foreign language and teachers of English who teach English at The College of Mechanics and Metallurgy. The study was designed to investigate questioning techniques that are employed for non-major English students at the College of Mechanics and Metallurgy.

1.5. The method of the study

In order to explore and analyze the problems that students often face in learning English listening skills and the impacts of the application of note taking strategies for teachers and students to teach and learn listening skills, tests and survey questionnaires are used to collect the data. Questionnaires will be used as a main instrument to investigate students' problems in learning listening skills and the strategies that they often use to improve their listening. Tests, divided into a pre-test and a post-test, are carried out to evaluate the students' listening comprehension ability before and after employing listening strategies.

1.6. Design of the study

The thesis is divided into five chapters:

Chapter 1- Introduction - includes the rationale, the objectives, the research questions, the scope, and the design of the study.

Chapter 2 - Theoretical background - covers the information about definition of listening, the problems in learning listening skills, stages of listening tasks and theories of pre-questioning techniques for developing listening skills which are reviewed to set up the theoretical framework for the investigation in the next chapter.

In chapter 3, the study is presented. It includes the study setting, participants, data collection instruments, applying questioning techniques at pre-listening stage, data collection procedures and data analysis.

Chapter 4 contains the findings of the study and discussion.

The last chapter contains conclusions, implications and limitations of the study as well as suggestions for further research.

CHAPTER 2: THEORICAL BACKGROUND

2.1. Listening skills

2.1.1. Definition of listening

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non-verbal component.

Listening is also an essential part of the communication process. Students spend the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us Rost (1994, p.7) says: “Listening is considered to be a part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication”

Sharma (2011, p.13) defines “Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying”. Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. Those sub components of listening are well explained by Rost (1994, p.142) as he draws a particular list of components to master when dealing with this skill:

- Discriminating between sounds
- Recognizing words

- Identifying stressed words and grouping of words
- Identifying functions (such as apologizing) in conversations
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words, topics and ideas
- Giving appropriate feed back to the speaker
- Reformulating what the speaker has said

He also insists on the fact that students must deploy all these sub skills to realize a successful process when he states "Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these skills constitutes a person's listening ability."

Vandergrift (1999) defines that listening skills were no longer viewed as a passive process, there have been studies putting listening before speaking and considering placing speaking before listening in learning language as to “put the cart before the horse”. According to Vandergrift & Tafaghodtari (2010), listening skill is a complex skill that involves many simultaneous processes on diverse levels and engages a mixture of linguistic and non-linguistic knowledge. Listening skill plays an utmost important role among the four language skills since it helps to identify who knows or does not know a language. In a social context, social roles are likely to be taken by those who learn and know how to listen, but not by those who do not have this skill. It cannot be denied that listening deserves as much attention as or even more attention than reading skill.

Pierce (1998) shows that listening as an interactive, not passive process that the students need to reply much effort and practice. He also discussed that listening

involves actively perceiving and constructing from a stream of sound. Listeners who want to listen well must have enough knowledge of that language. Listening skill is not a passive skill but an interactive process, which requires learners to own adequate knowledge of the language to decode the message and the ability to apply different strategies. We now can understand that listening is a group of skills in its own right, and that research may not automatically transfer from reading to listening. It is important to bear in mind that listening comprehension requires substantially different skills from those required for reading comprehension. (Osada, 2004).

In other principles, Poelmans (2003) defines listening skill as listening comprehension, which is the combination of processes that transform an auditory stimulus to a mental interpretation on the part of the listener of the speaker's purpose. Listening comprehension is a highly integrative skill which serves a significant role in the process of language learning and acquisition, facilitating the appearance of other language skills. In the process of listening, listeners are encouraged to predict by making hypotheses of what is to be spoken next in the flow of speech. For the students who can predict what is to be next is very useful for them in listening comprehension. Listening situations require the listeners to respond, which involves interpretation and evaluation of the speaker's purposes, as well as conceiving what outcomes the speaker might be trying to achieve. In addition, the listeners who have background knowledge about the speaker might influence the listener's reaction, interpretation and respond to what has been said.

In a word, listening is a combination of many component skills. It is an active process not a passive process. The listeners need to be active in communication process as the speakers to grasp information of the conversation. To become fluent speakers in English, students must be good listeners. They first need to develop listening skills. Listening helps students not only understand what speakers are saying, but also speak clearly to other people. In addition, students will learn how to pronounce words properly, how to use intonation, where to place stress in words and sentences.

2.1.2. The nature of listening comprehension

Little Wood, (2000) says that listening comprehension is a cognitive, or rather an interactive process of constructing meanings that the speaker intends, through the complete involvement of the hearer. The active contribution of the listener's comprehension process comes not only through using his linguistic knowledge but also his non linguistic sources, and of course the communicative value of his involvement depends on the situation and the social relationship.

He also insists on the fact that the listener must realize that comprehending the message word for word is not essential, since not every clue is equally important to the message. The listener has to seek the general meaning to compensate his misunderstanding by continuing being involved in the communication. Rebecca, (1993) implies that more positive listening self-concepts can be created by helping students realize that word-for-word comprehension is not necessary and that guessing and hypothesis testing are valuable.

Nunan (2001, p.248) says: "Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening". As Rost (1994, pp.141-142) points out: "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

In short, the ability to understand the spoken language has an important role in second language learning and use. It is a necessary skill for classroom with real communication activities. With guidance and practice, learners can improve their listening comprehension skills. Teachers of English should respond to their learners' need to develop increased listening comprehension skills by making listening comprehension an integral component of their instructional sequence. Teachers should also give learners the opportunity to listen to native speakers' speech. They should select listening texts that are produced by non-native speakers so that they can develop their listening skills and do not get disappointed. Suitable

teaching in listening comprehension can provide a good basis for becoming independent learners in learning English.

2.1.3. The difference between Hearing and Listening

As a suitable starting point for dealing with the listening skills in foreign language teaching is to consider the following question: How is “hearing” different from “listening”? The two terms “hearing and listening” are often used interchangeably, but there is an important difference between them. According to Stephen and Lucas, listening doesn’t mean we don’t hear, and they come to explain the process of hearing to be a physiological one arguing that: “It involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear.” (Stephen & Lucas, 1998, p.56)

“Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” (Rost, 2002, p.27). The listening process is guided by our intention that is psychologically an excitation of nerve pathways in the brain to organize incoming stimuli in an efficient way with psychological terms. (Rost, 2002, p.27) quotes that: “Intention is the initiation of involvement ..., it is used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant to us?)”. Therefore, listening and hearing are not synonymous. Hearing occurs when your ears pick up sound waves being transmitted by a speaker, listening involves making sense out of what is being transmitted (Hamilton, 1999).

Both hearing and listening are the processes of reception sounds or information. According to Surbhi (2016), hearing and listening have some following differences:

- An individual's ability to perceive sounds, by receiving vibrations through ears, is called the hearing. Listening is something done consciously that involves the analysis and understanding of the sounds you hear.

- The hearing is the primary and continuous in nature, i.e. the first and foremost stage is hearing, followed by listening and it occurs continuously. On the other hand, listening is temporary, as we cannot continuously pay attention to something for long hours.

- The hearing is physiological, which is through one of our senses in the living organisms. On the contrary, listening is a psychological (conscious) act.

- While hearing is a passive bodily process that does not involve use of the brain. As opposed to listening, it is an active mental process, which involves the use of brain to draw meaning from words and sentences.

- Hearing involves receipt of the message through ears. Conversely, listening encompasses interpretation of the message received by ears.

- The hearing is an inborn ability but listening is a learned skill.

- In the hearing, we are not aware of the sounds that we receive, however in the case of listening, we are completely aware of what the speaker is saying.

- Hearing involves the use of only one sense i.e. ears. In contrast, listening, involves the use of more than one senses i.e. eyes, ears, touch etc. to understand the message completely and accurately.

- In the hearing, we are neither aware nor we have any control over the sounds we hear. On the other hand, in listening, we are aware of what the other person is saying and so we listen to acquire knowledge and receive information.

- Hearing does not require focus whereas listening does.

Therefore, when learning English, we want to get knowledge actively through reading, writing, speaking and listening skills. Listening skills are very important in learning English and we need to practice listening skills in an active way.

2.1.4. Active listening and passive listening

2.1.4.1. Active listening

According to Team FME (2013), listening is the most fundamental component of interpersonal communication skills and is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. As a listener, you should remain neutral and non-judgmental; this means trying not to take sides or form opinions, especially early in the conversation.

They also mention that active listening is concerned with improving your ability to understand exactly what the other party means when speaking to you. This is not as straightforward as it sounds because active listening involves listening for meaning (specifically, the meaning perceived by the other party), not just listening to the words they use and accepting them at face value.

Active listening requires patience because people need time to explore their own thoughts and feelings before putting them into words. This means that short periods of silence should be accepted and you need to resist the temptation to jump in with questions or comments every time the speaker pauses.

Listening is a conscious activity which requires attention. Rather than waiting to speak, listeners need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer. Listening fully - or actively means putting everything else out of your mind and acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say . Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict.

A listener can use several degrees of active listening, each resulting in a different quality of communication. According to Team FME (2013), there are three main degrees of listening:

- Repeating
- Paraphrasing
- Reflecting

Active Listening needs you to put your own concerns, attitudes and ideas to one side whilst listening to speaker. This removes distractions so you can observe conscious and unconscious signs. You can discern the true meaning from the speaker's words.

