VIETNAM NATIONAL UNIVERSITY, HANOI

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

LƯƠNG THÚY NGUYỆT

PROBLEMS AND FACTORS INFLUENCING THE USE OF THE INTERNET IN LEARNING LISTENING AMONG FIRST YEAR MAINSTREAM STUDENTS AT THE FACULTY OF ENGLISH TEACHER EDUCATION, ULIS, VNU

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF BACHELOR OF ARTS (TEFL)

Hanoi, May – 2011

VIETNAM NATIONAL UNIVERSITY, HANOI

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

LƯƠNG THÚY NGUYỆT

PROBLEMS AND FACTORS INFLUENCING THE USE OF THE INTERNET IN LEARNING LISTENING AMONG FIRST YEAR MAINSTREAM STUDENTS AT THE FACULTY OF ENGLISH TEACHER EDUCATION, ULIS, VNU

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF BACHELOR OF ARTS (TEFL)

Supervisor: Hoàng Thị Hồng Hải (M.A.)

Hanoi, May – 2011

ACCEPTANCE PAGE

I hereby state that I: Lương Thúy Nguyệt, from group 07.1.E11, being a candidate for the degree of Bachelor of Arts (TEFL) accept the requirements of the University relating to the retention and use of Bachelor's Graduation Paper deposited in the library.

In terms of these conditions, I agree that the origin of my paper deposited in the library should be accessible for the purposes of study and research, in accordance with the normal conditions established by the librarian for the care, loan or reproduction of the paper.

Signature:

Date:

ACKNOWLEDGEMENTS

ABSTRACT

The increasing use of the Internet among students urges the importance of exploring the factors that might influence the effective exploitation of the information technology in language learning. Particularly, among four skills, listening is the one that can benefit significantly from the technology advancement. As the result, this research attempts to framework the problems and factors affecting the use of the Internet in learning listening among first year mainstream students within the context of Faculty of English Language Education, University of Language and International Studies, Vietnam National University. The data were collected by means of survey questionnaire and interview. Results showed that the use of the Internet among the target population were affected by both objective factors namely facility, health, finance, oral text language, technique related ones, and subjective factors including habit, belief and the computer and Internet skill. The findings from the study hopefully will benefit students by raising their awareness of the determinants impacting their application of the modern technology to their listening learning. Moreover, by providing the real situation of students' difficulties, the teachers and policy makers are expected to make necessary changes in the curriculum for better learning and teaching quality.

TABLE OF CONTENTS

CHAPTER 3: METHODOLOGY

CHAPTER 5: CONCLUSION

APPENDICES

Appendix 1: Survey questionnaire

Appendix 2: Interview questions for students

Appendix 3: Interview questions for teachers

Appendix 4: Transcription of interview of students

Appendix 5: Transcription of interview of teachers

LIST OF TABLES, DIAGRAM AND CHARTS

TABLES:

ABBREVIATION

FELTE: Faculty of English Language Teacher Education

ULIS: University of Language and International Studies

VNU: Vietnam National Universality

CHAPTER 1: INTRODUCTION

Not only does this chapter discuss the research problem and rationale for the study, but also its scope and significance. The aims and objectives are to answer one research question; and an overview of the rest of the paper sheds light for the readers through out the research.

I.1 Statement of research problem and rational

Listening is the first language skill developed by human beings; and it was proven that up to 50 per cent of people's communication time is for listening (Gilman & Moody, 1984). Therefore, listening is essential to language acquisition (Feyten, 1991); however, it is a difficult skill as perceived by most students, especially first year ones who may not be familiar with the new learning environment and methods. We all know that along with speaking, listening has not been paid much attention to in the secondary and high school years; consequently, first year students have encountered many barriers. In addition, listening is an information input process; hence, listening merely to the video tapes supplied by the course is never enough to develop a thorough listening efficiency. Definitely, students should expose to different types of listening environments such as films, news, music…to enrich their background knowledge and to improve skill.

Information technology, especially the Internet- a relatively new yet abundant resource - has penetrated into every sphere of life. Education is not of the exception. By now, the computer and internet literacy is no longer a nice add- on because it has opened a new direction in education. Specifically, teachers are no longer the major sources of information, as there are plenty of resources available in the Internet, which could be assessed at any time and at any place (Eugenia, 2010). Therefore, learning a foreign language in general and listening in particular has now found a new effective supportive tool. Students do not

merely go to the library to read books, or wait for the wanted programs being broadcasted as they have another more convenient way to go, that is spending time in front of the computer and searching whatever they need.

Although the Internet is ubiquitous now, first year students still fail to exploit the Internet properly. There are so many factors that may hinder them from taking advantage of this new technology into language learning.

It is the fact that listening was a relatively neglected skill in comparison with reading, writing and speaking in terms of the amount of research having been conducted into the teaching language. With the better awareness of its importance, promisingly, listening is now received more attention which can be easily recognized by the publication of several books such as Mendelson and Rubin (1995); Nunan and Miller (1995); Buck (2005); Housel (2001)…At the University of Languages and International Studies, however, the research interest among students has seemingly spent on the other three skills rather than listening. According to the statistics that made on the deposited research papers at English Department library, there have been about 15 researches being done on listening since 1998. Desperately, the numbers of papers looking deep into the application of new technology to listening acquisition are countable. The most noticeable ones were conducted by L. Nguyen (2003), P. Nguyen (2003) and Le (2007). However, they just mentioned the methods to utilize computer and Internet to facilitate learning process. Actually, these methods are not always exploited successfully by students, yet the problems affecting the success of applying the new studying tool into language learning are not meticulously explained.

Being aware of this big gap, the importance of the application of the Internet into language education, the significance of listening in

communication and the problems faced by students when employing the new technology into studying listening, a research with the title ***Problems and factors influencing use of the Internet in learning listening among first year mainstream students at Faculty of English Language Teacher Education, ULIS, VNU*** was conducted.

I.2 Aims and objectives of the study

The research aims to discover the problems and factors that influence the use of the Internet in learning listening among first year mainstream English majors in FELTE, ULIS, VNU.

The objective is accomplished by answering these questions:

1. What are the problems and factors influencing the use of Internet in learning listening skill among first year students in FELTE, ULIS, VNU as perceived by students?

2. What are the problems and factors influencing the use of Internet in learning listening skill among first year students in FELTE, ULIS, VNU as perceived by teachers?

I.3 Scope of the study

Since the application of the Internet into language education is very broad and sophisticated field, it would be impossible to cover all aspects of the issue. Under the restriction of a graduation paper and the limitation of time and resources, the researcher only aims at finding the problems and factors affecting the use of Internet in learning listening skill. Other matters like the participants' attitudes and the strategies applied to better using the Internet to facilitate listening skill are not within the scope of this study.

The study restricted to the mainstream first year English majors at the Faculty of English Language Teacher, University of Languages and International Studies, Vietnam National University, Hanoi. The size of sample was carefully selected to ensure the feasibility and reliability of

the research. Although there were only 100 participants involving in doing the survey questionnaire (about 23 per cent of the target population), 7 students and 2 teachers taking part in the interviews (about 1.5 per cent); the representativeness of the study was still assured.

I.4 Significance of the study

The study is hoped to bring some benefits for the target population, the teachers, the policy makers and other researchers interested in the theme.

First, the research findings would help first year ULIS mainstream students recognize their problems and factors hindering them from fully exploiting the Internet. Afterwards, the recommendations would help students to limit the difficulties and better utilize the new technology to facility their listening efficiency.

As for lecturers of Division 1, basing on results of the paper they may help students exploit the Internet more efficiently by taking the role as the guides, facilitators and motivators.

To policy makers, the paper would help them realize some problems students face so that they may make necessary changes in curricula for better learning and teaching quality.

Regarding the researchers who take the same interests in the field would find a reliable source for related literature and the root for their further work.

I.5 Methodology of the study

To meet the objective of the study, both questionnaire and interview instruments were employed.

I.5.1 Questionnaire

Questionnaire is considered to be a relatively popular method of collecting the data among graduate students. This method was chosen because with the lesser time, the researcher would be able to collect huge amount of data from 100 students compared with interviewing the same number of individuals.

Factual questions were put in to get the participants' information about their names, classes, emails for the contact convenience. **Behavioral** questions about the respondents' technology learning history, the amount of time spent on learning listening in the Internet, the Internet server quality of their computer, the websites they often come across to learn listening, the cost of Internet server in their places, etc …were added to find out the difficulties students often face. **Attitudinal** questions were employed to ask for the participants' opinions, beliefs and interests about the different activities to facilitate listening efficiency.

Both close and open-ended questions were used. With the information gained in the open- ended questions, the researcher noted down the answerers who gave valuable information to have deeper interview.

I.5.2 Interview

Interview that helps the researcher receive deeper information from the interviewees was carried out. The interviewer delivered to the interviewees the questions about the difficulties often faced when using the Internet when studying listening and asked for the solutions they found or suggested.

Because of its flexibility, the semi- structured interview was applied in this study. The researcher gave out the topics of the study to 7 interviewees and then let the participants express their ideas.

After that, the data with the employment of charts, tables and diagrams were analyzed to answer the research question.

I.6. An overview of the rest of the paper

Chapter 2 (Literature Review) introduces the theoretical foundations for the whole paper. Besides, the chapter provides the definitions of key terms which in turns offer a critical review of studies related to the research problem.

Chapter 3 (Methodology) describes the participants, the instruments, the procedure of collecting data and the procedure of processing data from the questionnaire and interviews.

Chapter 4 (Results and Discussion) presents and analyses all the collected data to help find out the answers to the research question.

Chapter 5 (Conclusion) summarizes all the major points raised in the paper, the limitations of the study and some suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

People in the 21ˢᵗ century are living in an age of rapidly developing technology. It can not be denied that technology penetrates into every aspect of human life and the sphere of education is not an exception (Brdicka, 2003). Educating function is no longer merely of teacher and information does not just come from the textbook. In these days, even though the Internet, the newest technology, has not revolutionized education, it provides opportunities for students and teachers to expand learning options. Therefore, the correlation between the two equally important fields, the Internet and second language learning has drawn great attention from educators, learners, teachers and parents.

In this chapter, not only will the most fundamental background knowledge about Internet and listening but also the key terms relating to technology and language education be mentioned and defined.

II.1 The Internet and factors influencing its use in language education

Historically, typography was the first significant technological invention playing an important role in the traditional education system. In this system, the importance of books, classical instruction methods and other teaching aids developed through time such as phonograph, tape players, radio broadcasting, TV as well as video are undeniably indispensible. In the new millennium, however, with the blossom of new information and communication technology- computer and the Internet- the face of education system has fundamentally changed. There is no need to wait for the exact time the desired information broadcasted or to walk to the library or the video store (Brdicka, 2003). Students of today, whether they live in the metropolis, countryside or rural areas, are growing up in a *digitally oriented society*", in which the new and advanced tools "*bring knowledge from the outside world to the class*

room" and at the same time "*transport student learning beyond the classroom wall*" (Nguyen, n.d.). With the aforementioned ideas, I would like to emphasize the essential role of interconnected computers in education, in language learning in particular. However, it is the fact that not always is the Internet exploited effectively and not always do students find it comfortable to use the Internet in learning language. Afterwards, what is the Internet? And what are the factors hindering the use of this new technology? All the questions arisen will be rationally responded below.

II.1.1 What is the Internet?

Probably, every one has certain ideas about Internet nowadays. And it is obvious that phones connect people from long distance, *Internet interconnects computers* (Brdicka, 2003). Therefore, before going deep into details about Internet, the computer definition will be provided.

II.1.1.1 What is the computer?

According to Oxford Dictionary (2009), computer is an electronic device designed to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations. More simply, as in the definition in the thesis of Nguyen (2003), computer is a machine that can handle huge amounts of information at incredible speed. Neither has it a brain, so it can not think or feel; nor a memory, only a storage room, so "any point called for, the answer is all or none" (Barzun, 1983). Nowadays, a computer which can receive, store and process information quickly when properly programmed is often compared with an intelligence being.

II.1.1.2 Definition of the Internet

As mentioned in the previous part, in each person's mind, there are some certain ideas about the Internet definition. Technically, it is a global system of interconnected computer networks that use the standard *Internet Protocol Suite* (TCP/IP) to serve billions of users worldwide (Oxford Dictionary, 2009). Or more simply, Brdicka (2003) just compared the working principle of the computer with that of phones which connect people with people; therefore, Internet connects computers to computers. From what its name stands for, International Networking, we can infer that it is a network of networks in which users at any one computer can, if they have permission, get information from other computer in the worldwide scale. Above are the technical definitions; let us see how other people who do not just see Internet is a technical term defined it. Dave Barry, a very famous author and a Pulitzer – winning humorist, in his article "Get Rich Click" (1999) said that:

> "What, exactly, is the Internet? Basically it is *a global network exchanging digitized data* in such a way that any computer, anywhere, that is equipped with a device called a "modem" can *make a noise like a duck choking on a kazoo*"

And as simple as the definition of a man who is asked to define the definition of Internet according to his own understanding: "Internet can be defined as a place where I can send and receive message sharp -sharp without going to Post Office" (LangWeb, personal communication, March 6, 2010). The man's definition is based on his own experience and his appreciation to the convenience of one Internet application, email.

The Internet is a collection of computers following protocols that enable computers to communicate with each other. It is a virtual community where people can get together, do business, and share ideas

and information; is a way that helps send family, friends, and co- workers letters, pictures and movies; is a huge source of information that is useful for any purpose.

II.1.2 Internet and the factors influencing its use in education

II.1.2.1 Historical background

We are living in an incredibly rapid changing technology era, in which a new modern and productive tool appears to simultaneously replace the old ones. Therefore, human beings need to acquire the new technology which is necessary for their new skill required jobs in order not to be left behind and abandoned. Education, as the matter of fact, will have to make adaptations and changes to meet the standard and demand of the modern technology society. And schools, as a result, need to *"provide information universally than ever before to open up a new direction in education"* (Nguyen, n.d.).