This technique leaves the speaker in no doubt that you are giving them your full attention. Team FME (2013) implies that when it is used skillfully, active listening can:

- Demonstrate your undivided attention
- Encourage the other party to continue speaking
- Restart a completely stalled narrative
- Reassure the other party regarding self-disclosure
- Confirm, improve, or correct your understanding
- Fill any gaps in the content of the narrative
- Improve the other party's insight into the issues
- Build rapport between you and the other party

In a word, active listening is the single most useful and important listening skill. Gaurav (2011) implies that in active listening we are also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message. We restate or paraphrase our understanding of their message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective. He also mentions that active listening implies listening with a purpose. We might listen to gain information from the speaker. When listening actively, we obtain directions,

pay attention to details, solve problems, get to know people, share interests, feelings, emotions, etc. In active listening, we engage ourselves into the message that we hear, interact with it, pay attention to sounds, expressions, intonation, as well as take note of what we do not understand. Therefore, when improving listening skills in learning English, students must be active listeners. It is very important and necessary for students to listen actively because active listening is a skill that can be acquired and developed with practice. This is a difficult process in learning English, which needs students to take time and patience to develop. Active listening involves listening with many senses. Giving full attention to the speaker is very important in order to catch up with what the speaker is talking. By providing this feedback, the speaker will usually feel more pleasant and therefore communication process takes place more easily, openly and honestly.

2.1.4.2. Passive Listening

Gaurav (2011) states that we are genuinely interested in hearing and passively listen. We assume that we heard and understand correctly but stay passive and do not verify it. Passive listening is not much different from hearing. He also gives an example to illustrate: “many of us have found ourselves in situations where our minds would drift, we would lose our motivation in listening, and consider the information we hear as "a background noise" or pretend that we are listening just "to be polite." We think that we are listening, but in fact we are simply letting this information go past our brain.”

According to Misra (2011), passive listening is mechanical and effortless. It does not require any special effort. You hear what your teacher says and you might be able to tell the difference between major and minor points of the lecture, but that is about it. Lack of enthusiasm and a "careless" attitude during class characterize a student who is a passive listener. Worley (2011) implies “Effective listening is active rather than passive. In passive listening, you are like a recorder. You absorb the information given.” Therefore, in order to make us more active in listening, we should give full attention with many senses. We need to get needed information and analyze it in order to give our own opinions in the conversation.

2.2. Stages in a listening lesson

In order to help students and facilitate the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while-listening and the post-listening.

2.2.1. Pre-listening stage

Pre-listening stage is also called "introductory or preparatory". According to Boornazian (2015), during pre-listening activities, in order to engage students in pre-listening activities, the teacher may present the title of the text and discuss the topic preparing the students for the activity, ask questions on the related topic, thus checking their background knowledge, giving hints, allowing students to think over the topic to be listened to. The teacher prepares and motivates the students by briefly talking about the topic and mentioning the key words or asking general questions about the text they are going to hear – it is vital that we cover the specific vocabulary and expressions that students will need. The teacher should assess students' background knowledge of the topic and linguistic content of the text, as well as provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess and clarify any cultural information that may be necessary to comprehend the passage. In addition, the pre-teaching of some vocabulary that may be problematic can also be a useful part of this pre-listening stage.

In this stage, students are required to bring their attitudes, previous knowledge about the topic. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher can not let his students do a listening blind of information and without any point of reference. All these activities related to this phase are well presented by Hedge (2000, p.249): "Predicting content from the little of a talk, talking about a picture that relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic."

In short, this phase aims at preparing learners with everything necessary for listening and understanding the listening text. It is very important if the teacher prepares activities in order to motivate the students enjoy the lesson. Games or asking questions in warm up that relate to the topic of the lesson can attract students and give them a chance to discuss and guess what they are going to listen after that. Introducing the topic of the lesson and presenting vocabulary related to the topic can help students be ready for the while-listening stage.

2.2.2. While-listening stage

Boornazian (2015) says that while-listening activities give time to read through the tasks before listening, as during the listening they are to be fully concentrated. For while-listening activities, handouts with some simple questions enable students to answer them in the process of listening should be prepared. Another motivating while-listening activity is to ask students to write down in columns as many words as they manage to hear; this activity requires concentration and speed. Here the teacher's advice is not to concentrate on all the words, students should listen to key words. When the teacher finishes checking the students' answers, they should emphasize the main points of the text and explain the difficulties in vocabulary or structures that their students encounter while listening. Many activities are suggested for teachers to use in this phase: Gap-filling, True/False statements, Answering comprehension questions, Matching, Multiple choices and Reordering.

2.2.3. Post-listening stage

Post-listening activities refer to all activities which can be further practiced after the second stage. Post listening activities are considered to be a source of motivating. Students are given the opportunity to get more information about the topic (this interest is not confined only to the original passage but it tends to include student's impressions, opinions, attitudes...) (Hedge, 2000). This phase of post listening may include:

- Multiple choices or true false questions to be done by students to reflect their comprehension of the passage
- Summarizing the passage depending on student's notes which had been taken during the while listening stage
- Checking answers to any comprehension tasks in pairs or groups which are less motivating for many students who find listening difficult, or push different groups to listen to different passages might be linked together after which they exchange information to complete the whole original text or passage (a story for example)
- Using debates, discussions, role-play etc, as means for practicing speaking as well as writing messages and letters to practice the writing skills.

In brief, post-listening stage represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. This phase includes activities that allow for recycling and further activation of vocabulary and structures as long as they are interesting and engaging and are carefully thought out such as checking and summarizing, discussions, information exchange and problem solving, etc.

2.3. Problems in learning listening skills in another language

Liubinienė (2009, p.89) says, “Listening, like reading, writing, and speaking, is a complex process best developed by consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career.” Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject. However, why do the students have many difficulties in listening English? Why is their communicative ability still weak? In fact, these are caused by many reasons such as problems related to the listeners (lack of concentration and attention, lack of

prior knowledge and proficiency and students' motivation), problems related to the content of the message and problems related to the speakers.

2.3.1. Problems related to the listeners

2.3.1.1. Lack of concentration and attention

Stephen and Lucas (1998) says that in the listening process, the learners can take in all the speaker's words and still have plenty of spare. That is why the learners or listeners interrupt their listening with thinking about other things in the classroom context, Rost (1994) has stated the same problem: "Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration .Such pupils may not be adapting well to the numerous distractions in a typical classroom". They explain that students when experiencing listening they attempt to perceive speech word by word instead of focusing their attention on the meaning.

Because of the lack of concentration and attention, the students often miss information in communication process. This leads to a big problem that students can not catch up with the conversation. Therefore, when listening, students need not only background knowledge and language knowledge, but also their attitude to the conversation. Students need to concentrate to grasp necessary information to understand what speakers want to say.

2.3.1.2. Lack of prior knowledge and proficiency

"Gaps in our knowledge of the L2 culture, of the associations and references available to native users, can present obstacles to comprehension" (Anderson & Lynch, 1988, p.35). The concerned knowledge in this context is the socio-cultural, factual or the contextual knowledge of the target language. This background of non-linguistic clues is very essential in helping students to understand the target language as well as means to express its culture.

The second kind of knowledge whose lack presents a problem in the listening comprehension is the linguistic knowledge. In this case, listeners can clearly hear but unable to understand, this is due to their low proficiency and their

low level in grammar, syntax, phonology and the semantic features in the target language (Anderson and Lynch, 1988). The students having gaps in their linguistic knowledge result in abandoning the listening process. They insist on the great impact the linguistic competence has on enabling students to recognize the formatives of the heard utterances and to find out morphemes, words and the meaning.

Rost (1994) says students with some physical problems, which prevent them from participating, are unable to hear what is said. They can also be affected by environmental problems such as noise.

In short, background knowledge and linguistic knowledge play an important part in listening comprehension. Students who gain background knowledge and linguistic knowledge will understand what speakers want to say in communication process and express their opinions in effective ways.

2.3.1.3. Lack of students' motivation

Students' motivation nowadays is a major issue in teaching and learning process. Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Seville-Troike (2006, pp.85-86) claims, "individual motivation is another factor that is used to explain why some English learners are more successful than others". The more motivated students are, the easier they will learn a new language. Students' motivation is commonly argue, because of it is not that simple to enhance and encourage the students' motivation to be higher than before. Teachers tried to do some methods to encourage the students' motivation. They tried to do it by both using the materials with rich of content and appealing the students to be engaged to the learning process. Even if they have done those things, most students failed to find themselves engaged and focus to the learning experience. Tambunan (2016) states, "the real challenges for teachers and learners lie in finding ways of sustaining the motivation through the long and often arduous process of learning a language".

In short, students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language-learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

2.3.2. Problems related to unfamiliar contents

Yagan (1993, p.16) comes to maintain that: "The listening material may deal with almost any area of life. It might include street gossip, proverbs and situations unfamiliar to the students, also in a spontaneous conversation speakers change topics". The content structure or the information organization in an oral passage plays a noticeable role in learner's understanding. So a well-organized passage should be characterized by the chronological and logical order of event to aid students in their listening comprehension, and any disruption or flash back seen to make the information more difficult to be understood.

In short, the learners need to understand the importance of the topic in communication process. When grasping the topic, listeners can guess the content of the conversation, what speakers are saying. Therefore, students should be familiar with topics they use in their listening comprehension practices. They need to have background knowledge about many fields of life and society. The good familiarity with the topic reduces the level of difficulty. In addition, the teacher should know about students' level and choose appropriate listening materials to encourage them to join the listening process effectively. If listening materials are too difficult for students to listen, they can not improve their listening skills and feel bored uninterested during listening process.

2.3.3. Problems related various native accents

The difficulties related to the speakers we notice that learners who are familiar to conduct their learning in slowly and deliberately spoken English find a

considerable difficulty in understanding native speakers talk and conversations. They always claim that they are unable to comprehend this fast and spontaneous speech. The level of difficulty in comprehension is also noticeable when the speakers use complex structures and words to express their ideas.

In addition, Munro and Derwing (1999) expressed that too many accented speeches can lead to an important reduction in comprehension. Unfamiliar accents of both native and non-native speakers can cause serious problems in listening comprehension. 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, they 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 process impossible for the listeners.

In a word, speakers' accents and speed have great influence on listening process. Listening is an active process in communication. The effectiveness of listening is expressed when listeners not only actively grasp vocabulary from the message but also understand the content, guess what speakers mean, what they want from listeners. Accents of the words and sentences are important because they can help the listeners guess words and grasp key words of the message. Listeners who own much vocabulary and standard pronunciation will have a good listening ability.