Revolution and reformation in education is essential and received great attention from the society. The "invention of typography" is considered as the first important "technological changes" "reflected in education" (Brdicka, 2003). Actually, books have always been effective in providing learners and teachers with information and teaching materials. However, whenever a new technological device appeared and seemed to successfully assist human life, the attempts to utilize that newly invented device into education was nearly prompt. Thomas Alva Edison, a famous inventor, had the ideas of replacing the textbooks with motion pictures. The similar ideas appeared with the emergence of phonograph, radio, video and TV. Nevertheless, none of these aforementioned attempts was considered successful. The outcome, as traced in Brdicka's work, was that none of these aids replaced *standard textbooks* nor changed *classical instruction methods* (2003). He traced the reasons into the prevention of public broadcasting to individual learning

and disallowance of tapes and videos for working with specific information needed.

When the first PC reached the market in the 70's and 80's, the similar attempts were noticed, Brdicka (2003) reported. The suggestions of replacing textbooks and teachers with computers turned in vain again because the computers of that time had the silly instruction process that rapidly vanish the students' interest.

The Internet, an *"important research network connecting universities and other social institutions"* appeared at the end of 1980s with the financial support of the US government brought new hopes to educators. Then, information is exchanged and connected; therefore, students can find the information needed on any subject when possible. *"A revolution is taking place in education",* exclaimed Nguyen (n.d.). In addition, the *"explosion of commercial effort in Web- based technologies"* widened to door to education for the Internet. Because now learners have chance to access the Internet fully, their studying awareness will be arisen, and they will have chance to easily *"collaborate with others to find information outside the classroom walls using tools beyond textbooks and chalkboards"* (Nguyen, n.d.)

II.1.2.2 The role of the Internet in language education

> "The cry to bring the resources of the Internet to the classroom has echoed broadly across the land for the last several years. With it have come expectations that learning would somehow change"

> (Green & O'Brien, 2002)

Traditional learning environments and tools has not provide enough "significant interaction" between the information providers and the receivers because the writer, actor or instructor simply "supply the knowledge that the learners is expected to absorb" (Nguyen, 2003).

Therefore, with the blossom of the Internet and its powerful capacity and ability, the learning and teaching environment have opportunities to reform and revolutionize. Naturally, a device that has the ability to transform the learning methods will surely take a paramount place in education. Here, the summary of some most important roles of the Internet in language education.

First, **Internet provides up-to-date information on a variety of classroom-related topics unavailable from other sources.** Because it is so easy to publish data on the Internet, nowadays, there is an unimaginable amount of information available (Brdicka, 2003). The learners simply insert the address into the browser and a range of choices will appear. All that users have to do is just click one link provided which has the information needed and follow it. This idea is shared with Nguyen (2003) in her thesis, who indicated that "computer network helps learners update and search information". She emphasized the role of internet as the tool to support self- study and an optimal alternative of textbooks and other learning materials.

Second, **Internet has realized the dream of distance learning.** Nowadays, education reached far and wide beyond the classroom thanks to Internet technology development. Distance is no longer an obstacle for learners and "less often measured in kilometer", as the Internet has brought the "Global Classroom" or "virtual communities" (Nguyen, n.d.). As the Internet allows an interpersonal communication, distance is simply shortened, which seems to be impossible in a traditional class. Nguyen (n.d.) also announced that students do not have to see other students or teachers, nor did they have to interact. All that students need to do is sit in front of computer connected to the Internet and communicate with teachers and other mates through the same workstation (Nguyen, n.d.).

This shift in education is likely to achieve much greater outcome in learning.

Third, training gets its best result if it meets the individual basis spontaneously and at the right moment. In this case, Internet is helpful because **it allows time independent communications** in which students can participate at anytime most convenient for them. As interaction is not time specific, students can drop in and out of communication and homework when they wish. Therefore, internet breaks time barriers and provides great flexibility for teachers and students (Nguyen, n.d.).

Another role that supplied by Nguyen (n.d.). in his article is that the socialization of **Internet opens the door of self training for adults**. He confirmed that the society will benefit when the undereducated adults try to update his/ her knowledge, skills, and awareness of society issues. Those adults will become more capable of working with laws, banks and bureaucracies due to the help of Internet.

Fifth, the **use of Internet in education promotes peer interaction** and **allows students to go one step further to "teach the teachers"**. Green and O'Brien (2002) specified that when using the Internet, students are quick to help each other and have many opportunities to share information with teachers. When an assignment is delivered to students, they will surf the web to find the information related, then share with their friends; these activities will develop the interpersonal communications among students. At the time the assignment is fulfilled, it will be submitted or presented to the teacher. At this point, it is the teacher who receives the information from students.

Internet, from the moment it appeared, promised a new horizon to human life. Seemingly, all aspects of life have experienced its powerful ability, and education is not of exceptional. Its role is undeniable and the Internet has changed the face of education in general; revolutionized the

ways of teaching and learning and improved studying environment in particular. Promisingly, the new technology has been developed and innovated, that, in turn, will support the education system.

As Heraclitus said in the 4th century BC, "Nothing is permanent, but change!"

II.1.2.3 Factors influencing Internet use in education

The Internet has been touted as a premiere educational tool driving schools to integrate Internet services among their classroom environments. However, one survey revealed that eighty-six percent of responding teachers, librarians, and computer coordinators believe that Internet usage by children does not improve performance

(Young, 2009)

There are many reasons for the academic problems which are caused by the Internet. They maybe because the information on Internet is too "disorganized" and "unrelated to school curriculum and textbooks" to help students achieve better results (Young, 2009). Or perhaps the reasons are simply traced on the technical problems which cause the reluctance of learners to keep on working on the computer and the Internet.

II.1.2.3.1. Common Internet problems

II.1.2.3.1.1 Technique- related problems

People are relying so much on the Internet, which becomes more and more convenient with huge source of information, easier and simpler technical language and fast connection speed. That is why when a problem occurs with the Internet, it can be so frustrating. The most common Internet problems are synthesized from different sources as below:

a. Cable problems happen when the cables that connect different parts of a network can be cut or shorted. A short can happen when the wire conductor comes in contact with another conductive surface, changing the path of the signal.

b. Connection problems occur after a change is made in configuration or by a malfunction of a connectivity component. Below are common error messages found when the connection problems happen that Fisher (2006) explained in detail:

❖ **"404"/ "Page not found" error:** whatever page you tried to reach on the Internet is not there. This usually means that the address was not type correctly in the browser or the link to access the page was wrong. There are some reasons for the error:

- The Web page has been moved without a forwarding address
- The Web page has been deleted
- An incorrect Uniform Resource Locater (URL) has been entered into the browser address bar
- The Web page might be temporarily unavailable due to high Web traffic or lack of server space

❖ **Bad file request:** The form you're trying to access is not supported by your browser or there is an error in the form.

❖ **File contains no data:** The site you accessed doesn't contain any Web pages on it. It's possible that you're trying to access the site while the page is being uploaded

❖ **Too many connections--try again later**: The limit to the number of people who can use the site at one time has been exceeded. You'll have to wait your turn.

❖ **Viewer not found**: Your browser doesn't recognize files of this type. Most browsers can be extended to be able to view or load file types that are not otherwise recognized by browsers, such as movie or sound files.

II.1.2.3.1.2 Networking- related problems

Networking- related problems are ones that caused by the invasion of the infected software and can be spread due to the internet.

a. Virus or **computer virus,** according to "Computer Viruses" (2011), is a *small software program* that spreads from one computer to another computer and that interferes with computer operation. A computer virus may *corrupt or delete data on a computer*, use an e-mail program to *spread the virus to other computers* or even *delete everything on the hard disk.* Because the Internet allows people to send e-mail, down load attachment, software and program, virus can spread in a short hand of time.

b. Ad ware, as defined by Malone (2010), is software on the computer that *shows the advertisements* such as *pop- ups.* Ad ware is commonly bundled with free software that is downloaded by computer users.

c. Spyware is the software that will *spy on the users* and *reports the computer and Internet usage.* Reports may go to a company or individual who then sells this information to advertisers. In some cases ad ware will function as spyware; and because it can be downloaded with free software or it can install itself from the Internet, you may not aware it (Malone, 2010).

d. Malware: Browsers allow you to access data stored on other computers across the Internet that can *contain malware.* Some types of malware can *change browser settings* such as your home page and force you to *navigate to certain websites* that you don't want to look at.

e. Pop ups are *websites* or *windows* that might *open unexpectedly* while you are using a web browser. Pop-ups often *contain advertisements* or other trivial information that wastes time and attention.

f. Freezes and Crashes: If the browser *experiences an error*, or it *encounters a certain web object* that it *cannot run properly*, it might *freeze up, forcing you to restart the program*. What you are advised to do is often *updating your browser* to the most recent version so that might the problem can be minimized.

g. Scam emails are the emails that sent to ask for the personal information, pin numbers, passwords with the purpose of taking money off people's accounts. To make it trustable and appealing, these emails are often made to appear as coming from one bank or from a legitimate source or mostly in the form of prize winning announcements. When the victims try to follow the certain process to receive the prize, they end up to losing a lot of money.

h. The invisible enemy and the crime: Because many social networking sites allow people to upload the pictures and personal information on them, the individual anonymity are invaded. Consequently, this allows other people to take advantages of other innocent people and abuse their trust. On the other hand, the crime in which *pornography* is considered the serious one has been portrayed for a long time. Mentally disturbed individuals may abuse the others, take the pictures and video with them and publish on the Internet. The problem affects the victims and their family's life and the consequence is unpredictably severe.

II.1.2.3.1.3 Users- related problems

a. Searching information skill: There are situations that the address of the desired information is not exactly clear and that occurs very often. Brdicka (2003) criticized that as the "strategy of the search" is not simple and sometimes the "result is not seen straight away", in many cases, some patience is needed. He illustrated his ideas by specifying the situation of "**the loss of orientation**" when the users come across many interesting links to something different from what were originally looked for. Obviously, the users may be overwhelmed with the ranges of lists of relevant links and that may lead to the discouragement to continue or the misdirection to unwanted or black websites.

b. Judging information skill: It is clearly seen that it is not always easy to find the relevant information. However, after finding the information needed, one can never be sure whether the source is *trustworthy* or not. Obviously, the information on the page of "serious scientific institution" is more valued than that on page of some "anonymous individual" (Brdicka, 2003). As the author figured out, the users should "evaluate all the materials found" by critically checking the "*author, organization, reason of publishing, year of publishing*". Moreover, to make to material helpful and practical for the use of learner, the criteria of "*level of use of foreign language, extensive use of technical terms in the material, relevance for the topic*"…are recommended. Clearly, a *specialist's ideas* should be consulted in some complicated cases.

c. Technology knowledge: Not all learners except ones who specialize in this field are equipped with good knowledge about technology. Users who are ignorant with the new device seem to get lost and hesitate to utilize it. There are many cases that the computer and the connection devices get troubles and they are really the stumbling blocks

with users. They do not know what to do, and if the problems are at the unsuitable time, the effort of hours of work may be lost. The Internet provides a great deal of things that maybe new and appealing to learners; however, not all instructions which are mostly written in English are easy to understand and need a further study into the field.

II.1.2.3.2. Computer and Internet problems and their effect on education

It can be realized that there is a correlation between computer and Internet problems and education outcome. The technology impairment will directly or indirectly influences people learning process.

Firstly, **Computer and Internet problems de-motivate learner's attempts**. When students are working with the computer and the Internet to fulfill their school task, suddenly they encounter with one of the above mentioned problems. That would take away almost their enthusiasm to continue to work because all their energy fades along with the annoyance. The technical errors may make their long hours effort become zero as they may lost the unsaved files when the computer suddenly shuts down or the files being corrupted by the virus. Other factor that may lead to the reluctance of learners is the overwhelmingly unreliable information. Just after some actions and clicks, students will have a range of site list to choose, and that would take them a lot of time reading and evaluating.

Secondly, **Computer and Internet problems make learners neglect their study.** It is the fact that with the attraction of many other fascinating activities which can be easily found in the Internet and the information available Internet, students will lose their enthusiasm for study or simply underestimate the teachers' and textbook's role. Obviously, when students do not see the need of coming to school and doing the homework, their study will be neglected. The consequence is

very serious because the knowledge impairment will happen if the situation takes long.

Thirdly, the **Internet addiction reduces the academic results.** While raising a question on the educational value, Young (2009) found out that 58 per cent of students reported a decline in study habits, a significant drop in grades, missed classes, or being placed on probation due to excessive Internet use. He criticized that because students engage too much in chat room gossip, surf irrelevant websites, converse with Internet penpals, and play interactive games; their health is worse and their concentration on studying is degraded. The excessive Internet use leads to the academic impairment and poor integration in extra curricular activities (Murphey, 1996 as cited in Young, 2009).

II.2 An introduction of listening skill

II.2.1. What is listening?

Listening is the process of receiving, constructing meaning from, and responding to spoken and/ or nonverbal messages (Emmert, 1996 as cited in Purdy & Borisoft, 1997). Therefore, as Purdy and Borisoft (1997) emphasized, this skill *"can be learned"*, is a *"dynamic* and *active* process"*, which involves mind and body, with *"verbal* and *non verbal* process working together" and allows us to be *"receptive"* to the needs, concerns, and information of others, as well as the environment around us. The two authors continued to explain that listening is *dynamic* because the act of listening is never be the same twice. In another word, people need to be constantly "alert" and "open to improvisation" as the elements of the listening situation change. Moreover, listening is *active* as it is something that we consciously *do,* it doesn't *not* simply *happen.*

Listening is the first language skill developed which comes before speaking, reading, and writing (Devine, 1982). And research has

demonstrated that adults spend 40- 50% of communication time listening (Gilman & Moody, 1984). As being defined as a invisible mental process, to obtain this skill, listeners must *discriminate* between *sounds*, *understand vocabulary* and *grammatical structures, interpret stress and intention, retain and interpret* this within the immediate as well as the larger socio- cultural context of the utterance (Wipf, 1984). A simpler definition of listening was provided by Howatt and Dakin (1974), that is listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

II.2.2. What are listening functions?

Although it processes inside the head, it still serves as the "linking function" to "build relationships" (Purdy & Borisoft, 1997). Therefore, we can "build strong links" with others by listening to the things that the other is talking about. Listening also takes the function of the "primary means of growth and intellectual development" as we learn when we listen.

Moreover, listening functions to "serve our basic human needs", that means it serves the "purpose of learning, including:

- establishing and maintaining friendships

- getting good grades

- making a sale

- finding out about our client's needs, concerns, or objections

and listening is also very crucial in many other important activities

(Purdy & Borisoft, 1997)

II.2.3 Types of listening

There are many ways to classify types of listening, and the classification criteria depend upon the listening situation. Listening may be divided into active- passive and serious – social. However, Purdy and Brorisoft (1997) provided a different classification as following:

- **Discriminative** listening involves the basic skill of noticing the aspects or details of the messages itself. Specifically, in a speaker's message, the tone and the speed may indicate the hidden motive that is not being expressed. Therefore, to understand the full meaning of a message, we should discriminate verbal and nonverbal cues.

- **Comprehensive** listening is combined under the heading of discriminative in the Nichols and Levis' classification. This type of listening is for understanding a message. It is not listening to criticize or evaluate the message but simply to learn the message's content. Obviously, listening to a classroom lecture on a specific topic is the example of comprehensive listening.

- **Critically evaluative** listening comes after discriminative and comprehensive listening stage as we already understand the message. In both personal and professional lives, we must critically evaluate people's attention; therefore, it is necessary to listen closely and understand the rational behind it.

- **Therapeutic** listening happens when the listeners want to help the other person feel better and understand themselves. Because therapeutic listener attempts to feel with the other than attempts to change his or her behavior, it is essential to set aside our own interest and focus primarily on the needs and concerns of the others.

- **Appreciative** listening is listening to relax us and to put us in tune with ourselves and our environment. When we are listening to the nuance of a voice, an artistic performances, or TV, radio and internet, we are gaining pleasure through them. Listening appreciatively is essential because we learn to enjoy our listening and take delight in our relationships.

That is the listening type classification of Purdy and Brorisoft. However, how well we listen not just depends on how well we understand different types of listening; it depends much on our background knowledge and the common knowledge speakers and listeners shared.

II.2.3 Strategies of listening comprehension

Listening strategies are the techniques or activities that contribute directly to the comprehension and recall listening input (Naizhao &Wills, n.d.). There are some ways that can classify listening strategies; yet Naizhao and Wills categorize by how the listener processes the input as below:

- **Top-down** strategies are listener based; the listener relies into topic's background knowledge, the situation or context, the type of text, and the language. This background knowledge helps the listener to interpret what is heard and anticipate what will come next.

  Top-down strategies include:
  - predicting
  - listening for the main idea
  - summarizing
  - drawing inferences

- **Bottom-up** strategies are text based in which the listener bases on the language in the message, that is, the combination of sounds, words, and grammar.

  Bottom-up strategies include:

  • listening for specific details

  • recognizing cognates

  • recognizing word-order patterns

II.2.4 Factors affecting listening compression

Although listening is a receptive skill, it is still considered a difficult skill to obtain. As Padurarun (2011) argued, listening skill contained factors that can affect comprehension, for example, listener can not tell the speaker to slow down, repeat or explain anything for them when listening to the radio. The resistant factors come from both the speaker and the listener's.

a. From the view of listener, there are some main factors that influence the listening comprehension, mainly *clustering, redundancy, reduction, colloquialism, variables, speed, prosody and interaction.*

- **Clustering:** refers to the situation when the speakers break down speech into smaller groups of words. Padurarun (2011) advised English language learners to learn how to pick up manageable clusters of words and not to try understand every single word in an utterance

- **Redundancy** includes *rephrasing, repetitions, elaborations, self-corrections*, and apparently meaningless additions such as "I mean" or "you know" (Ur, 2007), which can distract the listener from the content of the message. However, these repetitions should be acknowledged that they are produced to give the listener more time to process the real information.

- **Reduction and Colloquialism** are natural to native speakers, that makes English language learners find difficult to "catch" the "sense of the words" (Padurarun, 2011). She specified that *assimilation* and *elision* such as " djeetyet?" for "did you eat yet?" or *contractions* like "I'll" for "I will" make the listening comprehension more troublesome. In some colloquial speech, we would likely to here some expressions such as " a lot", "get to", "stuff", "guy", "wanna", " gonna", "y'all".

- **Variables and Speed** are the other elements that change the message unintentionally. Hesitations, pauses and false starts are variables that native speakers are often used and it sometimes may distract the listeners. (Padurarun, 2011). In addition, Padurarun noted, rate of delivery a message may affect the proper listening comprehension. While a native speaker believes he is speaking at a normal speed, it is sometimes still hard for language learners to catch up with the message.

- **Prosody:** Prosodic elements include *stress, rhythm* and *intonation.* The way words are stressed, the rhythm in English and the intonation may differ from learner's first language.

b. The difficulties in understanding a message conveyed by a speaker may be traced on the listener. Some factors such as the *student's awareness, language knowledge* and *shared background knowledge* may affect the listening comprehension.

- **Students' awareness** may become an obstacle to the listening capacity of many students. The first reason for this factor is blamed on the attitude towards marking and accessing methods in some countries. Actually, students pay less attention to developing listening skill just because they find out it takes a small or zero

percentage of marks in examinations. Secondly, as students lack confidence in their oral English language capacity and they often have the defensive attitude towards using the language in places like classroom or streets. When they are reluctant to use the language and to practice it in classroom, the listening skill would not be improved.

- **Language knowledge** is the "foundation of learning English" (Naizhao &Wills, n.d.). It seems impossible for learners to get the language efficiency without mastering the grammar, pronunciation and vocabulary elements. Many students, as the consequence of grammar- focused syllabus, become pronunciation ignorant. However, pronunciation and intonation are the "basic outward shell of a language" (Naizhao &Wills, n.d.); certainly, to develop the listening skill, these language elements should be properly acquired. Besides, if students can not obtain the grammar in some extents, their listening skill will also not be perfectly developed.

- **Shared background knowledge:** as the language is the mirror of life, it carries knowledge and cultural information that reflect people's way of thinking (Naizhao &Wills, n.d.). Therefore, when speaking about an issue, the speaker tries to embed his point of view, and his cultural and politics opinions. Because the speaker and the language learner typically come from two different backgrounds, the shared information may be very little. Consequently, the listener gets difficulties in catching the words and misunderstanding the message. As the matter of fact, the aim of improving listening comprehension collapsed.

In short, there are so many factors that may affect the level of listening comprehension. The principle that language learners should keep in their minds is try to practice, to improve their language knowledge, to build up

their confidence, try to expose to the authentic environment as much as possible.

II.2.5 Teaching listening in the modern era

As we are living in the high technology time in which every thing is fast and convenient; education in general and listening learning in particular in this era is no longer the same as it used to be. Students do not just listen to the tapes brought by teachers. We have more devices that can supply the information and become the useful teaching aids, including radio, TV, computer and the Internet. Learners can do the following activities to help them improve their listening skill in these days:

- **Watch English Television:** TV is really helpful for ESL learners because it provides both images and sounds. Learners can choose some programs that they enjoy in their own language.

- **Call automated Answering Machine recordings:** as these numbers are available at the front of telephone books in many English- speaking countries, you can dial to listen to the instruction.

- **Listen to the radio:** the radio broadcasts many English language programs with BBC World Service and Voice of America being the best examples. There is no need to always use a pen in hand, because sometimes it helps to just listen.

- **Watch movies:** films with or without subtitles both provides you the chance to expose to real English

- **Use Internet listening resources:** the places to go to learn English online in the Internet added everyday. Learners should choose the prestigious ones to download the videos, the tapes, conversation, talks; or to subscribe to learn with the online teachers.

- **Listen to music:** English songs are now so ubiquitous that it appears almost everywhere. Choose the ones with simple lyrics first and you can learn the language while entertaining.

II.3 Related studies and literature gaps

II.3.1 Related studies

The subject of Internet and listening have been discussed in a lot of searches. In their studies, Yi (2008) and Schirmer and Goetz (1997) categorized the factors that influence the use of Internet into three main categories namely the demographic variables, socio- economic status and employment variables. The demographic variables are then subdivided into age, gender, race, marital status, and region of residence. They noted down that the two factors that seem to have the largest effect on technology use are education and age. In the research conducted at the University of Ibadan, Nigeria, the similar findings were disclosed in which the disparities in age, gender, faculty and level of study vary the ways people use the technology (Nwagwu, Adekannibi & Bello, 2009). The above authors conducted their researches on the samples that have different demographics, various socio- status background and distinct employment condition. However, when implementing the research on the samples who share common features such as at the specific age ranges, the same working environments, the same social status, the results founded are different. Ahmed and Yousif (2007) executed their research on the problems that influence the use of the modern technology among Sudanese doctors. They found out that the lacking of knowledge and skills, the (doctors') negative attitudes and conventional habits, the limited Internet resources, the unreliable sources of information, and the (doctor's) limited time are the main obstacles that cause reluctance to fully exploitation of the new technological device. In their research, the meticulous illustration of each problem was also included to help the

readers have a clear view on the real situation. Apart from these factors, Lan and Falcone's work (1997) added some other factors such as the users' preferences of information resources, the institutional arrangements that constrain, define and govern the provider/ user relationship, and the psychological factors are also affecting the Internet use. In classroom, the findings vary a little bit. In their attempts to investigate the elements that affect the Internet exploitation in teaching English, Chen & Yu-Li (2006) figured out that teacher training, classroom pedagogy, and perceived capability have direct effects on Internet use; while institutional support, constructivist thinking, beliefs, and attitudes affect indirectly. The researchers of Singhal (2006), Kuang- wu (2000), Dougiamas and Taylor (2005), Czaja, Charness, Fisk, Hertzog, Nair, Rogers and Sharit (2006) and Mohammad and Raid (n.d.) all referred to the following obstacles: financial barriers, availability of computer hardware and software, technical and theoretical knowledge, acceptance of the technology, the quality of web site, resources and navigation.

The researchers also focus on different aspects of listening such as strategies for listening in classroom and the factors that influence listening comprehension (Li, 2005). The author divided the listening process in classroom into three stages: pre- listening, while- listening and post- listening. In addition, the researcher included the factors affecting the listening comprehension, namely incorrect and insufficient codes, lacking necessary listening skills, and inappropriate listening material (Li, 2005). Naizhao and Wills (n.d.) and Dozer (1997)'s work, on the other hand, classified listening strategies by how the listener processes the input; therefore, it can be divided into top- down strategies and bottom-up strategies. In another research implemented among Chinese college students, the researcher found out that the background knowledge, finding relevant links between oral text and known knowledge, the topic

familiarity and language level have a profound effect on listening comprehension. In addition, as noted in this research, listening comprehension may be affected by the difficulty of the oral material itself including the speed and sound of language, the vocabulary accumulated… Furthermore, as summarized in the research, some young people's characteristics, such as numbness, laziness and psychological factors and their learning habit also exert great influence on their listening comprehension Yousif (2006). The ideas were shared with that of Naizhao and Wills (n.d.) and Nissan, DeVincenzi and Tang (1996).

At University of Languages and International Studies, Vietnam National University, the numbers of students' graduation paper concerning on the application of the Internet into education are modest. P. Nguyen (2003) 's thesis provided many methods to better using the computers and Internet to facilitate the teaching and learning process of English for gifted pupils at Hanoi- Amsterdam secondary school. L. Nguyen (2003) also supplied the effective ways to teach English listening skill to learners at upper- secondary schools. Another researcher took the interest in the field is Le (2007); however, she only mentioned the exploitation of authentic Internet- based supplementary materials to second year students at FELTE, ULIS, VNU.

II.3.2 Literature gaps

It is the fact that the reviewed literature has made significant contribution to the application of the Internet to listening education in the world. However, the exploitation of the new technology advancement is still a prosperous research area which has not been largely explored. In the world, different researches were conducted with different population. While Yi (2008), Schirmer and Goetz (1997) and (Nwagwu, Adekannibi & Bello, 2009) aimed at various people with different background, genders and ages; other researchers only investigated among certain

groups of people such as teachers (Chen & Yu-Li, 2006), (Kuang- wu, 2000), students (Dougiamas and Taylor 2005) and doctors (Ahmed and Yousif, 2007). The interests spread through various fields like in medical (Ahmed and Yousif, 2007), automobile industry (Karaali, Gumussoy & Calisir, 2007) and technology (Schirmer and Goetz, 1997).

At the ULIS Division I, the field has been drawn the attention of several researchers. However, there has been no research conducted to find out the problems and factors that influence Internet use in listening skill of students, especially for first year ones in ULIS who are new to the learning environment. More specifically, P. Nguyen (2003) conducted her research within the context of city among high school students; L. Nguyen (2003) executed her research at upper- secondary schools, and Le (2007)'s thesis' target population is second year students at FELTE, ULIS, VNU. Among the above mentioned thesis, only L. Nguyen (2003) took the interest in listening skill; the others concerned about the authentic materials (Le, 2007) or teaching and learning process in general (P. Nguyen, 2003)

To fill these gaps, the researcher has carried out a study on the problems and factors influencing the use of Internet among first year students at FELTE, ULIS, VNU.

This chapter has provided the theoretical background for the whole paper through providing the background information about the Internet and listening skill and explored the gaps that the researcher is attempting to unite in the study.

CHAPTER 3: METHODOLOGY

This chapter aims at describing in detail the methodology of this research paper in which the sizes and characteristics of participants, the description of two data collection instruments and the data collection procedure will be included.

III.1 Participants

As mentioned in the previous chapter, the target population of this research is 469 first year ULIS mainstream students. In the first phase, 100 members of this group were selected to response to the survey questionnaire. In phase two, based on the result collected, 7 students were invited to take part in an interview on the difficulties they face with when using the Internet to support their listening efficiency. In addition, the researcher asked for the acceptance of 2 teachers of English in Division I to participate in the interview.

III.1.1 Sampling of phase 1

III.1.1.1 Teachers of English

Although the research aims at find out the factors influencing students, the role of teachers are considered to be very important in guiding and encouraging the students' Internet exploitation. Therefore, the researcher invited 2 teachers from Division I, FELTE to bring a different perspective about the issue, and see how differently and

similarly the issue is perceived by teachers and students. Specifically, the teachers were chosen by randomly picked up from the list of teachers in Division 1 via lots- casting. Both teachers are non- native ones, therefore, they share the same background culture with students. Besides, frequently interactions with students enable them to have an understanding of the students' problems when using the Internet to studying listening.