2.3.4. Obstacles from learning facilities

According to Wragg (1993). The class atmosphere is an important factor in the listening process. Sometimes the inconvenience of 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 next to the windows are also affected by the noise that come from outside. As a teacher, we have to take into account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in-group activity or to get feedback from students. He also comments that the temperature of class can be counted as a factor that makes listening comprehension difficult. The class

that does not have air conditioner or heater may be too hot in summer or too cold in winter. These will make students unfocused on listening process. In addition, quality of recorded materials will also affect to listening comprehension. In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can influence on the comprehending of students' listening.

Therefore, besides the factors of listeners and speakers affecting listening process, the objectives factors as the content of the message and physical setting play an important part in the effectiveness of students' listening comprehension. Improving all these conditions above will make the interaction between listeners and speakers more effective, the conversation become more interesting, and people who involve can understand each other. The low level of listening comprehension will cause the unconfidence, shyness for students in learning English. When students have good listening comprehension strategies, their communication ability can be improved. They will feel more confident in expressing their opinions to others.

2.4. Effective questioning techniques in teaching English listening skills

2.4.1. Definition of questioning techniques

Arslan (2006) states that questioning is one of the important skills within active listening. In a listening lesson, teacher will use questioning techniques in pre-listening stage to guide students to enjoy the lesson as well as help them to focus on the content of the listening text. Asking questions helps students to focus or concentrate more on what the speaker is saying. It helps them when making a summary of what you heard, when reflecting and interpreting the material. However, not all questions can help you get the information you are looking for. The teacher needs to choose appropriate types of questions to encourage students to enjoy the lesson.

According to Team FME (2013), developing your ability to ask questions that draw out the information needed to aid your understanding of the speaker's situation and help them find a resolution is crucial to your success. Your questions help you to:

- Focus attention
- Elicit new ideas
- Encourage exploration
- Foster commitment

In short, questioning is the strongest tool at a teacher's disposal as it teaches students how to think. Good teachers use a variety of questioning techniques to engage their students and improve student learning. Questioning students is one of the most important teaching methods in general and teaching listening skills in particular. The challenge is to find ways to encourage all students to answer the question in the classroom. When interacting between the speaker and the listener, it is important to gain an accurate understanding of the message they are delivering. If wrong questions are used, we'll probably get wrong answers. Asking right questions is at the heart of effective communications and information exchange. By using the right questions in a particular situation, we can improve a whole range of communications skills.

2.4.2. The important of questionings

Hall (2016) says, “Questions are the most common form of interaction between students and teachers. The majority are recall and comprehension - lower order questions which do not require students to actively process information”. It is only in active processing that the students achieve deep level learning. In order to raise students’ levels of achievement, they need regular practice in higher order thinking - analyzing, synthesizing and evaluating. Focusing on the kinds of questions we ask in classrooms and the strategies we use can help us achieve this.

Paul and Elder (2000, p.3) states, “Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field...the field would never have developed in the first place”. In order to keep a field of thought alive teachers have to constantly ask questions of it, rather than simply allowing that field to close down. Teachers are then able to challenge existing or established answers through questioning to challenge students’ thinking.

Hall (2016) implies that questions are important because they serve a number of following essential purposes:

Firstly, teachers give immediate feedback on pupils' understanding, which can then be used by the teacher to modify the teaching.

Secondly, teachers help students to develop their thinking from the lower order concrete and factual recall type to the higher order analytical and evaluative which promote deeper understanding.

Thirdly, teachers prompt students to inspect their existing knowledge and experience to create new understandings. Articulating understanding helps to clarify it and improves the likelihood that it will be retained.

Fourthly, they focus students on the key issues and enable teachers and pupils to see progress over time.

Lastly, teachers model for students how experienced learners seek meaning-moving them towards greater independence.

In conclusion, applying effective questioning techniques in pre-listening stage not only encourages students to think critically, but also allows teachers to assess whether their students understand a particular concept. This requires the teacher to be able to come up with the right questions in order to get students to provide responses that are both relevant and of high standard. This will help students improve their listening skills through teacher's guiding, explanation about vocabulary and questions related to the listening topics.

2.4.3. Types of questions

Many questions we can ask students to help them focus on the listening lesson. We also make sure that we have a clear idea of why we are asking a question in a particular way and at a particular time. Team FME (2013) classifies into seven following different types of questions we can ask students:

Firstly, **Open questions** are commonly used to encourage the other party to open up, so that you can gather the necessary information. They often start with why, what, where, which, and how. You will find that they work best when the conversation is already flowing freely. For example:

- *'How was that strategy useful?'*
- *'What did you do to keep your team on track?'*
- *'How would you respond to this customer's concerns?'*

Secondly, **Probing questions** can be used to clarify something that has already been said or to find out more detail about it. Many of them are helpful in creating rapport, but you must take care not over-use them as this can make people feel as if they are being interrogated or even attacked.

Make sure your verbal and nonverbal signs are neutral or supportive when asking such questions. This type of question is useful in uncovering details that may have initially been overlooked or thought irrelevant. For example:

- *'Why do you think this is the case?'*
- *'What does that mean?'*
- *'What are your options for solving the problem?'* *'Could you be more specific?'*
- *'Who is involved? Who are the key stakeholders?'* *'What needs addressing?'*
- *'Is there an option that you have not yet considered?'*
- *'How have you managed to put up with the situation to date?'* *'How would an objective observer describe this situation?'* *'What do you care most about in this situation?'*
- *'What are your concerns?'*

Thirdly, **Closed questions** require a 'yes' or 'no' answer. Such questions should be used sparingly because they tend to make any conversation feel awkward and one-sided, but in some instances an affirmative or negative answer is all that is

needed. In sensitive situations, they are best avoided as they can harm the rapport and empathy that are an essential part of active listening.

Fourthly, **Reflective questions** are frequently used to check and clarify your understanding. This style of question reflects back to the speaker what they have just said and allows them to fully explore their knowledge of a situation.

These questions also provide an opportunity for the other person to give voice to the emotions they felt at that particular time without you having to interpret why this happened in your question. Use of reflective questions dispenses with you having to express an interpretation or judge why the other person felt this way.

For example:

- *Speaker—‘I feel frustrated with myself.’*
- *Listener—‘And what is this “frustrated with myself” experience like?’*
- *Speaker—‘Those people in dispatch are always messing me about.’*
- *Listener—‘What does that “messing you about” behavior involve?’*

Fifthly, **Leading questions** need to be used with care because they imply that there is a right answer to the question, which contradicts the ethos of active listening. They are useful in situations where you require a desired answer or need to influence people’s thinking.

For example:

- *‘So wouldn’t it have been better to...?’*
- *‘Don’t you think we should have...?’*

Sixthly, **Hypothetical questions** allow you to gauge how someone might act or what they think about a possible situation. They are effective in getting the person to think up and discuss new ideas or approaches to a problem.

For example:

- *‘What would you do if...?’*

- *‘What would happen if...?’*

Lastly, **Paraphrasing questions** are one of the best ways you can check your own understanding of what the speaker has said. For example:

- *Speaker—‘I can’t deliver on that unless accounts get the information to me the same day.’*

- *Listener—‘I’m hearing you say that you could deliver if the accounts depart- ment were able to get the information to you on the same day you requested it. Am I understanding this correctly?’*

Whenever you ask a question, think about how and where you are trying to take the speaker. If the question you ask does not result in a positive step forward then you must ask yourself three simple questions: Did I ask it in the wrong way?, Could the words I used be misinterpreted? and Was the type of question appropriate? The answers you get by asking yourself these things will enable you to develop your questioning competency and alter your behavior in the future. Moreover, it will help the teacher get to know about students’ listening ability at the first stage of the listening tasks. Therefore, suitable questions are very important in motivating students to give their attention to the listening process.

2.4.4. Application of questioning techniques in teaching English

2.4.4.1. Reasons for applying questioning techniques in teaching English

Wood & Carol, (2001, p.82) says “A teacher's questioning technique, correlating with enhanced achievement, should include a balance of convergent and divergent questions, probing questions, listening to student responses, redirecting student responses to other students, providing respectful feedback, and allowing for appropriate time after asking a question”. Teachers ask questions for several reasons (Morgan and Saxton, 1991 as cited from Brualdi, 1998):

- The act of asking questions helps teachers keep students actively involved in lessons

- While answering questions, students have the opportunity to openly express their ideas and thoughts
- Questioning students enables other students to hear different explanations of the material by their peers
- Asking questions helps teachers to pace their lessons and moderate student behavior
- Questioning students helps teachers to evaluate student learning and revise their lessons as necessary

In short, reasons for teachers asking questions to their pupils in classrooms are often rather different from those in everyday conversation. Put another way the rules of talk in the classroom are different from those in other contexts. We question students not to obtain new knowledge for ourselves but to find out what the student already knows. The most important single factor influencing learning is what the learner already knows. (Ausubel, 1978 as cited from Wragg, 2001).

2.4.4.2. Guidelines for classroom questioning

According to Cotton (1998), there are some following guidelines for classroom questioning :

- Incorporate questioning into classroom teaching/learning practices.
- Ask questions which focus on the salient elements in the lesson; avoid questioning students about extraneous matters.
- When teaching students factual material, keep up a brisk instructional pace, frequently posing lower cognitive questions.
- With older and higher ability students, ask questions before (as well as after) material is read and studied.
- Question younger and lower ability students only after material has been read and studied.

- Ask a majority of lower cognitive questions when instructing younger and lower ability students. Structure these questions so that most of them will elicit correct responses.
- Ask a majority of higher cognitive questions when instructing older and higher ability students.
- In settings where higher cognitive questions are appropriate, teach students strategies for drawing inferences.
- Keep wait-time to about three seconds when conducting recitations involving a majority of lower cognitive questions.
- Increase wait-time beyond three seconds when asking higher cognitive questions.
- Be particularly careful to allow generous amounts of wait-time to students perceived as lower ability.
- Use redirection and probing as part of classroom questioning and keep these focused on salient elements of students' responses.
- Avoid vague or critical responses to student answers during recitations.
- During recitations, use praise sparingly and make certain it is sincere, credible, and directly connected to the students' responses.