III.1.1.2 First year mainstream students

The participants in the research are first year mainstream students at ULIS, VNU. Because the first year of university studying process is the important stage for all, the information and recommendations collected from the research are hoped to be helpful and valuable in their further study. Besides, although the number of students chosen only accounts for around 21 per cent of the target population, they were selected randomly to ensure the representativeness of the research findings.

Specifically, the method applied was *random sampling* based on the assumption of "minimizing the effects of any extraneous or subjective variables that might affect the outcome of the survey study" (Aiken, 1997 as cited in Nguyen, 2009). The researcher chose students from two lecture halls to deliver the questionnaire in the light that they had the similar psychological condition. To ensure the objectiveness in choosing the sample, the lecture halls' schedule of first years students were recorded, and two of them were opted randomly via lots- casting. In addition, as our university has executed the credit based education system, so that the students have been able to register to study the general subjects in their convenience; the probability of having both teacher trainees and translators and interpreter ones in one lecture hall is high.

Obviously, the representativeness criterion in which there were students from across the whole department was ensured.

Furthermore, the demographic features are another indication of the diversity of the samples. The participants' information of gender, age, years of learning English, their birthplaces, their total listening scores are presented in the following tables:

Demographic background		Number of participants
Gender	Male	11
	Female	84
Age	19	50
	20	25
	21	16
	22	4
Hometown	City	24
	Countryside	56
	Mountainous areas	15
Years of learning English	4 years	30
	From 5 to 9 years	44
	More than 10 years	21
Listening total score in the previous semester	F	0
	D	15
	C	18
	B	52
	A	10

Table 1: Summary of participants' demographic background

III.1.2. Sampling of phase 2

7 students were invited to participate in the face- to- face interviews based on the results of the questionnaire. Although 7 was a small number in comparison with 100 questionnaire participants (7 per cent) and 469 members of target population (about 2 per cent); the information provided by the interviewees was believed to be typical of the population as the *stratified random sampling* method

was applied. In more detail, 2 students who got D for the total listening score; 1 got C; and 3 got B, and 1 got A were meticulously selected. Below is the brief information of the interviewees, consisting of their code names, their hometown, years of studying English and their last semester's listening total score.

	Name	Hometown	Years of studying English	Last semester's listening and speaking total score
1	Student A	Hanoi	12(from grade 2)	A
2	Student B	Ha Nam	7 (from grade 6)	B
3	Student C	Bac Giang	7 (from grade 6)	C
4	Student D	Phu Tho	7 (from grade 6)	C
5	Student E	Nam Dinh	10 (from grade 4)	B
6	Student F	Thai Binh	7 (from grade 6)	D
7	Student J	Hai Phong	9 (from grade 5)	B

Table 2: Interviewee profile

Moreover, 2 teachers were chosen randomly by means of lots- casting. Their names are also be coded by teacher A and teacher B.

III.2. Data collection instruments

There were two data collection instruments employed in this study, namely survey questionnaire and semi- structured interview.

III.2.1 Questionnaire

The first data collection instrument of the research is survey questionnaire, which was designed with the aim at finding out the answers to the research question: *what are the problems and factors influencing the use of using the Internet to study listening skill?*

Survey questionnaire was opted because this instrument is very efficient in terms of researcher time, effort and financial resources (Nguyen, 2009). In addition, they added that as executing a questionnaire

to a group of people, the researcher can collect a huge amount of information in a short time. Moreover, questionnaire was helpful for the data collection in phase two as the interviewees were taken based on the result of phase one. Besides, the factual, behavioral and attitudinal data, which are relatively easier to collect within a big number of respondents by administering questionnaire, are necessary for the researcher in further data analysis process.

The questionnaire was structured systematically into two main parts. The first part was designed to take the respondents' background information in which all the basic one except their names was provided. The detail of their gender, age, average scores, and hometown… was essential for the researcher in the further discussion of data. The second part focused on finding the data to answer the research questions. In this part, the factors affecting the use of Internet in studying listening were divided into different categories such as environment, technique, and language- related factors… It took participants about 10 to 15 minutes to cover the three- pages questionnaire.

In terms of types of questions, both open- ended and closed- ended ones were used although there was only one question of the former type which provides the specific information needed. The others are closed-ended ones including numeric items, rating scales and multiple choices questions. Specifically, numeric items were used to ask for the respondents' age, years of studying English and their total scores to supply the background information of participants. Besides, multiple choice questions in which the response options were arranged randomly were added to help the questionnaire more reader- friendly. Also, to ensure that students would have chance to add further information, open-ended questions of the "please specify" were included in each multiple choice items. Furthermore, rating scales items were utilized to indicate

respondents' frequency and intensity. What participants need to do was tick on the rate most suitable to them; therefore, even the most unmotivated respondents could be ready to fulfill the questionnaire.

Language used in the questionnaire was simple English which the ambiguity or loaded words and sentences (Nguyen, 2009) were avoided. All questions were aimed at receive a single answer so that there were no double- barreled questions.

III.2.2. Interview

As mentioned before, interview was the second instrument employed to elicit further data from the participants. Based on the result of the first phase, the interview was conducted and it was aimed exploiting more interesting information noted in the questionnaire.

The interview with teachers aimed at elaborating on how the teachers perceived the factors affecting students' Internet use and what they have done to promote the effective application of the information technology into listening learning. The teachers' ideas are from a different perspective; therefore, information from their sides is essential to framework a complete picture of the current situation. Likewise, the information collected from students' interviews provided the chance to perfect the depiction of the factors influencing the Internet use. Moreover, the answers from these interviews are very helpful for the researcher in the data discussion procedure.

Semi- structured interview was adopted as it "gives the interviewee a degree of power and control over the course of the interview" and helps the interviewer have "a greater deal of flexibility" (Nguyen, 2009). More specifically, there were two main parts in the interview. The first part had one question designed to answer the research question: *what are the problems and factors influencing the use of Internet among first year mainstream students?* The second part was follow- up questions to get

deeper description of the problems the interviewees often face when utilizing the new technology device in supporting language learning.

To create a friendly environment, the interview was conducted in a relaxing and informal manner. As students could choose the language to answer, four of them agreed to use Vietnamese and the other would like to speak in English in the interview procedure.

As the technological terms were not very familiar with some students, they were not required to name the exact technological problems they cope with. In stead, respondents were able to choose their own terms and simply described the problems they often encounter. Afterwards, the researcher would interpret these names into the exact terms. Furthermore, the questions used were worded clearly so that the students would not be hindered from understanding the questions' contents.

III.3. Data collection procedure

The data collection procedure was carried out in 2 phases, including administration of questionnaire and administration of interviews.

III.3.1. Phase 1- questionnaire administration

III.3.1.1 Step 1: Constructing the questionnaire

The first step was designing the survey questionnaire to answer the research question. The questionnaire items were taken into the special account because they were the most important parts of a questionnaire. Initially, the researcher asked 5 friends of her to list as many problems they encountered when using the computer and Internet to study language as possible. Based on their ideas, the theoretical guidelines established in the literature review, the information from the Internet and the questionnaires of the precedents' relating researches, a shortlist of

specific content areas were drawn up. After that, the questionnaire items were produced using *the multi- items scales* to "maximize the stable component that the items share and reduce the extraneous influences unique to the individual items" (Nguyen, 2009). Besides, some general features such as the length, the format and the main parts of the questionnaire were decided. To avoid the "counter- productive" effect (Nguyen, 2009), the researcher tried to make the questionnaire as short and brief as possible whilst the information needed was still covered. The layout was designed meticulously to make the questionnaire look neat and organized. In addition, the title, instructions, and final "thank you" were added to provide key information of the research and make the questionnaire be more professional.

III.3.1.2 Step 2: Revising the questionnaire and choosing the participants

After receiving the recommendations of the supervisor and with the help of two first year students who are the researcher's acquaintances, the questionnaire was piloted. One student who piloted the questionnaire got A score for both listening- speaking and reading- writing skills. This student was chosen to help find any mistake and irrational point in the questionnaire. The other who is a normal student who got B and C score for her skills was opted to assure questionnaire language comprehensible to most participants. Thanks to the piloting process, some changes to the wordings of the questionnaire and some questions' contents were made to help eliminate ambiguity and avoid any misunderstanding from the participants.

Before actually administering the questionnaire, the researcher came to the Division I Office to obtain the authoritative information of the numbers of classes and first year students, their schedules, the class sizes and arrangement. Due to the support of the department's officials,

the researcher received the precise details of the information needed and knew that general subjects classes are arranged by the registration of students. From these data, a sample of 2 lecture halls with about 100 students was selected.

III. 3.1.3 Step 3: Administering the questionnaire

After seizing the schedule, the researcher chose the appropriate administration date. The delivery of the questionnaires was always preceded by the researcher's asking for permission of the teacher in charge and the effort to gain the support of these "authority figures"; because according to Nguyen (2009), "participants are rather quick to pick up their superiors' attitudes toward the survey". In each lecture hall, the brief introduction of the study was given clearly; the researcher's encouragement to answer any student's question was highlighted, and the participants' confidentiality of data was emphasized. As the lecture hall was the combination of students from different branches, the researcher reminded that only first year mainstream students whose major are English would take the questionnaire.

After the provision of the brief instruction, the timing started. It took around 10 minutes for the participants to fulfill all the answers. The high turn over- 95 out of 100- of the delivered questionnaire papers were returned thanks to the careful administration process. At last, the researcher did not forget to thank the participants and ask for their permission to contact again for the later interviews.

III.3.2. Phase 2- interview administration

III.3.2.1 Step 1: Preparing the interview

In this step, the interview questions were constructed to once again answer the research question. The questions were designed as much clearly worded and neutral as possible. As mentioned before, basing on the result of the questionnaire, participants would be selected due to their

average listening score and their ideas noted on the questionnaire. To ensure these 7 participants to be worthy representative of 469 students, careful consideration and calculation were taken. After that, the researcher contacted the selected participants via email or mobile phone in advance to get their consent and arrange the meeting in convenient date, time and place for the both interviewees and researcher.

With the teacher interviews, as mentioned before, the researcher first chose them from the teachers name list by casting lots. Then, the researcher telephoned them to ask for their acceptance of taking part in the interview. After receiving the teachers' agreement, the detailed meeting time, data and place were scheduled at the convenience of both researcher and teachers.

III.3.2.2 Step 2: Conducting the interviews

To limit the factors that might affect the interview procedure and to make the participants feel comfortable, the interviews were taken in the French department campus. A brief introduction of the research and the purpose of the interview, the promise of confidentiality of data and the request for participants' permission to record the interview were included before the interviews actually began.

During each interview, the researcher attempted to encourage the interviewee but still tried to remain as neutral as possible. A lot of following up questions were raised to get deeper description into the problems the interviewees faced when using the Internet when studying listening.

As not always did the interviewees be on the right track, the researcher had to make efforts to draw them back when there were signs of digression. The notes taken by the researcher during the interviews would be useful for the data analysis in the following stage. Furthermore, when each interview ended, some quick notes about the special features

such as the respondents' behavior and psychological state, and the surprised things happening during the interviews were written down.

III.4. Data analysis

Initially, the collected data were classified into two main parts: the problems faced by students and their suggestions. Next, the participants' responses would be transferred into numeral form. Then, the data were charted with the merit of Microsoft Excel for clearer comparison and easier synthesis. To help provide more insights into the issues, the ideas from the interviews and participants' answers to open ended question in the questionnaire would be taken as quotations.

With regard to the second data collection instrument, interview, the process was not very easy. As the respondents' answers were the description of technique- related problems, considerable efforts were made to transcribe them into the precise terms. The results from the interview would be the basis to draw up the most frustrating problems which hindering students from using the Internet to study listening.

In this chapter, the research methodology employed to conduct the research was discussed. The selection of the sample, the sampling methods, the justification and description of two data instruments were reported. The chapter ended with the details of the methods and procedures of data collection and analysis.

CHAPTER 4: FINDINGS AND DISCUSSION

In this chapter, all the collected data from the survey questionnaire and interviews were analyzed and discussed to provide the answers to the research question. Moreover, the charts and tables were employed for clearer presentation and comparison.

Research question: What are the problems and factors influencing the use of the Internet in learning listening skill among first year students in FELTE, ULIS, VNU as perceived by students and teachers?

The factors that affect the Internet exploitation of ULIS first year English majors in learning listening are classified into two main categories: subjective ones relating to students themselves such as habit, belief and technique, and objective ones including facility, finance, health, language, technical problems, and teacher.

To have an overall picture of students' ownership of the modern device, participants were asked to indicate whether they possess a computer with the Internet link for their own. Not surprisingly, almost students surveyed (a massive 84.2 per cent) have a computer connected to the Internet. Only 15 students which accounted for 15.8 per cent stated that they did not have. The results of the question are illustrated through the pie chart below:

Chart 1: Student who have computer with the Internet link
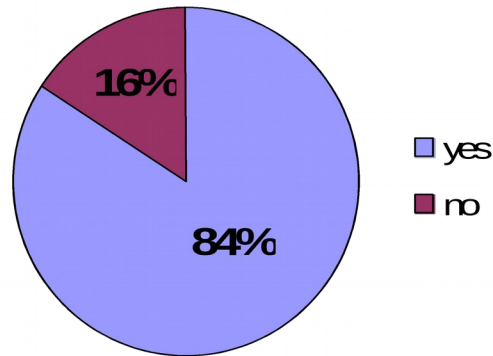
Chart 1: Students' ownership of the computer with the Internet link

The data collected from the question show that the proportion of ownership of the new technological tool is markedly high. In most cases, students did not have to share the computer with the others; therefore, it was convenient for them to access the Internet at any time. Those who did not possess a computer connecting to the Internet had other destinations to reach. Among the options listed in the questionnaire, Internet café, friend's home and the university were the most common places to go. Despite high rate of computer ownership, nearly half of students asked had been acquainted with computer and the Internet in quite a short time. The number of years that students got familiar with the new technology is shown in the table below:

Years of getting acquainted with computer and the Internet	Numbers of students
Less than 1 year	41(43.2%)
From 1 year to less than 3 years	33(34.7%)
From 3 years to 5 years	12(12.6%)
More than 5 years	9(9.5%)

Table 3: Students' years of getting acquainted with the Internet

As shown in the table, 41 students accounting for 43.2 per cent claimed that they had known about the computer when entering the university. Most of these students come from the countryside and the rural areas where the technology advancement have not been popularized. The second group which took slightly more than one third of the participants noted that they had been experienced with the Internet from 1 to 3 years. The third and fourth groups had been working with the computer and Internet for quite a long time, from 3 to 5 years and more. However, these groups only occupied for a small proportion, 12.6 per cent and 9.5 per cent respectively. Moreover, as student C stated in the interview, in spite of the fact that they had been familiar with the Internet for a long time by having taken IT courses in their school days, the real outcomes was not promising. She said:

"I didn't get much from the IT course in the high school. Therefore, even though I claimed that I've been acquainted with the computer and the Internet for 3 years, I have just been really used it for 7 months" (*Findings from student C's interview, appendix 4*).