Pearson (1985) provides some basic steps which can help students make connections between what they know and what they are seeking to learn.

- Ask the inference question.
- Answer it.
- Find clues in the text to support the inference.
- Tell how to get from the clues to the answer (i.e., give a line of reasoning).

In brief, the effectiveness of lessons bases on the content of the questions. Increasing wait-time and the incidence of higher cognitive questions, in particular, have considerable promise for improving the effectiveness of classroom instruction.

In addition, using various types of questions will help students get more knowledge about the listening topics.

2.4.4.3. Ways of exploiting applying questioning techniques in English teaching

Pate (1967) lists some following ways of exploiting questioning techniques in English teaching:

- Before teaching a new lesson, teachers can ask some questions to exploit students available background knowledge as well as direct and lead students to pay attention to new content.
- Making questions is to suggest for the next activities carried out meaningfully. Teachers can ask questions which, to answer them, require students carry out a task or a next task such as reading, listening, interviewing, etc. In other words, these questions make the reading, listening, interviewing activities more motivating. Also, as a result, they make the exercises implemented more meaningfully.
- Setting languages situations or contexts is very important for students to learn a language. The situation supplies them with necessary information to carry out activities. Teachers can ask questions and use visual aids such as some pictures to set a language situation.
- Enriching vocabulary for students is very important to help them get to know about the lessons more actively with suggesting questions

In a word, there are many ways to help students to learn English better. The important point here is that the teachers should select appropriate methods and approaches for students' levels. Requests for the lessons are not too difficult for them to gain because this will make them discouraged and have lack of their attention to the lessons.

CHAPTER 3: METHODOLOGY

In the previous chapter, contextual and theoretical background has been summarized in order to support the study. This chapter will explore the methodology to be applied in the study by discussing in detail the participants, the instruments and the procedures of data collection and analysis.

3.1. The study setting

The study was conducted to investigate the application of questioning techniques in teaching listening skills at The College of Mechanics and Metallurgy. The college is located in Song Cong city in Thai Nguyen province. Students here are trained about electric, mechanics and metallurgy. And English is a basic compulsory subject. The classrooms are equipped with projectors, large screens, speakers and the Internet. This is a convenient condition for teachers to teach English.

The students are taught English from the course book “New Headway Elementary” that is mainly focused on English skills at level A2. Their English scores are average level. Their listening skills are not really good because of their lack of vocabulary and practice. Therefore, providing vocabulary and giving suggestions in teaching English is very important and necessary to help the students have more chances to practice listening skills.

The teachers of English have suitable certificates and degrees. They all have long-year experience (from 10 to 19 years) in teaching English at the college. They could understand the students’ ability about English.

3.2. The participants

In this study, the participants were limited to non-major English students who study English as a foreign language. The study was designed to investigate listening techniques that were employed by 38 non-major English students at the College of Mechanics and Metallurgy. They were second-year students at the age from 19 to 21. They were divided into two groups: experimental group and control group. Both groups participated in doing pretest and posttest, and questionnaires.

The experimental group would take part in process of applying questioning techniques. The findings obtained from this study would help improve teaching and learning English in general and listening skills in particular of non-major English students at The College of Mechanics and Metallurgy.

Six teachers of English at The College of Mechanics and Metallurgy also participate in the study in order to get information to fulfill the aims of the study to find out the current reality of using questioning techniques in teaching listening skills.

3.3. Data collection instruments

In order to obtain a sufficient collection of reliable and valid data for the study, two listening comprehension tests and questionnaires were employed.

3.3.1. Listening Comprehension tests

Tests, divided into a pre-test and a post-test, were carried out to evaluate the students' listening comprehension ability before and after applying effective questioning techniques. The study used two listening tests: one is for pretest and the other one is for posttest. Pretest is a listening comprehension test which does not applying questionings at pre-listening stage. Posttest is carried out after applying questioning techniques at pre-listening stage. Tests were sourced from Key English Tests – A2 level. The tests lasted thirty minutes with five listening parts in each test. Tests aimed to assess the performance of the study groups in listening comprehension as well as to identify students' difficulties in learning listening skills. Listening comprehension pre-test and post-test were shown in appendix 2A and appendix 2B.

3.3.2. Survey questionnaires

A survey questionnaire is chosen because it has many advantages. First, questionnaire is a simple and familiar instrument of collecting information from the students and is less time-consuming than other instruments. Second, questionnaire can be given to a great number of students at the same time and it is self-administered. The participants tend to share the information more naturally, even

some sensitive information. Third, the data collected are more accurate and objective because questionnaire is usually given to all the subjects at the same time. There are three sets of questionnaires A and B.

Questionnaire A was completed by both experimental and control group and was carried out before applying questioning techniques. It consisted of 10 questions including closed and open questions. Questionnaire was divided into three parts: The first part was personal information such as students' name (optional), age, gender, their time of learning English. The second part consisted of 8 closed questions to know about the students' thoughts about English in general and listening skills in particular, about their habit of using English in real life and their expectation in learning English. The third part included 2 open questions to examine the students' opinions about teaching and learning English. The purpose for mixing of both closed and open questions was that the former is easier to collect and analyze and the responses to the later would provide more flexibility so that the respondents could give answers that are more accurate.

Questionnaire B was completed by the teachers of English who teach English at The College of Mechanics and Metallurgy. It consisted of 10 questions including closed and open questions. The questionnaire was divided into two parts: The first part was personal information such as students' name (optional), age, gender, their time of teaching English. The second part consisted of 9 closed questions to investigate about the teachers' thought about the importance of listening skills, how they teach English at school, what kind of teaching aids they often use in teaching listening skills. Moreover, the questions 5, 6, 7 and 8 were given to explore the teaching methods the teachers use in teaching English such as guiding students to make prediction what the speaker is going to talk, making questions related to the content of the topic and giving new words, new structures for the students before listening.

3.3.3. Materials

Students at the College of Mechanics and Metallurgy were taught English by the course book: New Headway Elementary, 3rd edition written by Liz and John

Soar. The course book consists of fourteen units for two terms. Each unit includes four different language skills: reading, speaking, listening and writing as well as language elements such as pronunciation, grammar and vocabulary. There are fourteen topic-based units in the course book, covering 14 listening sections with many small listening tasks in listening sections.

In the second term, there are 7 units from unit 8 to unit 14. The listening tasks in the listening sections were also adapted so that they could be suitable to be used with questioning techniques.

3.4. Applying questioning techniques at pre-listening stage

Each unit in the course book was based on listening tasks in the course book. Basing on the content of each unit and the tasks of the listening text, some appropriate ways of applying questioning techniques at the pre-listening stage were used.

Table 3.1: Listening topics and questioning techniques

UNITS	LISTENING TOPICS	QUESTIONING TECHNIQUES
UNIT 11: Looking good!	<ul style="list-style-type: none"> - Who's at the party? - The house is a mess - Flying without wings - In a clothes shop 	<ul style="list-style-type: none"> - giving pictures from the course book - explaining vocabulary, structures - listening to a song - making questions related to the topics
UNIT 12: Life's an adventure!	<ul style="list-style-type: none"> - Future plans - I want to see the world. 	<ul style="list-style-type: none"> - Suggesting vocabulary, structures - Showing pictures

	<ul style="list-style-type: none"> - The weather - Making suggestions 	<ul style="list-style-type: none"> - making questions related to the topics
UNIT 13: Storytime	<ul style="list-style-type: none"> - A quiz - Noises in the night - The Christmas presents - At the chemist's 	<ul style="list-style-type: none"> - Giving vocabulary, structures - Guiding stress and intonations - Making questions related to the topics
UNIT 14: Have you ever?	<ul style="list-style-type: none"> - In my life - A honeymoon in Venice - All around the world At the airport 	<ul style="list-style-type: none"> - Giving vocabulary, structures - Listening to a song - Making questions related to the topics - Showing a video

The procedure of using questioning techniques at the pre-listening stage is described as follows:

- Before doing listening tasks, teacher gives students questions for which the answers may be in the listening text. These questions must be suitable for each purpose of listening tasks. If the purpose of listening is to get the main ideas, the questions must be general. If the purpose is to get specific information, the questions must be more detailed. The teacher can use the questions at the pre-listening stage in many ways such as using pictures, showing a video, organizing games, giving hands-out in which many kinds of questions are presented, interviewing. By raising useful and topic-focused questions from which such items

as vocabulary, grammatical structures, the contents of the listening text can be exploited and employed for the main listening task.

- Next, the teacher asks students to read/listen to the questions carefully. By this way, students may build up their own expectations about the coming information. They can even have a framework of the organization of the listening text if the questions are in a well-arranged order. Students can work in groups, in pairs or individually to deal with guiding questions depending on the instructions of the teacher.

These are some examples:

Example 1:

Unit 13: story time

Listening task 2: At the chemist's (Everyday English p.105) .

Applying questioning techniques by making questions related to the topic

In this listening lesson, the teacher asks students to look at the conversation, and then asks them to find new words and answer the teacher's questions that are related to the content of the listening lesson. Questions can be asked:

- Are there any new words? What are they?
- Are there any words that are difficult to pronounce?
- Can you find key words that are stressed in the sentences?
- What is the main content of the conversation?

By using the questions above, students are encouraged to listen to information in detail in the listening task. Therefore, they may find it easier to remember the content.

Example 2:

Unit 14: Have you ever?

Listening task 2: At the airport (Everyday English –p.113)

Applying questioning techniques by asking suggesting questions and revising numbers and alphabets

In this listening task, students will listen to the airport announcements and complete the chart. Firstly, the teacher will ask students to look at the chart to get to know about the requirement of the listening task. Then the teacher asks them to work in pairs to answer some following questions:

- Can you tell me where it is?
- Are there any new words in the chart? What are they?
- Can you say numbers in English?
- Can you pronounce the English alphabets?