Thus, from the results presented, it can be concluded that although the rate of possession of private interconnected computer among first year students is high, the amount of time they have actually experienced the new technology utility is rather modest.

In order to get specific information about the average amount of money students has to pay for the Internet service each month, the research asked the participants to indicate their payment range. The results of this question show that finance seemed not to be big an obstacle to 67.3 per cent of students because they pay less than 100,000 VND per month for the Internet service. However, more than one fourth of students (27.3%) figured out that the Internet cost which ranged from 100,000 to 250,000 VND was quite high to them. The third group of students accounting for a

mere 5.3 per cent noted that they even had to spend from 250,000 to 350,000 VND on the service each month. Fortunately, none of students asked had to pay more than 350,000 VND. Student A, who splashed up to 250,000 VND for the Internet service, claimed that she had to pay more by using the package service because she wanted to have the high speed Internet connection (Student A's interview). However, she added, it was a really big sum of money to a student, and sometimes she thought of sharing the package with others to ease the financial pressure. In addition, according to student E, the issue was more frustrating with those who used the Pay As You Go ADSL services which require customers to pay basing on the megabits capacity they consume. Student E complained:

"I have to limit my use of the Internet by restraining watching and downloading videos and images…and although the cost of Internet service maybe not a burden for many, a lot of us still obsess with it". (*Findings from student E's interview, appendix 4).*

As regards health related factors, majority of students (85.3%) admitted that they often faced with this kind of problem. The rest which took only a small proportion (14.7%) showed their freedom from the health problem when using the Internet to study. With the aim at finding out which problems are the most commonly encountered ones, a question was raised in the questionnaire. This question asked the respondents to indicate which health risks they often cope with when absorbing in the Internet surfing. It is predictable that the most health problem acquired was worse eyesight with a hefty 86.4%. The health risk with the second percentage was headache which accounted for 80.2 %. Up to three forth of students claimed that backache was another uncomfortable physical condition they encountered when using the Internet to study listening. Stress experienced the forth rank among the health related difficulties listed as recorded by more than half of students. It is followed by neck

injuries, worse skin and hurt fingers which occupied relatively low scores in comparisons with the aforementioned health risks (39.5 %, 33% and 28.4% respectively). The results from this question are clearly demonstrated through the following column chart:

Chart 2: Techinque- related factors

%

100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%

86.40%
28%
33%
74.70%
80.20%
39.50%
51.60%

Worse eyesight | Hurt fingers | Worse skin | Backache | Headache | Neck injuries | Stress
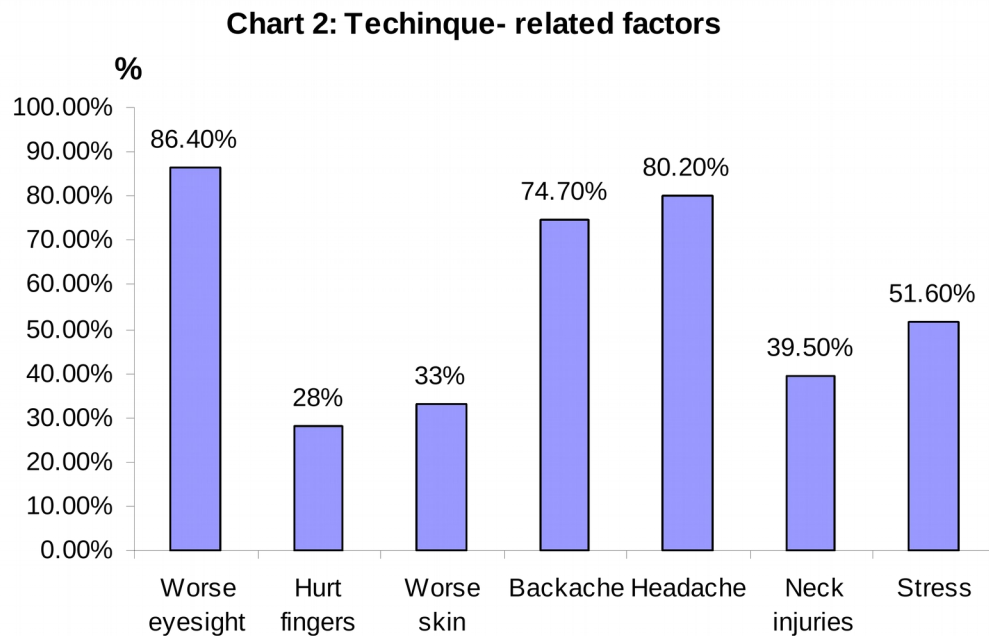
Chart 2: health problems encountered by students

The researcher also left a space under the option lists for students to supplement the other health problems. Helpfully, some students noted down that earache was extremely frustrating because they had to use headphone when learning listening so as not to disturb the others. The results from the questionnaire were assured in the interview with students. All of them confirmed that after long durations of sitting in front of the computer their eyesight was worse, their heads, backs and necks were ached. As student B revealed, many of her friends became shortsighted because of exposing too much time working with the Internet (Student B's interview). She added that sometimes these factors really hindered her from continuing finding materials for her studying. She complained:

> When there are assignments which require working with the Internet for a long time, I am terribly tired. And to find

good listening exercises or conversations, it takes a lot of time. My head, my eyes, my necks, my whole body actually, are wearied. I often even turn my computer into high volume so that I can hear more clearly. Eventually, my ears are not good now. (*Findings from student B's interview, appendix 4).*

It can be seen that the health problems in some cases prevent students from attentively and passionately engaging in exploiting the Internet for studying.

Sometimes problems come from parts of technology itself. Alarmingly, a massive 93.7% of students surveyed were affected by the technical problems. There were only 6 participants responded that they did not cope with any technical problem when using the Internet to study listening. To illustrate the difficulties encountered by first year students, the following chart is employed:

Chart 3: Technique- related problems
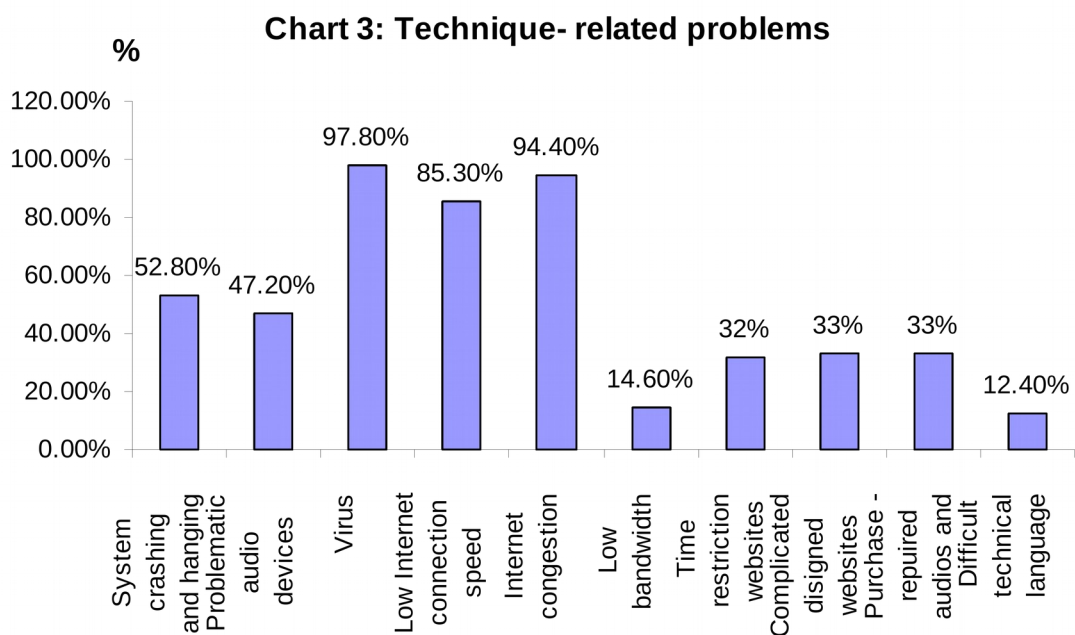
Chart 3: technical problems related factors

It can be seen clearly from the chart that the most noticeable obstacles were virus and Internet congestion which held overwhelming proportions of 97.8 % and 94.4 %. Another technical problem that might cause the reluctance to employing the Internet in learning listening was

low Internet connection speed as reported by 85.3% of students. System crashing and hanging and problematic audio devices ranked the third and forth among the difficulties suggested. They were encountered by nearly the same number of students with the percentage ranging in a relatively small margin, respectively 52.8% and 47.2%. Complicatedly designed websites and purchase- required audios and documents were complained to discourage their motivation by one in three students surveyed. It seemed that not many students found low bandwidth, time restriction websites and difficult technical languages challenging because these factors accounted for only 14.6%, 19.1%, and 12.4 % of students respectively.

These technology- related stumbling blocks were very frustrating for most as reported by all interviewees. Student A said that many web pages contained a lot of viruses and it spread easily just after a click of mouse. Many times her computer suddenly shut down and she lost all the unsaved documents just because of the viruses. Therefore, she often constricted herself from downloading videos, electronic books and the other materials that were helpful for her study. (Student A's interview). Moreover, the low Internet connection speed often stopped student F from continuing searching for the new documents for listening improvement. She reported that she felt annoyed and discouraged when waiting for 10 minutes and more to load a video from the Internet (Student F's interview). In addition, all the interviewees agreed that whenever they coped with the technical problems, they no longer wanted to keep on learning. Student F even said that because all the compulsory listening exercises were from the tapes provided by the teachers, what she did in the Internet was just finding the supplementary materials to improve her skill. Therefore, when encountering some of the above

difficulties, she stopped her searching, shifted to another work or simply shut down the computer (Student F's interview).

Another factor that had the impact on students' use of the Internet resources in their listening study was language- related ones. Unlike in the listening materials supplied in their courses, the language used in films, news and conversations taken from the Internet tends to be closer to life. As a matter of fact, there are many linguistic elements affecting the comprehension of students. Therefore, to have an overview on which linguistic aspects have most influence on them, a question was included in the questionnaire. The results of this question are clearly presented as follow:

Chart 4: Language - related factors

- You lack the background knowledge of thee issues referred — 83.3
- There are many hesotation, pauses, filling words...which influence the flow of speech — 18
- There are many slangs — 66.3
- There are many new words and grammar structures — 65.3
- The words ara not pronounced clearly — 81
- The speakers speak in different accents — 82.1
- The speed of speakers is fast — 93.7

%
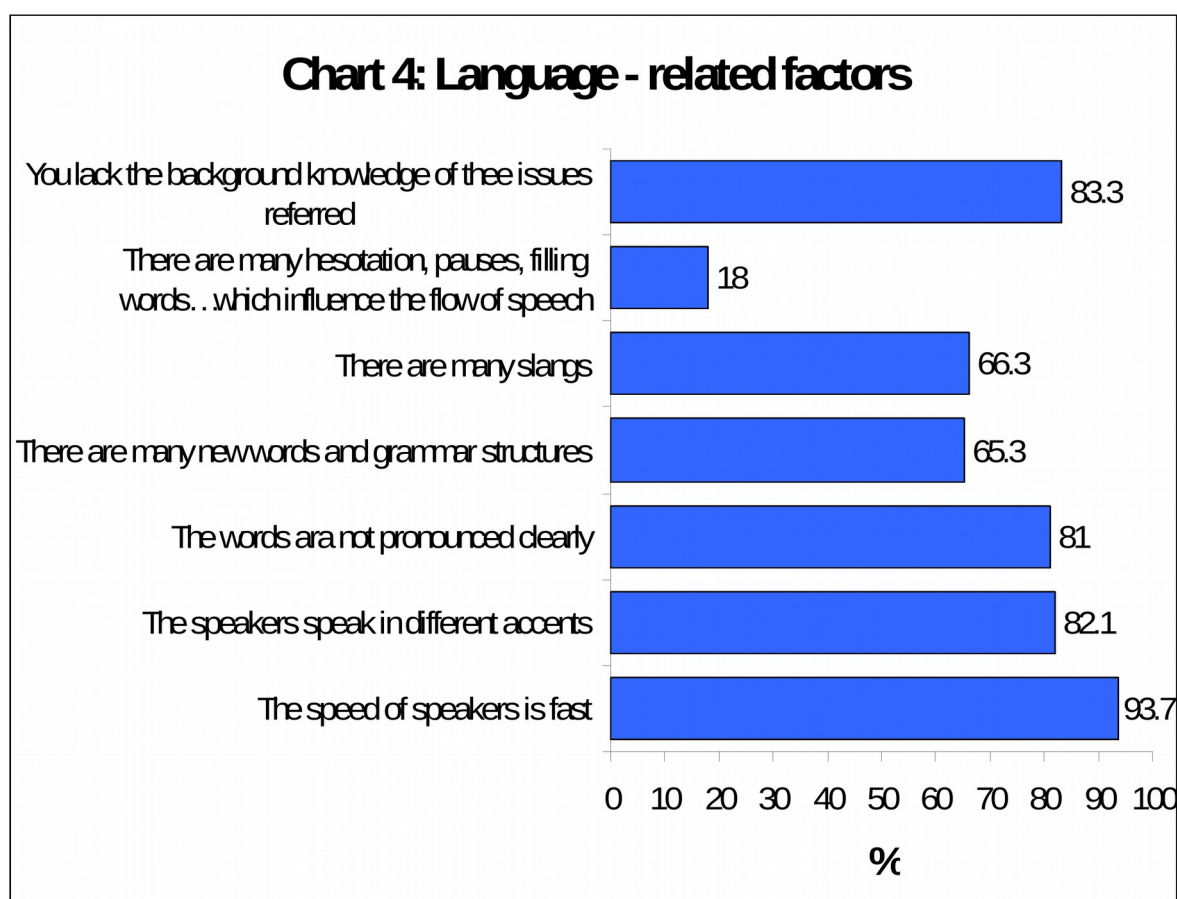
Chart 4: Language- related factors

The chart shows that the speed of speaker was the factor that caused the highest barrier to first year ULIS students as claimed by a vast

majority of them (93.7%). Student A pointed out that only the native people could catch up with the pace of some speakers in many clips. Added to that, student D, an interviewee, admitted that the speaker's speed in some videos she watched was too fast for her to catch any thing. She said:

> I want to expose to different authentic listening environment. Therefore, I often come across some websites like Youtube to watch the videos. But most of the time, I couldn't understand what they are saying because they speak too fast, without any pausse… (*Findings from student D's interview, appendix 4).*
> It is followed by three other linguistic aspects which influenced

almost the same number of students, namely the lacking background knowledge of the issue referred, the speakers' different accents and the unclearly pronounced words. These factors held big proportions that were 83.3%, 82.1%, and 81% respectively. The findings were specified in the interviews with students. "Sometimes I have to stop watching a clip because I do not have any idea about the things discussed in it. They are beyond my knowledge", student A unveiled her ideas. One reasoned for it "May be because they come from different cultures and have different background knowledge" (Student E's interview). Student E continued to exclaim that in many movies she watched people tended to speak too fast in quarrels and used so many slangs; consequently she "had to end up by moving to a translated movie". Therefore, it is not surprisingly that up to two third of students found it burdensome when the new words and grammar structures and the numerous slangs occured too frequently in the films, talks and conversations in the Internet. There were only 17 respondents, a small number of students considered the hesitations, pauses, filling words that influenced the flow of speech as the obstacle to their understanding.