By this ways, students are suggested and revised related information about the listening topic. They will find easier to follow the listening task to get needed information.

3.5. Data collection procedure

The experiment was implemented for 8 weeks. During the experiment, the researcher directly taught the experimental group and the control group. With a view to assure the reliability and validity of the research, quantitative method was employed. Collecting information for data analysis was carried out in the academic year 2017-2018 and including the following steps:

Firstly, survey questionnaires A and B were carried out to have all of the needed information about the participants. Questionnaire A with 10 questions was given to students to recognize the students' existing problems in learning listening and aim at investigating the students' expectations to help them increase their listening comprehension before the treatment. The questionnaires included clear instructions on how to reply to questions, thus the participants could do it easily. Questionnaire B is delivered to get to know about the teachers' opinions about teaching methods that they have experienced during teaching time. Basing on the result of questionnaires A and B, the researcher knew about the problems the

students of face in learning listening skills, their use of English and the way they learn English and teaching methods applied by teachers of English.

Secondly, listening comprehension pretest was held after the researcher had results of questionnaires when questioning techniques has not applied yet. This assessment helped the researcher to get to know about the students' ability in listening English skills. The pretest results were to compare with the results of the posttest to confirm the effects of questioning techniques.

Thirdly, from the results of pretest, the researcher applied questioning techniques at pre-listening stage to apply for the students of experimental group in eight weeks. The students of the experimental group were taught English listening skills using questioning techniques in eight weeks. Four units (from unit 11 to unit 14) with many listening tasks were adapted so that every listening lesson could be performed with questioning techniques. Questioning techniques were used in a variety of ways such as using pictures, organizing games, giving hands-out in which many kinds of questions are presented, interviewing, showing a video, providing an unexpected model, setting the scene. Nevertheless, the students of the control of group were traditionally taught.

Fourthly, after eight weeks of applying questioning techniques, listening comprehension posttest with the same format and level of difficulty as the pre-test on both groups was held to evaluate students' listening comprehension ability after applying questioning techniques. The result of the posttest was compared with the result of pretest to find out the effectiveness of questioning techniques applied.

The next step was collecting all information from the results of posttest and questionnaires were for conducting statistical analysis. The collected data was presented in tables and charts. Basing on the data collected, the researcher carried out analyzing and discussion in the next part.

3.6. Data analysis

The researcher utilized quantitative data in the research. The quantitative data was derived from the students' listening scores in pretest and posttest and

questionnaires. The results of the listening pre and posttest and the data from the questionnaires were quantitatively processed using statistical frequency based on percentage by means of tables or charts.

CHAPTER 4: FINDINGS AND DISCUSSION

This chapter presents the general background of the teachers and students, analysis, discussions and interpretations of the data gathered from the selected sample students and instructors. It presents the entire research work, in which data collected by means of questionnaires from teachers and students, interviews and tests (pretest and posttest) are presented, analyzed by using table, chart and textual discussions. As such it forms the fundamental basis for the summary of major findings, conclusion and recommendation of the study.

4.1. Statistical results from teachers' and students' questionnaires

4.1.1. General information about students

This part, general information, provides us with an overview on students' background information. This study was conducted with the participant of 38 students who came from The College of Mechanics and Metallurgy in Song Cong city in Thai Nguyen. Information required consists of gender, age, and the time of learning English. The number of male students are not much more than that of female students. There is a little bit difference about age between students. They are from 19 to 21 years old.

In addition, some information about students' learning English is shown from question 1 to question 5. In general, students have lack of practice English at school and in real life. They also use some ways to listen English; however, they do not do it often. This is cause that they have many difficulties in listening English.

4.1.2. Problems encountered by the students in learning listening skills

4.1.2.1. Problems from the students

In the questionnaire, the sixth question focuses on the problems from the listeners with three aspects: guessing what the speaker talks about, it hard to find the key words and the main points and guessing unknown words or phrases. These aspects are combined with four levels of frequency that students meet with the difficulties. The response are calculated and displayed in the table 4.1 below:

Table 4.1: Problems from the students

Problems	Never	Sometimes	Often	Always
Difficulties in guessing what the speaker talks about	0%	26.3%	39.5%	34.2%
It hard to find the key words and the main points	7.9%	26.3%	44.7%	21.1%
Guessing unknown words/ phrases	7.9%	23.7%	28.9%	39.5%

The first problem that students have is difficulty in guessing what the speaker talks about with 73.7% (often and always). This shows that the students have a habit of listening to word by word. They do not focus on particular cues that help them to guess what is going to be talked about. Cues are provided indirectly that well-trained or experienced listeners could recognized naturally such as the title of the listening task, photos, maps, charts or anything that provide in the listening. Besides, making questions relating to the listening topic would keep students motivated and improve their comprehension. In this way, prediction question prepared in the pre-listening stage is such a useful way for comprehension improvement.

The second problem is that it hard for them to find the key words and the main points in listening comprehension. 68.5% (often and always) of the students can not recognize the main points in a listening because they concentrate too much on listening to word by word. Thus, they can not identify the key words or the content words of the listening tasks. Berman (2000) gave some clues to identify the main points in listening: First, discourse marker is considered to be the bridge that leads to the points. It is such a natural thing that the speakers often signal the main points with discourse markers. Markers are often used by the speakers (in addition,

moreover, furthermore, because, due to the fact that, as a result, consequently, etc) announce a modification or an addition to an idea while marker of cause and sequence or inform us the reason and the result of a fact or an action. Secondly, repetition is supposed to be the signal of main points. When a word or phrase is repeated for several times, possibly it covers the important points. Thirdly, the speaking speech also supplies cues for catching the main points. In fact, the natural talk is very fast to second language learners, so it makes up some trouble to the non-native speaker.

The third problem is guessing unknown words or phrases with 68.4% (often and always) and 23.7% (sometimes). The data shows the students have limitation of vocabulary. They do not know the key words in the listening task, which will make them have difficulty in guessing the content and the main points of the task. Hasan (2000) says that on facing a new word, they tend to find out the meaning rather than infer it from the context. In addition, students have to make sure that they do not spend much time on guessing the unfamiliar word or they will miss the speaker's next point. The speakers may use synonyms, antonyms or appositives to explain the words. Therefore, enriching vocabulary is very important and necessary to become a good listener. There are a small number of students who never have difficulty in this problem with 3%. This shows they have good vocabulary.

In short, from the results analyzed above, we can see that students' ability in listening English is rather weak. Their vocabulary is very poor; therefore, they can not guess the meaning of the spoken words. They will miss content of the listening sentences and can not understand what speaker is talking about. From these results, students must spend more time enriching their vocabulary and practicing listening more.

4.1.2.2. Problems from listening materials

The question 7 in the questionnaire aims at investigating the causes of the problems from listening materials. The table focuses on six aspects: unfamiliar topics, long sentences, speaking speech, linking words, different accents and colloquial words. These aspects are combined with four levels of frequency that

students meet with the difficulties from listening materials. The response are calculated and displayed in the table 4.4 below:

Table 4.2: Problems from listening materials

Problems	Never	Sometimes	Often	Always
Unfamiliar topics	7.9%	13.2%	47.4%	31.6%
Long sentences	10.5%	18.4%	31.6%	39.5%
speed		26.3%	31.6%	42.1%
Linking sounds	2.6%	29%	34.2%	34.2%
Different accents		47.3%	21.1%	31.6%
Collocations		26.3%	42.1%	31.6%

Table 4.2 shows that unfamiliar topic often bring about a problem in listening comprehension with 79% (often and always). The listening material may contain a variety of fields in life or society. For instance, it is likely a business report, a daily conversation or a political issue which confuse the listener. These conversations may include words, phrases or terms unfamiliar to listeners. The solution is to ask the students to practice as much as they can on these various materials. Therefore, they can get used to listening to the variety of topics without any difficulties.

The long listening sentences are supposed to be an obstacle to students in listening claimed by 71.1% (often and always). Actually, if the students do the listening for a long time, they will be under pressure. This will not bring out good result. Furthermore, if the listening text is too long, the listener is required the skill of note taking. However, the note taking is not easy for students. Most students find it hard to take note while listening for they are not trained with this skill. Hasan (2000) said that the students who have to listen to long sentences in listening text

may cause memory problems or even fatigue and learners may miss the rest of the text when there is a lapse in concentration.

When listening English, linking words is also a big problem with 68.4% (often and always) because the students can not guess the words that are linked. The linking of the first word and the word coming right after which begins with a vowel is the most common obstruction in listening since the students are used to hearing each separate word by unit in a sentence and slow stream of listening. They misunderstand the linking words or they have no idea of the meaning delivered. Therefore, listeners need not only rich vocabulary but also their good pronunciation.

According to the table, variety of accents causes difficulties to students in listening comprehension since they do not have much exposure to different accents. The result from table demonstrates that 47.3% (sometimes) and 52.7% (often and always). This shows that different accents can cause the students have difficulties in listening English. For instance, if learners listen to French people speaking English, they will feel hard to understand him or her as they speak English in a native French intonation. For this linguistic feature, students need much more exposing to different kinds of accents. Yagang (1994) assert that the listeners have tendency to get familiar with the accents which they mostly listen. If listeners are exposed to standard British or American accents, they will face problems in understanding other accents.

Speaking speech is another problem in listening English. The elision of a sound or exactly a syllable in a word often occurs when listening. These kinds of features may be encountered when the message is spoken at such a rapid speed mood that the sentences uttered can not be spoken word by word. Thus, students cannot recognize the words that they hear. Liaison and elision, as Yagang (1994) think, are difficulties which listener often face while listening. Normally, they get used to the written words that organized orderly in a textbook. Thus, in the stream of speech, students find it hard to recognize separate words.

Colloquial words are really big problems for listeners. They often know one meaning for each word while all most English words are multi-meaning. They

always have more than one meaning. The real language includes colloquial words, expressions and even slang which absolutely hardly bring the students any concepts about them. McCarthy (1990:15) points out that it takes native speakers years to acquire an acceptable knowledge of collocation.

In a word, problems from listening materials are objective factors that impact students' listening process. Almost of the students find that they have many difficulties in listening when they meet unfamiliar topics, long sentences, speaking speech, linking words, different accents and colloquial words. This shows their vocabulary is still very poor. In addition, they are lack of knowledge about listening topics. Moreover, their pronunciation is very weak, which causes they can not guess the word with linking words or different accents. Therefore, practicing listening more and more and enrich vocabulary is very important to improve students' listening skills.

4.1.2.3. Problems from physical settings

The question 8 in the questionnaire focuses on problems from physical settings. The table mentions to four aspects: poor tape quality, poor tape equipments, noise and large classroom. These aspects are combined with four levels of frequency that students meet with the difficulties form physical settings. The response are calculated and displayed in the table 4.5 below:

Table 4.3: Problems from physical settings

Problems	Never	Sometimes	Often	Always
Poor tape quality		13.1%	39.5%	47.4%
Poor equipments		10.5%	47.4%	42.1%
Noise		26.3%	42.1%	31.6%
Large classroom	5.3%	36.8%	36.8%	21.1%

Table 4.3 shows the problem comes from the poor quality of the tapes or disks with 86.9%. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out.

The poor equipment is also a big obstacle to students in listening with 89.5%. For an example, in listening comprehension, it is the best place for students to do the listening in the laboratory room. This somehow will bring out the better result for the noises outside can not get through the lab room. A good cassette recorder or a CD player may give them the better rather than that of the old one.

The table 4.3 also shows that there are 73.7% of students have to face the problem of noises. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task.

In addition, large classroom is a problem with 57.9%, so it is not a big problem for students in listening. There are 2 (5.3%) students who said that large classroom does not interrupt them in listening. There are 14 students (36.8%) who sometimes have difficulties in listening with large classroom. In fact, this is a necessary condition for students to have a good listening.

In a word, problems from physical settings are objective factors that influence on students in listening English. Before listening, we should prepare and limit these objectives factors in order to increase the effectiveness of listening.

4.1.3. Students' expectations in term of teachers' methodology

Question 9 and 10 looked into the students' expectations about the teacher's methodology in teaching listening comprehension skills. Question 9 focuses on the importance of work in groups or pairs before listening. There are 30 (with 78.9%) students who think that work in pairs or in groups before listening is important to have a good listening. It is obvious that problem-solving and communicative activities in language teaching require a great deal of co-operation among the

students and are preferable here. Cooperative learning is believed to be an effective type of learning and students can benefit from working in pairs and in groups as this creates chances for them to interact, share experiences, exchange ideas and to learn to cooperate so as to solve an actual learning task. There are only 21.1% of the students think that work in pairs or in groups is normal.

The collected data from question 10 showed that 100% of the students expect the teachers to explain new words and guess the unknown words or phrases before listening. It is necessary for the students to get a certain amount of vocabulary and the proper names if they want to understand the speaker well. Students expect the teachers should explain new words, new grammatical and different accents from the listening tasks. In addition, they hope the teachers can guide them to guess the background knowledge of the topics and give them more information about the topics. All of these factors will help students listen better.

4.2. Statistical information about teachers

The first part, general information, provides us with an overview on the teachers' background information. This study was conducted with the participant of six teachers of English. Information required consists of gender, age, and the time of teaching English. There are 5 female teachers and only 1 male teacher. They are from 38 to 41 years old. All of them have experience in teaching English at the college.

Question 4 shows all of the teachers teach listening skills when teaching English and they find listening skills are very importance in teaching and learning English in question 5. In question 6, When teaching English, the teachers use teaching aids to gain good results such as computers or cassettes.

From question 7 to 10, the teachers use some methods in teaching listening skills. There are four questions which focus on the aspects: providing students new words, new structures and background knowledge about the topic before listening; guiding students to make prediction what the speaker is going to talk; making questions related to the topic for students to guess the main content of the topic that

is going to be listened and explaining different accents in the conversations before listening. These aspects are combined with four levels of frequency that the teachers meet in teaching listening skills.. The response are calculated and displayed in the table 4.4 below:

Table 4.4: Technique application in teaching listening

Questions	Never	Sometimes	Often	Always
Providing students new words, new structures and background knowledge about the topic before listening		50%	33.3%	16.7%
Guiding students to make prediction what the speaker is going to talk		66.7%	33.3%	
Making questions related to the topic for students to guess the main content of the topic that is going to be listened		50%	33.3%	16.7%
Explaining different accents in the conversations before listening		16.7%	66.7%	16.7%

Form the table, 83.3% of the teachers provide students new words, new structures and background knowledge about the topic before listening (sometimes and often). 66.7% of the teachers sometimes guide students to make prediction what the speaker is going to talk. They make questions related to the topic for students to guess the main content of the topic that is going to be listened with 50% (sometimes) and 33.3% (often). There are only 16.7% usually who do it. When

teaching listening, the teachers often explain different accents in the conversations before listening with 66.7%. 16.7% of them sometimes or always do this.

In brief, from the results above, we can see that the teachers do not always provide students new words, new structures and background knowledge about the topic before listening, guide students to make prediction what the speaker is going to talk, making questions related to the topic for students to guess the main content of the topic that is going to be listened or explain different accents in the conversations before listening. Almost of them sometimes do it. This will help students a little because of their poor vocabulary. Depending on students' level, the teachers should use suitable methods to help them improve their listening skills.

4.3. Statistical results from students' pretest and posttest

There are 38 students who took part in the study. They were divided into two groups: control group and experimental group. Both groups participated in pretest and posttest. However, the experimental group would be applied questioning techniques before listening.

Table 4.5: The control and experience group's pretest and posttest results

Control group	Pretest results	Posttest result		Experimental group	Pretest results	Posttest results
C1	4	5		E1	5	7
C2	5	5		E2	4	6
C3	4	4		E3	5	7
C4	6	5		E4	6	7
C5	6	4		E5	5	8
C6	6	6		E6	6	8

C7	4	6		E7	4	7
C8	5	7		E8	3	7
C9	7	6		E9	5	8
C10	5	6		E10	6	7
C11	6	6		E11	5	8
C12	4	6		E12	6	8
C13	6	4		E13	6	7
C14	6	5		E14	6	6
C15	5	5		E15	5	6
C16	5	7		E16	6	7
C17	7	6		E17	4	7
C18	6	7		E18	4	6
C19	6	5		E19	7	8
Mean of result	5.42	5.52		Mean of result	5.15	7.11

Table 4.5 gives information about the mean of pretest and posttest results of the experimental group and the control group that have reached to. The table also shows that while the mean of the pretest results is nearly equal for both groups with 5.42 and 5.11 respectively, there is a higher posttest result of the experimental than the control group (5.52 and 7.11 respectively).

Looking at the pretest and posttest results of the control group, we see that a small increase of the posttest results in comparison with the pretest results. The result remained the same for the cases of C2, C3, C6, C11, C15, which is about 26.3%. That percentage surprised the researcher because it means about 26.3 % of the students did not make any progress after 2 months learning listening skills without applying questioning techniques. In addition, the result of pretest was higher than those of the posttest for the cases of C4, C5, C9, C13, C14, C17 and C19 with 36.8%. C5 and C13 had the pretest score of 6 and posttest score of 4, which means 2 marks lower. Other cases had 1 marks lower between the pretest and posttest scores. The highest score of the pretest was 7 in cases of C9 and C17. Moreover, the result of pretest was lower than those of the posttest for the cases of C1, C7, C8, C10, C12, C16 and C18 with 36.8%. This result was the same as the result of the pretest to be higher than the posttest result. The highest score was in the cases of C8, C16 and C18 with 7mark. The lowest score of the posttest result was 5 in case of C1.

The information from table also reveals that while the control group had a slight increase, the experimental group witnessed a significant improvement. The result remained the same for the case of E14, which means about 5.3%. This result surprised the researcher because it was much lower than the same case of the control group. There was no case that had the result of pretest was higher than the posttest result. This shows that the other cases (18 cases) had the result of pretest to be lower than the posttest result. In the posttest, there were 4 cases had 6 marks (E2, E14, E15, E18), 9 cases had 7 marks (E3, E4, E7, E8, E10, E13, E16, E17) and 6 cases had 8 marks (E5, E6, E9, E11, E12, E16), the highest scores. After applying questioning techniques in teaching listening skills, the results of posttest were much higher the result of pretest and the control group results. However, thank to information based activities, their problems were definitely solved basically about unfamiliar words, sounds, pronunciation, stress and the lack of background knowledge. This is a surprising result for the researcher.

To be more specific, by comparing the pretest and posttest results of both groups, the researcher realized that there is an improvement in listening comprehension for both groups. However, the control group's improvement of bands scores is different from that of the experimental group. The pie charts below presents detailed information.

Figure 4.1: Pretest and posttest results of the control group



Figure 4.2: Pretest and posttest results of the experimental group



(Note: 1-4: poor score; 5-6: average score; 7-8: good score; 9-10: excellent score)

Figure 4.1 and 4.2 show the scales of score of the pretest and posttest results. In the control group, poor scores (1- 4) tend to decrease from 21.1% to 15.8%. The

average score (5-6) remained stably with 68.4%.The good scores (7-8) tend to increase from 10.5% to 15.8%. These show us the results of pretest and posttest of the control group did not change much.

The similarity of both groups was that the students did not have any excellent scores in both pretests and posttests (9 or 10 mark). The average scores (5 or 6 marks) gained the same percentage in both pretests of two groups and the posttest of control group (68.4%) meanwhile this score of the posttest of the experimental group was much lower with 26.3%. From the figure of experimental group, poor score decreased obviously from 26.3% to 0%. Average score also decreased from 68.4% to 26.3% one thing that surprised the researcher was that the percentage of good marks (7-8) increased markedly from 5.3% to 73.7%.