The last objective factor that might redirect the students' way of applying the Internet on their listening learning was the teacher's encouragement and guidance. Fortunately, majority of students (82.1%) reported that their teachers often advised them to utilize the Internet for their listening improvement. Only a tiny 17.9% of participants announced that they did not receive any guidance and inspiration to employ the new technology into their learning. In order to find out what exactly the students wanted their teachers to help, the researcher designed an open ended question in the questionnaire. From the data collected, the students' wishes can be summarized in two main points. First, it is very helpful if the teachers provided them with some useful and reliable websites. Second, because "there are loads of things in the Internet"; and "we will get lost without the specific direction"; and "we are just familiar with the Internet"(*Findings from questionnaire*), students always appreciated the teacher's guidance of how to exploit these resources. The findings from the interview also build up another idea. Student J suggested that the teacher could assign small listening homework that required students to find materials from the Internet. It is predictable that students would work more attentively and effectively because "we are put under pressure" (Student J's interview). In addition, as teacher A and B confirmed, they always stimulated their students to use the Internet for the students' listening by providing guides and some useful learning English websites. However, "how effective the students employ the method depends so much on each individual's determination, persistence and assiduousness" (Teacher A's interview).   All the aforementioned are the objective factors; however, we all know that the main elements attributing to the effectiveness of Internet usage come from the students themselves. Therefore, in the questionnaire the researcher also included some questions designed to collect the

information about the subjective factors, namely the habit, belief and the technique acquisition related ones.

Firstly, as regards to the habit- related factors, it is unsurprising that a hefty 86% of participants chose "very often" when being asked about the frequency of their accessing to the Internet. Only 14% said that they "often" accessed the Internet. Interestingly, none of students chose "sometimes", "rarely" and "never" options. It can be inferred from the figure that approaching the Internet has become the habit of a vast majority of first year ULIS English majors. However, what exactly do they do when entering the Internet? The answers can be found in the results of question 2 in part III in the questionnaire; and are clearly demonstrated through the chart below:

Chart 5: Student's acticity when accessing the Internet

Chart 5: Student's Activity when accessing the Internet

The most frequent activity of students when accessing the Internet was relaxing. It was the preferred choice of 81% of respondents. It is followed by finding the information for studying activity which held

62%. Finding information to enrich background knowledge was considered to be the favorite work of a half of students. The further conversations with the interviewees provided a deeper view on what a typical first year student did when entering the Internet. Student A was excited when talking about her Internet related activities.

> "Relaxing, of course. I often listen to music, chat with my friends, play online games, upload photo to my Facebook and Twitter accounts, and give comments, a lot of tempting things to do. I can't stand up" (*Findings from student A's interview, appendix 4).*

Student B added that she often searched the information from the Internet when the assignments required the supplementary materials. It is interesting to find out that although many students often read articles, news and stories to enrich their knowledge, they read in Vietnamese. Student B reasoned: "I can't read news in English because it is time consuming; and because there are so many new words and structures, I often feel ambiguous after finishing." According to teacher A, many students preferred their traditional information seeking habit and showed high degrees of reluctance to change their working style even though they mastered the skills of the Internet. Because for some students, the Internet was regarded as a hobby, not a study- related task or their routine work; they enjoyed the personal experience and communication with their friends then came back to their textbooks instead of the Internet (Teacher A's interview).

There are many ways students can exploit the Internet to study listening such as talking with the foreigners, listening to music…The frequency of their applying the Internet- based activities are meticulously demonstrated through the following table:

Internet based activities	Very Often	Often	Some times	Sel- dom	Never

Having conversation with foreigners and friends in English via Skype, Yahoo…	3.2%	15.8%	30.5%	39%	11.5%
Listening to English songs	60%	27.3%	10.6%	2.1%	0%
Listening to audio stories and poems	2.2%	7.3%	20%	41%	29.5%
Watching English films	14.5%	25.3%	37%	20%	3.2%
Listening to news, conversations, instructions broadcasted in English in the Internet	5.3%	27.3%	39%	23%	5.4%

Table 4: Frequency of applying Internet based activities

Talking with foreigners and friends in English via some Internet applications as Skype and Yahoo is cheap and effective. However, this activity seemed not to be applied regularly as shown in the figure below:

Very often   Often   Sometimes   Seldom   Never

3.2%   15.8%   30.5%   39%

11.6%
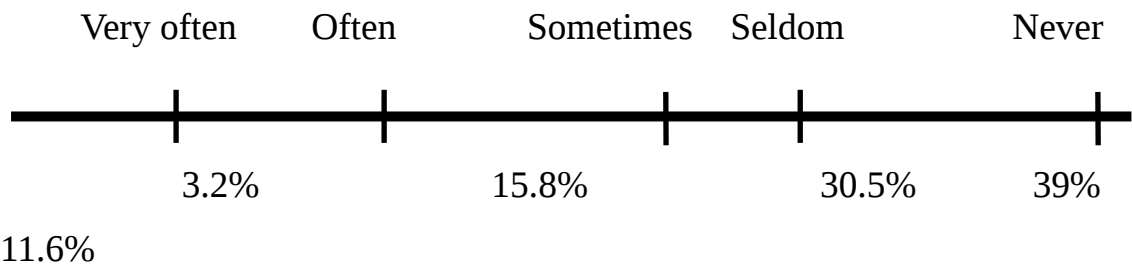
 Diagram 1: Frequency of having conversations with foreigners via Skype, yahoo…

As can be seen from the figure, up to 39% of students admitted that they seldom chatted with foreigners and friends in English. It is followed by nearly one third of students who sometimes did the activity. Actually, there were only a small number of students saying they often and very often applied this method to improve their listening ability with the percentage of 15.8% and 3.2% respectively. It is surprising to note down that 11.6% of students never talked to foreigners and friends in English. The low frequency can be reasoned by the interviewees' ideas. Student E claimed that the foreigners' distinct accents and different points of view

prevented her from keeping the conversation with them. This student had some uncomfortable experiences with some foreigners who tended to be aggressive and arrogant. In addition, the different time zone made it hard to communicate directly with people from some English speaking countries like United States, United Kingdom and Australia (Student E's interview).

Listening to English songs seemed to be the favorite of many students because the largest number (60%) was found in the group of students *very often* did this activity. The number of students who *often* learned through music ranked the second with 27.3%. There were only a small proportion of students (10.6%) choosing *sometimes* frequency and none of them said they *never* to English music. While studying by enjoying the music attracted quite a big amount of students, listening to audio stories and poems seemed to experience a low interest among the students:

Very often	Often	Sometimes	Seldom	Never
2.2%	7.3%	20. %	41%	29.5%
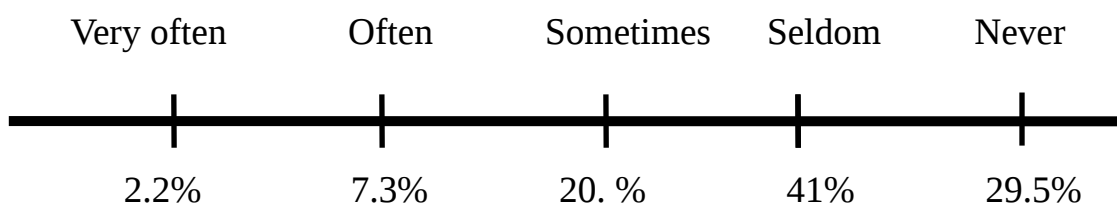
Diagram 2: Frequency of listening to audio stories and poems

It is clearly shown from the figure that listening to audio stories and poems was not appealing to the overwhelming majority of students because up to 41% and 29.5% of them *seldom* and *never* did the activity. The numbers of participants more frequently learned English through this form were quite modest and range in small margins. The low rate might be traced on the unpopularity of this method and the indifference of students towards poems and stories (Student J's interview). In addition, as student J explained, the language of poems and stories was too

challenging and ambiguous, so even though the speakers read them in a quite moderate speed, they just could understand a little bit. One even did not have any idea about this activity- "this is the first time I hear about it" (Student D's interview).

The two last activities, namely watching English films and listening to news, conversation…broadcasted in English experienced nearly the same scores. Both of them had the highest percentages in the "sometimes" options but the latter got 2% higher (37% and 39% respectively). Around one forth of students *often* did the two activities and both of the methods were *seldom* applied by one fifth of them. The two extreme options *very often* and *never* held quite small proportions; however, watching English seemed to be preferred by students in comparison with the latter activity. While there were 14.5% of students very often enjoying English film, just 5.3% of them were engaged in watching news, conversations…in English.

It is noticeable from the table that the proportion of students who chose "sometimes" and "seldom" was quite superior to those of others. The reasons for this phenomenon could be found in the interviewee's ideas. Student J explained that except for listening to music, the others were quite time consuming, uninteresting and tense. She said that as they were busy with their schooling and their assignments, spending at least 2 hours for a movie was not easy. Some movies were too tempting that their eyes kept stuck on the screen and they forgot about their exercises. Audio stories and poems were not appealing for most because "we are young, we want something active and bustling". In addition, "news, conversation and constructions were spoken too fast and for me, they were sometimes very hard to digest" (Student A's interview).

Their belief definitely takes an important role in the effectiveness and frequency students apply the Internet to their listening learning. In

order to find the information about students' perception of the more effective method to achieve higher mark in the academic tests, a question was raised. The results of the question are illustrated in the column chart as follow:

Chart 6: Belief - related factors

- Listening to the tapes with the book
- Watching English film, videos, conversations… in the Internet
- Watching TV programs broadcasted in English
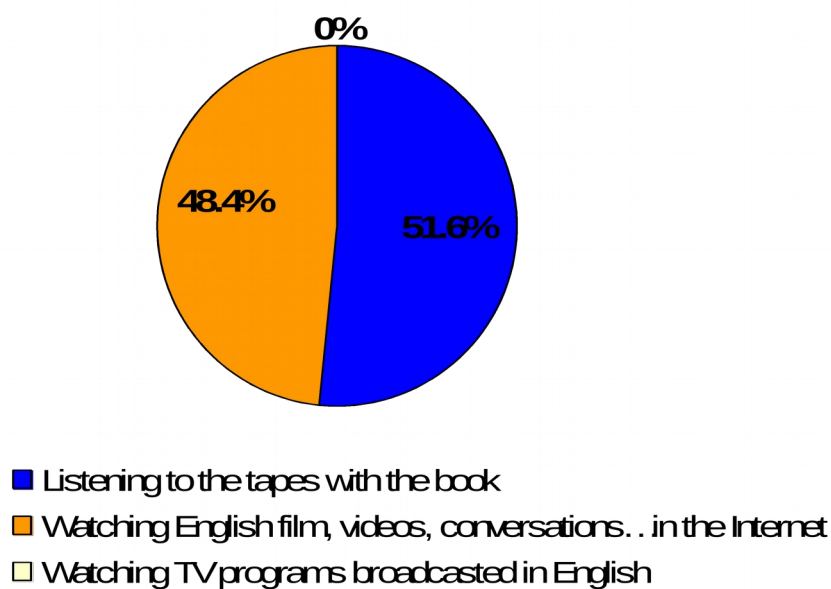
Chart 6: belief related factors

It is interesting to find out that there was no student thinking that watching TV programs broadcasted in English would help them get better scores in listening tests. The number of participants who agreed at the effectiveness of working with the tapes and learning through the sources in the Internet in higher achievement in academic tests were almost the same. Specifically, both groups shared the nearly equal proportion with a half of students for each. Students in each group also gave their explanation for their opinion. As student C explained, the format of the listening tests they take in exams was similar to that designed in the books and tapes provided by the course. Therefore, they would gain better marks thanking to the continual practice with those materials (Student C's interview). On the other hand, student D, who perceived that

working with the Internet was more effective, reasoned that watching English films, videos, conversations… would set the firm and wide background for students in many fields. As a matter of fact, when the listening test was about a new issue, students were "not like a fish out of water" (Student D's interview). In addition, teacher A pointed out that because learning listening is a process that requires learners a great deal of time to practice and absorb information; it would be necessary to get familiar to different types of listening, not just the academic format (Teacher A's interview).