To sum up, these results above proved that applying questioning techniques in teaching listening has achieved good results. When teachers use questioning techniques in teaching listening skills, the students will find easier to listen. They do not also embarrass with the difficulties about words, structures, different accents, etc. The researcher- the teacher of both the control and experimental groups also recognizes that students of the experimental group, who have difficulties in listening comprehension and usually feel embarrassed when being asked and answering the questions. With the help and encouragement they received, students were less likely to get frustrated and afraid of failure. It is believed that the interaction with the teacher, the support provided using visual cues, short questions, instructions, games activities and hints helped the students to catch up with the information given as well as response the requests.

CHAPTER 5: CONCLUSION AND IMPLICATIONS

5.1. Summary of the key findings

In the chapter 3, two questionnaires, the listening pretest and posttest were used and carried out for data collection in order to investigate the applying questioning techniques in teaching listening skills and find the effects of this techniques at The College of Mechanics and Metallurgy.

Data from questionnaire A for students showed the ways students often use English, the time they spend learning listening English, the difficulties in learning listening skills and their expectations form teachers' teaching methods in order to learn better. Difficulties are in terms of vocabulary and subject background knowledge, the grammar aspect appears in listening tasks. The sound, stress, intonation and discourse are perceived as equally difficult areas. Besides, objective factors like materials, tapes, noise ore large room interrupted the listening process. Being aware of their problems in learning listening skills, the students expected that in order to improve the teaching and learning of listening comprehension skills. The teaching methods should be tailored to suit the level of the students, allow more communicative activities in listening lessons such as working in groups of pairs before listening. They also hoped that teachers should guide them understand more about the topics of listening tasks by explaining new words and structures or giving questions to guide them to get to know more about the background knowledge of the tasks before listening.

Questionnaire B showed the time teachers at The College of Mechanics and Metallurgy teach English, how they think about the importance of teaching listening in learning English. Teachers said that they have used teaching aids like computers or cassettes in teaching listening. Teachers also used ways to helps students listen better but they did not do this regularly.

Base on the results of listening pretest, it can be seen that almost students who had average scores and some of them had poor scores. This shows that they have gotten a good method in listening skills. They still have had many difficulties

in listen. The limitation about vocabulary, the structures, the accents and the topic knowledge led to their low listening results. The pretest results urged us to find an effect method that help students in listening skills and questioning techniques were used and applied.

The data from the listening posttest after applying questioning techniques in teaching listening skills gave us much more information than expected. Overall, the posttest results of the control group increased slightly in comparison with those of the pretest. On the contrary, the experimental group witnessed a significant increase for all of band scores. However, as not expected, there were some cases of both groups whose results remained the same and a few students whose posttest results were even worse than their pretest ones.

5.2. Pedagogical implications

The research was carried out with two groups and gained comparatively high scores in experimental group. Applying questioning techniques in teaching listening skills motivate students to take part in learning English process. Students gained good habits before listening such as reading carefully the instructions of each tasks, getting to know about new words, new structures or different accents and the background knowledge of the listening topics. From the findings of the study, several pedagogical implications for language teachers, students and school administrator are suggested as follow.

5.2.1. For teachers

Developing listening skills of foreign language learners is not a simple task. It requires great and continuous effort from language teachers. In order to help students become effective and active listeners, the teachers' role is crucial.

Firstly, the teacher should find out students' English level in general, their listening proficiency in particular, their needs, their expectations, and their difficulties. This could be done by conducting a survey or through discussion in class. Without a full and comprehensive understanding of above mentioned factors, the process of teaching listening skills is unlikely to gain success. When finding out

students' level, teachers should design suitable lesson plans in order to gain the aims of the lessons.

Secondly, from the findings of the study as well as the researcher's teaching experience, a suitable application of techniques will lead to an effective comprehension. It is important for teachers to be aware that different learners need different techniques. Students step by step gain listening habits to be very important because they can understand what they are going to listen. Teachers should give students more opportunities to assess the listening techniques to become more confident. Time consuming is a disadvantage when using questioning techniques in teaching listening. Therefore, teachers should use various techniques in teaching listening for students. This shortcoming, along with such crowded classes, can be solved by pair work and group work. Teachers should be sure that there is the combination between more capable students and less capable ones in a group. Motivation in language learning is an important factor that teachers should take into account in order to stimulate their students. Consequently, teachers should create a supportive and cooperative learning environment by encouraging students to ask questions, discuss about the task and support each other.

Thirdly, self- study is crucial in learning a second language. Teachers should encourage students to practice listening at home with supplementary material suitable to students' level. For example, providing more listening tasks with the same topic as the one studied at class is a good idea, listening English through films or songs on TV or the radio, etc. self-study will help students have a good preparation before listening including their confidence, their knowledge and their listening habits.

Finally, during teaching listening skills, teachers should test students regularly to help them assess at what level their listening abilities in order that they can set up their goals for the next test time. What is more, testing is one of the effective ways to arouse students' motivation to make progress in the learning of listening.

5.2.2. For students

Students need to carry out the following basic steps to become an active and effective:

Firstly, they should tell teachers about their needs, their expectations of the teacher, as well as difficulties they encounter in English in general and in listening skills in particular. This will give the teachers opportunity to design lesson plans, learning activities that are suitable to their needs, expectations and level.

Secondly, it is advisable for students to participate actively into pair work and group work such as peer correction after each listening time where they can receive the support from their partner and their group members to solve their problems. The researcher's teaching experience shows that it seems much easier for students to tell their classmates about their difficulties. In addition, by exchange ideas among group members, students will be less likely to get frustrated and afraid of failure.

Finally, students need to have a continuous self- study, which will help them to revise and improve their own listening ability. However, it is necessary that they are oriented and consulted in choosing supplementary to practice listening at home.

5.3. Limitations of the study

This study is conducted with the aims to investigate students 'difficulties in learning English listening skills and the effectiveness of applying one of the listening techniques- questioning techniques. The study usefully demonstrates scope, time, and knowledge; however, it is impossible to avoid shortcomings that may affect the quality of the research.

Firstly, the study was only able to be carried out with a quite small sample at The College of mechanics and Metallurgy because of the time limited. This may limit the requirement of objectiveness and generalizations. Therefore, the wider reliability and application of the research results may be partly influenced.

Secondly, because of the researcher's limited research experience and skills, this study cannot avoid some shortcomings.

5.4. Suggestions for further research

The present study has been completed to the researcher's satisfaction in spite of unavoidable limitations. However, the researcher believes it will pave the way for other research of those who wish to bring out the skills needed for learning and teaching listening effectively. In the future, further research for this topic can be developed in more depth if it is extended to a large scale with a large sample number of the students and teachers. In this way, the findings of the study may be more conclusive. In addition, with more time, more listening strategies will be able to be experimented and the effectiveness will be examined. This will permit both teachers and students to apply more different listening techniques in order to help students solve their problems as well as improve their listening comprehension.

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APPENDIX 1A

QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to collect information for the study “An investigation of applying effective questioning techniques in teaching listening skills at The College of Mechanics and Metallurgy”. Your assistance in completing the survey is appreciated. All the information provided by you is solely for the study purpose, and you can be confident that you will not be identified in any discussion of the data. Thank you very much for your cooperation!

I. PERSONAL INFORMATION

1. Full name: (optional)
2. Age:.....
3. Gender: Male Female
4. How long have you been learning English?

II. QUESTIONS

1. How often do you communicate with other people in English?
a. never b. sometimes c. usually d. always
2. How do you think about English listening skills in learning English?
a. not important b. normal c. important
3. How do you listen to English?
a. by watching TV b. by listening to music c. by talking to foreigners
4. When do you listen to English?
a. a. free time b. anytime c. I don't do it
5. Which way can you find to listen to English better?
a. By the CD/ cassettes
b. By the teacher's reading

Here are some of problems you may encounter when learning listening skills. Please tick in the appropriate box.

6.

Problems		Never	Sometimes	Often	Always
From the listeners	Difficulties in guessing what the speaker talk about				
	It hard to find the key words and the main points				
	Guessing unknown words				

7.

Problems		Never	Sometimes	Often	Always
From listening materials	Unfamiliar topics				
	Long sentences				
	Speaking speech				
	Linking words				
	Different accents				
	Colloquial words				

APPENDIX 1B

QUESTIONNAIRES FOR TEACHERS

This questionnaire is designed to collect information for the study “An investigation of applying effective questioning techniques in teaching listening skills at The College of Mechanics and Metallurgy”. Your assistance in completing the survey is appreciated. All the information provided by you is solely for the study purpose, and you can be confident that you will not be identified in any discussion of the data. Thank you very much for your cooperation!

1. Age:.....

2. Gender: Male Female

3. How long have you been teaching English?..... years.

Please tick ✓ or complete the spaces.

4. Do you teach listening skills when teaching English?

Yes No

5. How do you think the importance of listening skills in learning English?

Unimportant Normal important

6. Do you use computers or cassettes in teaching English?

Yes No

7. How often do you provide students new words, new structures and background knowledge about the topic before listening?

Never sometimes often usually

8. How often do you guide students to make prediction what the speaker is going to talk?

Never sometimes often usually

9. How often do you often make questions related to the topic for students to guess the main content of the topic that is going to be listened?

Never sometimes often usually

10. How often do you think giving questions related to the topic before listening will help students listen better?

Never sometimes often usually

APPENDIX 2A: LISTENING COMPREHENSION PRETEST

PAPER 2 LISTENING (approximately 30 minutes, including 8 minutes transfer time)

PART 1

QUESTIONS 1–5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

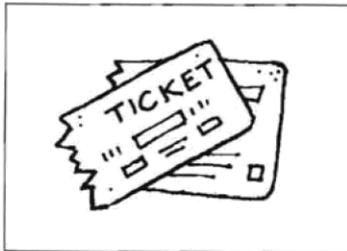
For questions 1–5, put a tick under the right answer.

EXAMPLE

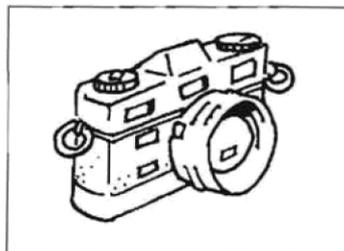
0 What time is it?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

1 What have they forgotten?



A

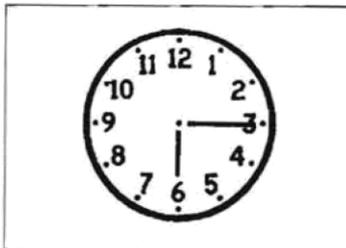


B

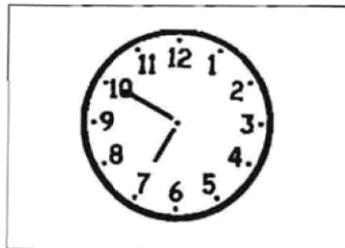


C

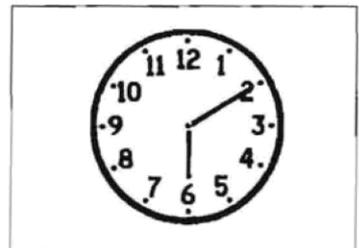
2 What time does the train go?



A

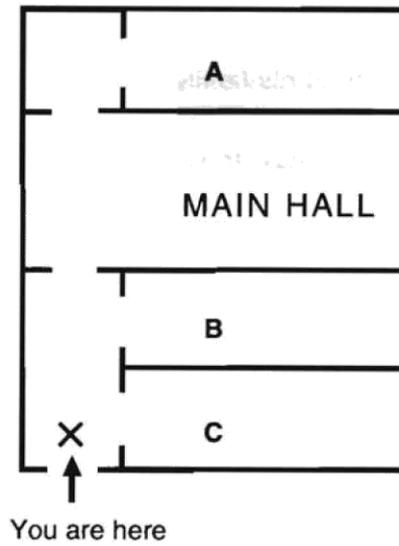


B



C

3 Where is Room 22?



A

B

C

4 Which man wants to see him?



A

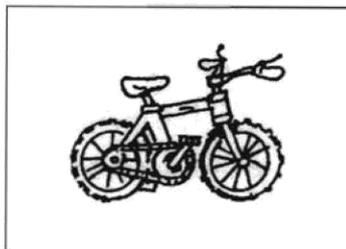


B



C

5 How did the woman get to work?



A



B



C

PART 2

QUESTIONS 6–10

Listen to Paul talking to a friend about his family.

What does each person do?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

EXAMPLE	ANSWER
0 Sally	<input type="checkbox"/> H

PEOPLE

JOBS

- | | | |
|-----------------|--------------------------|-------------------------|
| 6 Bill | <input type="checkbox"/> | A bank clerk |
| 7 David | <input type="checkbox"/> | B doctor |
| 8 Paul's mother | <input type="checkbox"/> | C farmer |
| 9 Paul's father | <input type="checkbox"/> | D shop assistant |
| 10 Paul | <input type="checkbox"/> | E stopped work |
| | | F student |
| | | G teacher |
| | | H writer |

PART 3

QUESTIONS 11–15

Listen to Eric talking to Mary about the weekend.

Their friend, Carlos, is coming to visit them.

For questions 11–15, tick A, B or C.

You will hear the conversation twice.

EXAMPLE	ANSWER
0 What does Carlos hate?	
A shopping	<input checked="" type="checkbox"/>
B museums	<input type="checkbox"/>
C football	<input type="checkbox"/>

11 When is the football match?

A Saturday morning

B Saturday afternoon

C Sunday afternoon

12 Where are they going to eat on Saturday evening?

A at home

B in an Italian restaurant

C in a Chinese restaurant

13 What are they going to do on Sunday morning?

A go for a drive

B get up late

C go to the cinema

Test 1

14 Where are they going to have lunch on Sunday?

- A in a café
- B in a pub
- C at home

15 They can't go to the cinema on Sunday afternoon because

- A Carlos doesn't like films.
- B Eric doesn't like films.
- C they don't have time.

PART 4

QUESTIONS 16–20

You will hear a telephone conversation.

A girl wants to speak to Martin, but he is not there.

Listen and complete questions 16–20.

You will hear the conversation twice.

Phone Message		
To:	Martin	
From:	16	<input type="text"/>
Party at:	17	<input type="text"/>
Time:	18	<input type="text"/>
Please bring:	19	<input type="text"/>
Her phone number:	20	<input type="text"/>

PART 5

QUESTIONS 21–25

You will hear some information about a travel agency.

Listen and complete questions 21–25.

You will hear the information twice.

South Seas Travel Agency	
New phone number:	847 2296
New address:	21 98 Road
Opposite:	22
Opens on:	23
Book a holiday for:	24 £
and get a free:	25

You now have 8 minutes to write your answers on the answer sheet.

APPENDIX 2B: LISTENING COMPREHENSION POSTTEST

Paper 2: Listening

PAPER 2 LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1

QUESTIONS 1–5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 1–5, put a tick under the right answer.

EXAMPLE

0 How many people were at the meeting?

3

13

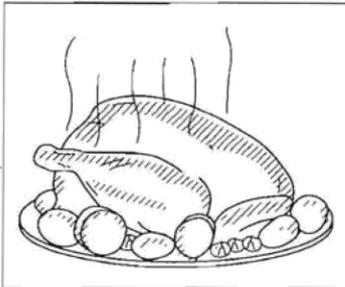
30

A

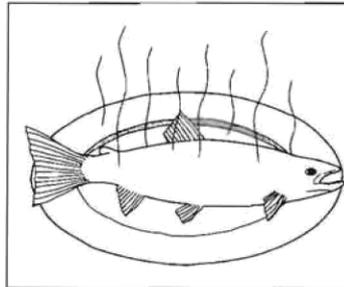
B

C

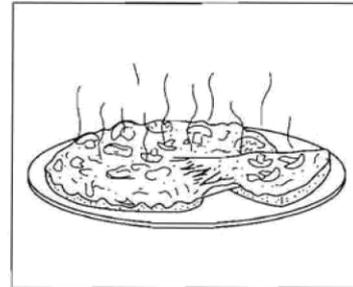
1 What will they eat for dinner this evening?



A



B



C

2 What time is it?

2:10

A

2:20

B

2:30

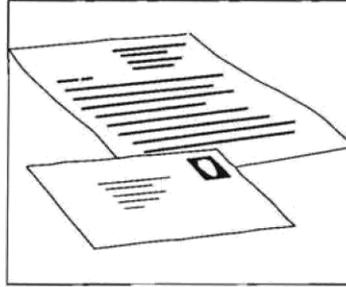
C

Test 1

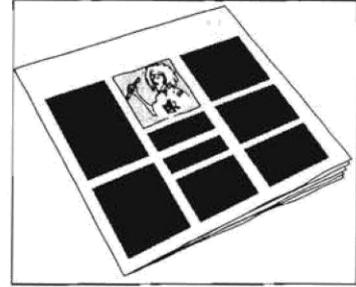
3 What's Michelle going to read?



A



B



C

4 How much did the tickets cost?



A

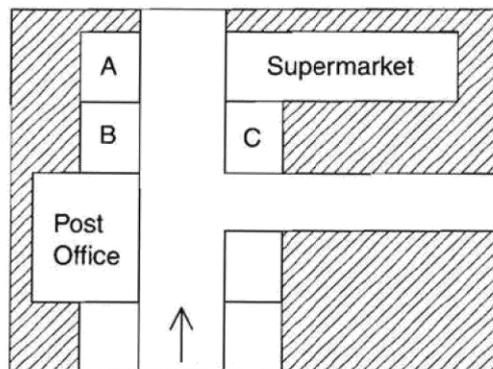


B



C

5 Where is the chemist's?



A

B

C

PART 2

QUESTIONS 6–10

Listen to Kate telling Emma about her family.

Where is each person going today?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

EXAMPLE	ANSWER
0 Sam	<input type="checkbox"/> B

PEOPLE		PLACES
6 Kate's mother	<input type="checkbox"/>	A concert
7 Tanya	<input type="checkbox"/>	B dentist's
8 Len	<input type="checkbox"/>	C driving school
9 Tom	<input type="checkbox"/>	D golf club
10 Kate's father	<input type="checkbox"/>	E hairdresser's
		F shops
		G Spanish class
		H tennis club

PART 3

QUESTIONS 11–15

Listen to a woman talking to a policeman.

For questions 11–15, tick A, B or C.

You will hear the conversation twice.

EXAMPLE		ANSWER	
0	Where did the woman lose her bag?	A in town	<input checked="" type="checkbox"/>
		B on the bus	<input type="checkbox"/>
		C at home	<input type="checkbox"/>

- 11 How much money was in the bag? A £20
 B £40
 C £50
- 12 What else was in the bag? A credit card
 B driving licence
 C gloves
- 13 The bag was A old.
 B expensive.
 C big.
- 14 What time did the woman lose the bag? A 9.30
 B 10.00
 C 10.30
- 15 The policeman will telephone her in the A morning.
 B afternoon.
 C evening.

PART 4

QUESTIONS 16–20

You will hear a man speaking on the telephone.
He wants to speak to Miss Dixon, but she is not there.

Listen and complete questions 16–20.

You will hear the conversation twice.

<h2>Message</h2>	
TO:	Miss Dixon
FROM:	16 Mr
Meeting about:	17 new
On:	Wednesday
Time:	18
In:	19 room
Please take:	20

PART 5

QUESTIONS 21–25

You will hear a man talking about a day trip.

Listen and complete questions 21–25.

You will hear the information twice.

DAY TRIP	
To:	<i>Loch Ness</i>
Breakfast at:	21 <input type="text"/>
Meet in:	22 <input type="text"/>
Colour of lunch ticket:	23 <input type="text"/>
Get lunch ticket from:	24 <input type="text"/>
Bring:	25 <input type="text"/>

You now have 8 minutes to write your answers on the answer sheet.