To use the Internet to support listening studying, students must reach a certain level of technological skill. In the question designed to seek the information about the students' ability of using computer and Internet, the participants were asked to indicate their technological skill according to the scale from very comfortable to not comfortable. The students' computer and Internet skill in general are demonstrated in the chart below:

Chart 7: Student's computer and Internet skill

Chart 7: Student's computer and internet skill in general

69
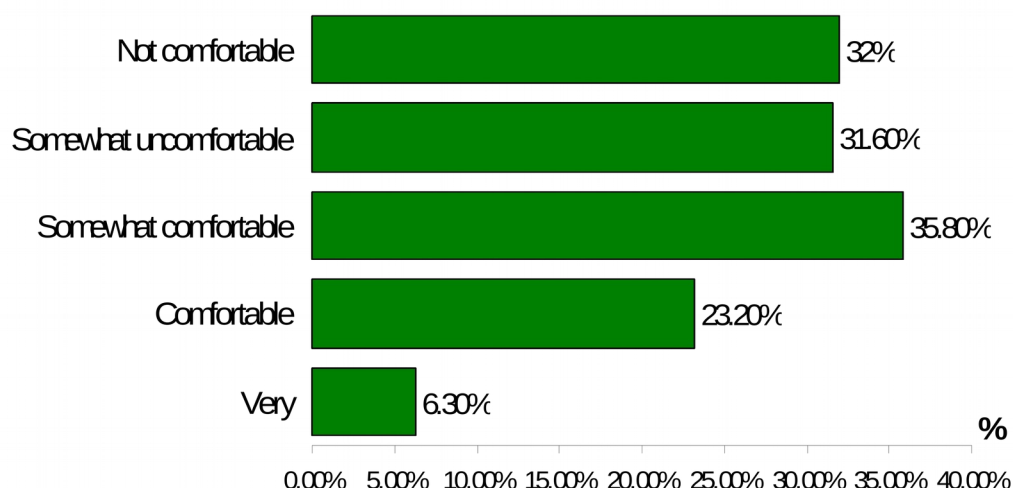
It can be seen from the chart that more than one third of students indicated their skill of using computer and the Internet was somewhat comfortable. Those whose technological skill was perceived to be somewhat uncomfortable accounted for 31.6 per cent. There was more around one fifth finding that their ability of operating the new technology device was comfortable. The percentages of students who judged their computer skill to be very comfortable and not comfortable experienced quite tiny scores, 6% and 3% respectively. It is clear that the numbers of students who perceived to have good computer skill were higher than those who thought to be not very comfortable at their technological skill. However, it is the fact that technology related problems still caused difficulties to one third of students, which was not a small number.

First, the computer operations skill of students are explored and recorded in the following table:

	1	2	3	4	5
Operate computer tasks (using the keyboard, the mouse; turning on/ off the computer; starting an application...)	9.5%	56.8%	28.4%	5%	0%
Install the plug- ins necessary to hear and view multimedia resources	7.3%	14.7%	29.5%	39%	9.5%

Table 5: Students' computer operations skill

The scale is number from 1 to 5 indicating from very comfortable, comfortable, somewhat comfortable, and somewhat uncomfortable to not comfortable. It can be seen that the numbers of participants who chose "somewhat comfortable" were nearly the same in

the both skill referred in the table with 28.4% and 29.5% respectively. The most outstanding figure in the table was the percentage of students who rated their operating of computer tasks to be comfortable with 56.8% while none of them found uncomfortable with this skill. However, installing the plug-ins necessary to hear and view multimedia resources seemed to be the daunting task to 39% of students. Actually, when being asked about plug-ins, most of the interviewees did not know exactly what they were and what they were for. Student C admitted that because of her dependence and laziness, she often asked for the others' help to install the operation system, then the other application software and plug-ins. Therefore, she did not have much idea about those additional Internet applications (Student C's interview). In addition, teacher B proclaimed that there were students did not even know some very popular and helpful plug- ins such as Adobe Flash Player, Quick Time, and the word consultation add- on which helps quickly look up for the word meaning in the FireFox web browser (Teacher B' s interview).

Obtaining and using files are another important skill that needs to be achieved by students. The results collected shows that a half of students did not know much about the utilities that help view graphics and play sounds and movies. The students who felt more comfortable about those software experienced higher proportion, with 50.6% in total. Like in the case of plug- ins, many students had no idea about K-lite Codec Pack, VLC media player, KMplayer… (Teacher B's interview). The figures collected in about obtaining and using files aspect were displayed as follow:

Obtaining and using files	1	2	3	4	5
Know some utilities that help view graphics and plays sounds and movies	7.4%	17.9%	25.3%	34.7%	14.7%

	1	2	3	4	5
Understand the nature and danger of computer viruses and knows how to minimize the risk of contracting a computer virus	5.3%	14.7%	24.2%	38.9%	16.8%

Table 6: Students' obtaining and using files skill

Actually, viruses received more concern and popularity among students than other aspects of computer operation. However, the numbers of students who did not understand much about the nature and danger of computer viruses and knew the method to minimize their risk were still high. They included students who indicated their ability to be somewhat uncomfortable and very uncomfortable, and accounted for 55.7%. Student C reasoned that although she knew that viruses were dangerous, she did not know how to avoid or limit their effect. She even did not set up anti- virus software because she did not want to pay money for the licensed software (Student C's interview).

The students' ability of using the Internet is vital and the results of its data collection are provided in the following table:

	1	2	3	4	5
Use the search engine such as Google, Bing, Yahoo Search, Lycos, Inforseek…to locate information in the Internet	13.7%	37.9%	41%	5.3%	2.1%
Follow a link from one web page to another web page	4.2%	47.3%	32.6%	13.7%	2.1%
Create bookmark or save a favorite webpage	9.5%	26.3%	28.4%	22.1%	13.7%
Use and understands the features of a browser (back, forward, stop, search, refresh, history, home buttons, address bar,	20%	17.9%	35.8%	24.2%	9.5%

loading status)					
Understand key features of a web page (links, site map, feedback, email)	8.4%	21%	38.9%	26.3%	13.7%
Choose appropriate sites from a search	4.2%	14.7%	37.9%	41%	13.7%

Table 7: Students' ability of using the Internet

As shown in the table, the students' ability of using the Internet was good because in most of the aspects suggested here, the highest percentage was in rate 3- somewhat comfortable and rate 2- very comfortable. Some outstanding figures can be seen in the student's level of using search engine; following a link from a web page to another… They all reached the high percentage from 28.9% to 47.3%. Understanding these basic Internet features helps the learners exploit the technology advancement more easily and effectively. However, the numbers of students who did not have good skill of these elements were still high. Typically, there were up to 41% of students who found it not comfortable to choose the appropriate sites from a search. It may be because there were loads of relating sites appearing after a search as student D complained (Student D's interview); or because students did not know the ways to make use of the information in the pre- viewing parts of any website as teacher B explained (Teacher B's interview). In addition, student's ability of judging information is needed concerning. Actually, up to 43% of students claimed that their ability of determining the currency, accuracy and reliability of the information was somewhat uncomfortable. Similarly, those who could not verify the safeness of a webpage experienced a high score with 45.3%. The proportion of students who were somewhat uncomfortable about the information and webpage judgment skill were small, with 13.7% and 9.5% respectively.

The similar situation happened with those who better master these skills. They all had low percentage of students. Luckily, there was still a third and a fifth of students indicating their skill to be somewhat comfortable. The figures collected from the part are recorded in the table below:

	1	2	3	4	5
Determine whether information is current, accurate and reliable	2.1%	7.4%	33.%	43%	13%
Determine whether the webpage is safe	5.3%	17.9%	22.1%	45.3%	9.5%

Table 8: Students' judging skill

It can be concluded that the ability of verifying the credibility, relevance and accuracy of information derived from the Internet is needed more attention. Many students did not have this skill and they could not judge the quality of information from the websites, mailing lists and newsgroups. As consequence, the information they absorbed was not accurate(Teacher A's interview).In addition, as teacher B figured out, students might accidently come across unsafe webpage which contained some potential risks like viruses, malwares…. Alarmingly, these websites which contained the unsuitable contents for young students were very alluring. Consequently, some students became addicted to these websites and the studying results were definitely affected (Teacher B's interview).

In conclusion, basing on the data analysis above, it can be seen that there were many factors that influence the use of Internet among first year students. Actually, both the subjective and objective had certain impacts on each individual.

In the nutshell, this chapter has answered the research question by the data collected from the questionnaire and interview with the clear illustration of these data by charts and tables and the meticulous discussion of the findings.

CHAPTER 5: CONCLUSION

This chapter will first review the significant research findings that have been discussed in chapter 4. Afterwards, some limitations of the study will be pointed out, based on which suggestions for further studies will be offered.

IV.1. Major findings of the study

The research has found out that there are many factors that affect the exploitation of the Internet among first year ULIS mainstream majors. Both subjective and objective factors have their certain impact on each student. Actually, the objective factors such as the health, the language, teacher- related ones and the technical problems have hindered a lot of students from fully and effectively utilized the new technology advancement. Among the objective factors, it can be seen clearly that while finance is not the major problem for most students, the health related difficulties are the real obstacles to majority of participants. Some health risks caused by the long duration sitting in front of the computer

such as the worse eyesight, headache and stress were recorded as the most encountered physical problems among the students. In addition, the language in programs broadcasted in English in the Internet causes a lot of barriers for students when using these programs to learn listening. Among the language related factors, the speakers' fast speed and different accents, the unclearly pronounced words and the lack of shared background knowledge experienced the highest scores among the respondents. It is the fact that some technical problems also cause the reluctance of applying the new technical device to studying listening. The last objective factor recorded to be influential on students' motivation to studying in the Internet is teachers' support and encouragement. As can be seen, teachers have brought students great guidance, assistance and stimulation.

Secondly, the subjective factors that come from the students themselves play an important role in the effectiveness of the Internet application into their listening studying. The habit, belief and technique ability related factors were taken into consideration and the results from the questionnaire and interviews prove that students were influenced by the factors relating to themselves. Firstly, it is interesting to find out that even though majority of students have their own computers connected to the Internet, their computer and Internet skills are not good enough. Some necessary skills such as judging information and webpage skills are recorded to be relatively poor in comparison with other ability such as obtaining and using files, operating the computer…Secondly, the numbers of students who believe that listening to the tapes with the book would help them to achieve higher marks in the academic tests is another factor influencing the utilization of the Internet into listening training. Last but not least, even though majority of students consider accessing to the Internet as their daily basis, they actually more likely to value the

interpersonal contact with their friends and the entertainment utility of the Internet. However, the frequency that students apply the Internet based methods into their listening education is not high. Except for listening to the English songs, some useful ways to improve their listening efficiency such as talking with the foreigners and friends in English through Skype, Yahoo…, listening to audio stories and poems….are not paid enough attention among students.

There are still other factors that influence the students' exploitation of the Internet in their listening training; however the researcher tried to find out as many factors as possible. With these findings, the researcher hopes that the students, the teachers and the policy makers will have deeper understanding about these difficulties and therefore, find the suitable methods to minimize these obstacles.

IV.2 Limitation of the study and recommendations for further study

The time constraint, the scope of study, and the researcher's limited knowledge and experience have caused limitations in the research.

For the first place, because the information collected during the research procedure is too general and inundate, it is hard for the researcher to deal with only one single aspect- the factors influencing the exploitation of the Internet in learning listening. As the matter of fact, the researcher can not be sure that all the problems and factors were covered.

What is more, only 100 students which account for 21% of the target population were invited to answer the survey questionnaire. Furthermore, the interviewees were limited to only 7 students. It is clearly that these numbers are too small to provide the overall view of the factors influencing their use of the Internet in listening learning.

The application of the Internet into learning and teaching are a prosperous research area for the further studies in this issue as it is still a relatively unexplored field.

Initially, as this research focuses on investigating the factors affecting the students' exploitation of the Internet in their listening training, other aspects such as the methods to apply the technology advancement into education has yet been explored. Further more, the suggestions to overcome the most encountered problems have not been referred in the research. Therefore, it is promising for researches into these aspects.

Besides, this research concentrates merely on the use of internet in listening skill; therefore, it would be auspicious to spend time on exploring the factors affecting the Internet application in speaking, reading and writing skill.

In summary, this chapter has once again summarized the findings of the research questions, indicated the limitations of the research including the constraint of time and the confined coverage area, and provided the suggestions for the further studies into the issue.

REFERENCES

Ahmed AM. &Yousif E. (2007). Problems and factors that influence the use of Internet by the Sudanese doctors. *Sudanese Journal of Public Health*, 2 (3), 177-182.

Barry D. (1999; August 22). Get Rich Click. *Washington Post*.

Barzun J. (1983). *A stroll with William James*. Chicago: University of Chicago Press.

Brdicka B. (2003). The role of Internet in Education. *AISIS*. Retrieved March 14th, 2011 from http://it.pedf.cuni.cz/~bobr/role/ch41.htm

Buck G. (2005). *Assessing listening* (5th ed). Cambridge: Cambridge University Press, 4- 10

Chen & Yu-Li (2006). Factors influencing Internet use in teaching English: A study of EFL teachers in northern Taiwanese higher education institutions. *ProQuest dissertations and Theses.*

Computer Viruses (2011). Retrieved February 18, 2011 from http://support.microsoft.com/kb/129972

Czaja, Charness, Fisk, Hertzog, Nair, Rogers &Sharit (2006). Factors predicting the use of technology: Findings from the center for research and

education and aging and technology enhancement. *Psychol Aging, 21*(2): 333- 352.

Dougiamas M. (n.d.). Improving the Effectiveness of tools for Internet- based education. *Curtin University of Technology.*

Dozer C. V.(1997). Improving Learners' listening skills: At the workplace and beyond. *Center for Apllied Linguuistics.* 1-5.

Flowerdew, J & Miller L. (1997). The teaching of academic listening comprehension and the question of authenticity. *English for specific purpose*, 16 (1): 27-46.

Gilman, R. A. & Moody L. M. (1984). What practitioners say about Listening: Research Implications for the Classroom. *Foreign Language Annals*. 17:331-34.

Green D. W. & O'Brien T. (2002). The Internet and the upper elementary classroom: Making a difference? *From Now On Journal.* 11 (9)

Hans van der Heijden (2003). Factors influencing the usage of websites: The case of a generic portal in The Netherlands. *Information and Management.* 40(6): 541- 549.

Howe W (2010). *An anecdotal history of the people and communities that brought about the Internet and the Web*. Retrieved March 26th, 2011 from http://www.walthowe.com/navnet/history.html

Kuang- wu (2000). English teachers' Barriers to the use of computer- assisted language learning. *The Internet TESL Journal.* 6(12).

Lan Z. .& Falcone S. (1997). Factors influencing internet use- A policy model for electronic government information provision. *Journal of Government Information,* 24(4): 251-257.

Le T.L.(2007). *Graduation paper: Using authentic Internet- based supplementary materials to teach reading skill to second year students at English department at CFL- VNU*. Hanoi: CFLVNU

Li C. (2005). Factors affecting listening comprehension and strategies for listening class. *CELEA Journal.* 28(3):113 -115.

Malone M. (2010). *Definitions of Adware, Spyware & Computer Viruses.* Retrieved   March   16th,   2011   from

http://www.ehow.com/facts_6798234_definitions-adware_-spyware-computer-viruses.html

Medelson D. & Rubin J. (1995). A guide for the teaching of second language listening, San Diego, *CA: Dominic Press*

Mohammad S. A. & Raid M. (n.d.). Investigation of Factors Influencing Students' Intention to Use the Internet: Jordanian Universities Context. *Studies in Business and Economies*, 12(2), 47-53.

Naizhao G. &Will R. (n.d.). *An investigation of factors influencing English listening comprehension and possible measures for improvement*. Retrieved March 17th, 2011 from http://www.aare.edu.au/05pap/guo05088.pdf

Nguyen T. H. L. (2003). *Graduation paper: Using computer to teach English listening skills to learners at upper- secondary schools*. Hanoi: VNUCFL.

Nguyen T. T. P. (2003) *Graduation paper: Towards better using computers and internet to facilitate the teaching and learning process of English for gifted pupils at Hanoi- Amsterdam secondary school.* Hanoi: VNUCFL

Nguyen T.T. M. (2009). *Research methodology*. Hanoi: VNUCFL

Nguyen V.T. (n.d.). *Education into the 21st century: The effectiveness of the Internet as an aid to classroom learning.* Retrieved March 25th, 2011 from http://www.catholic.org.tw/vntaiwan/writing/tuyet.htm

Nissan, S., DeVIncenzi, F & Tang, K. L. (1996). An analysis of factors affecting the difficulties of dialogue items in TOEFL listening comprehension. *Educational Testing Service.*

Nwagwa E. W., Adekannbi J. & Bello O. (2009). Factors influencing use of the Internet: a questionnaire survey of the students of University of Idaban, Nigera. *Electronic Library.* 27(4): 718- 734.

Oxford English Dictionary (2009). New York: Oxford University Press

Paduraru C. (2011). *Factors That Affect Listening Comprehension*. Retrieved March 26th, 2011 from http://www.ehow.co.uk/info_8113766_factors-affect-listening-comprehension.html

Purdy M. & Borisoft D (1997). Listening in everyday life: *a personal and professional approach* (2nd ed.). Maryland :University Press of America.

40. Schauland D. (2003). *What are System Resources?* O. Wallace (Ed.).

Louisville, KY: TechRepublic.
Schirmer P. & Goetz S.J. (1997). Factors Influencing Technology Use. *The Circuits Come to Town: An Analysis of Technology Use and Electronic Delivery of Government Services in Kentucky, 6-12.*
Shore J. (1985). *Sachertorte Algorithm and Other Antidotes to Computer Anxiety*. London: Penguin Books.
Ur P. **(**2007). *Teaching listening comprehension* S. Thornbury **(**Ed.). Cambridge: Cambridge University Press, 7 – 9.
Wipf, J. W (1984). Strategies for Teaching Second Language Listening Comprehension. *Foreign Language Annals* 17:345-48.
Yi, Zhixian (2008). Internet Use Patterns in the United States. *Chinese Librarianship: an International Electronic Journal, 25.*
Young, K. S. **(**2009). Internet Addiction: The Emergence of a New Clinical Disorder. *CyberPsychology & Behavior* 1**(**3)*, 237- 244.
Yousif A. A..(2006)Listening comprehension difficulties. *Language and Translation.* 13: 35-47.

SURVEY QUESTIONNAIRE

Vietnam National University

University of Languages and International Studies

The Faculties of English Language Teacher Education

SURVEY QUESTIONNAIRE

Problems and factors influencing use of the Internet in learning listening by first year mainstream student at Faculty of English Language Teacher Education, ULIS, VNU.

I am Luong Thuy Nguyet, fourth year student from this university. I am conducting above research in order to develop further understanding about the problems which first year students cope when using the Internet to support listening skill's efficiency.

I would be very appreciated it if you could spend some of your time completing this questionnaire. Your sincere answers will contribute significantly to the success of this research. You can be sure that your confidentiality will be kept in any further discussion of data.

Thank you for your cooperation!

Background information

Your gender: ☐ Male   ☐Female

Your group:…………

Your years of studying English:…………

Your contact detail (email/ phone number) ……………………………………

Your average score in listening skill the previous semester:…………

You come from: ☐City   ☐Countryside

☐Mountainous area

You have been acquainted with the computer and Internet for……….years

Factors and problems influencing the use of Internet in learning listening:

I. Environment -related factors

Do you have your own computer with the Internet link?

☐Yes   ☐No

If your answer is NO, where do you often go to access the Internet? (You can choose more than one option)

☐Internet café (Cybercafé)   ☐The university   ☐The library

☐Friend's home   ☐Neighbor's home   ☐Coffee shop

☐Other public Internet access point:

(please specify)…………………………………………………

II. Finance and health related factors

1. The amount of money you often have to pay for the Internet service a month is:

☐Lower than 100, 000 VND   ☐ Higher than 250, 000 VND

to 350, 000 VND

☐ 100, 000 –250, 000 VND   ☐ More than 350, 000 VND

2. When using the Internet to study listening, have you encountered any health problems?

☐ Yes   ☐ No

If your answer is YES, which one have you ever encountered? (you can choose more than one option)

☐ Worse eyesight (shortsighted)   ☐ Neck injuries

☐ Hurt fingers   ☐ Backache

☐ Headache   ☐ Stress

☐ Worse skin   ☐ Earache

☐ Others   (please   specify
…………………………………………………...

III. Habit and belief related factors

1. How often do you access the Internet?

A.   Very   B. Often   C.   D. Rarely   E. Never
often   Sometimes

2. What do you often do when accessing the Internet?

☐ Find the information for studying

☐ Find information to enrich background knowledge

☐ Relax

☐ Others   (please   specify):
……………………………………………………….

3. To achieve better listening skill, which of the following ways do you think is more effective?

☐ Listening to the tapes with the book

☐Watching English films, videos, conversations…..in the Internet

☐Watching TV programs broadcasted in English

4. How often do you apply the following listening studying methods?

	Very Often	Often	Some times	Seldom	Never
Having conversation with foreigners and friends via Skype, Yahoo…					
Listening to English songs					
Listening to audio stories and poems					
Watching English films					
Listening to news, conversations, instructions broadcasted in English in the Internet					

IV. Language- related factors

When you watch English films, listen to news, conversations…in English in the Internet, which of the following factors affects your comprehension?

☐The speed of speakers is fast

☐The speakers speak in different accents

☐The words are not pronounced clearly

☐There are many new words and grammar structures

☐There are many slangs

☐There are many hesitations, pauses, filling words… which influence the flow of speech

☐You lack the background knowledge of the issues referred

Others (please specify)

....
....

V. Technique- related factors

1. Indicate your ability of using computer and the Internet according to the scale below

1. Very comfortable   2. Comfortable   3.Somewhat comfortable   4.Somewhat uncomfortable   5. Not comfortable

Your computer skill	Rate				
	1	2	3	4	5
Your skill of using computer and Internet (In general)					
Computer operations					
Operate computer tasks (using the keyboard, the mouse; turning on/ off the computer; starting an application...)					
Install the plug- ins necessary to hear and view multimedia resources					
Obtaining and using files					
Know some utilities that help view graphics and plays sounds and movies					
Understand the nature and danger of computer viruses and know					

how to minimize the risk of contracting a computer virus					
Ability of using Internet					
Follow a link from one web page to another web page					
Use the search engine such as Google, Bing, Yahoo Search, Lycos, Inforseek…to locate information in the Internet					
Create bookmark or save a favorite webpage					
Use and understand the features of a browser (back, forward, stop, search, refresh, history, home buttons, address bar, loading status)					
Understand key features of a web page (links, site map, feedback, email)					
Choose appropriate sites from a search					
The judging skill					
Determine whether information is current, accurate and reliable					
Determine whether the webpage is safe					

2. Have you coped with any technical problem when using the Internet to study listening?

☐Yes   ☐No

If your answer is YES, what are the problems? (You can choose more than one option)

☐ System crashing and hanging   ☐ Internet congestion

☐ Problematic audio devices   ☐ Low bandwidth

☐ Virus   ☐Time restriction websites

☐ Low Internet connection speed   ☐Complicated   designed websites

☐Purchase- required audios and   ☐Difficult language

document

☐Other problems (please specify):

……………………………………………………………………………

………

 IV. Teacher related factor

1. Do your teacher encourage and guide you to study listening in the Internet?

☐Yes   ☐No

2. What do you want your teacher to do to help you learn listening skill by using the Internet?

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

………………………

THANK YOU FOR YOUR COOPERATION!

APPENDIX II

INTERVIEW QUESTIONS FOR STUDENTS

1. How long have been getting acquainted with the Internet?

2. Do you often use the Internet to study listening?

3. What are problems and factors that influencing your using of the Internet to study?

4. Among those problems and factors, which ones do you often encounter?

5. Do your teacher give guidance and encourage you to use the Internet to study?

APPENDIX III

INTERVIEW QUESTIONS FOR TEACHER

1. In your opinion, what are the problems and factors influencing the use of Internet in studying listening among first year students in our Universitythi?

2. Among these problems and factors, which ones do you think first year students often encounter? Could you give some causes of these problems?

3. Do you often encourage your students exploit the Internet to study listening?

4. How do you help them to use the Internet to study listening better?

APPENDIX IV

TRANSCRIPTION OF INTERVIEW OF STUDENTS

These interviews were held at the French Department campus, ULIS, VNU on March 5ᵗʰ 2011

1. **<u>Student A</u>**

Interviewer: How long have been familiar with the Internet?

Student A: more than 2 years, when I was at high school I was learning the IT course. However, I only know more about the Internet when I have a computer when entering this university.

Interviewer: Do you often use the Internet to support your listening skill?

Student A: yes, quite often

Interviewer: When using the Internet to study listening, do you face up with any problem?

Student A: Yes, a lot

Interviewer: For example?

Student A: highly cost services, difficult videos, viruses, many others…

Interviewer: yes, seems to be very gloomy, right? Ok, among the mentioned problems, which one do you often encounter?

Student A: Actually, the first thing comes up to my mind when you referring to the Internet is the sum of money that I have to pay each month.

Interviewer: oh, really? How much is it?

Student A: hic, I have to pay 250,000 VND a month for the Internet services. I know that you are about to ask me why I don't share the services with the others. But I want to have the fast Internet connection, so I have to accept. However, you know, it is a really big sum of money to a student. Sometimes, I do think of sharing the package with others. Hic. But I still adore the high speed Internet connection.

Interviewer: Seems to be very complicated. And how about the difficult videos, what do you mean?

Student A: You know, I want to watch the authentic videos, so that I can improve my listening ability. However, because those video clips are made by the native speakers, I can't catch much. I think that only the excellent students and native speakers can catch up what are referred in these clips. And, I don't really get familiar with what the speakers, for example, in Youtube are talking about. Some homemade videos are very hilarious, but the speed and the slangs. Oh, God, I couldn't understand even the main content. However, they are more interesting than news, conversation and constructions. They are spoken too fast and for me, they are sometimes very hard to digest. I really can't digest those kinds of stuff.

Interviewer: oh, I see.

Student A: And, I want to add that sometimes, I have to stop watching some clips just because I don't have any idea about the things are talking. They are beyond my knowledge, too difficult. For example, something like the terrorism, the technology, the ancient languages. I don't take much interest in these, and they are too complicated to me.

Interviewer: oh, yes. What about viruses?

Student A: Yes, I think that it is one of the most frustrating problems that I often encounter. Honestly, I often have to limit downloading or watching videos from the Internet because of being afraid of viruses. You know that viruses can be spread just after a click of mouse. I download things from the Internet, and suddenly, oops, my computer turns up unexpectedly. Consequently, most of things that I have not saved up are lost. That is very annoying.

Interviewer: Yes, I see that it is really annoying. But what do you often do when surfing the Internet?

Student A: (laughing) actually, I only find the materials for my studying when required.

Interviewer: What exactly do you often do?

Student A: Relaxing, of course. I often listen to music, chat with my friends, play online games, upload photo to my Facebook and Twitter accounts, and give comments, a lot of tempting things to do. I can't stand up

Interviewer: A lot of things to do, right? So when sitting in front of the computer for so long time, do you encounter any health problem?

Student A: yes, of course, a lot actually. My eyes, my fingers, my backs, my ears, my head… my whole body are ached and hurt.

Interviewer: Oh. Pity you. And do you have any other problem when using the Internet to study?

Student A: Yes, one thing. I am often distracted by the adverts in some websites; that is very time consuming

Interviewer: Do your teacher often guide and encourage you to learn listening from the Internet?

Student A: Yes, she often asked us to find the information and clips on the Internet and sometimes she provides some useful websites like BBC, CNN… However, I don't frequently come across these websites.

Interviewer: Yes, thanks for you support.

Student B

Interviewer: How long have you been getting familiar with the Internet?

Student B: Not very long, 3 years ago when my friends asked me to go to the Internet café with her and from then, I often go there to chat with my friends.

Interviewer: do you often use the Internet to support your listening skill?

Student B: yes, but not very often.

Interviewer: When working with the computer and Internet to study listening, what problems do you often encounter?

Student B: Health problem, I think that it is the problem that I encounter most. When I have to work with the Internet for a long time, I am terribly tired. And to find good listening exercises or conversations, it takes a lot of time. My head, my eyes, my necks, my whole body actually, are wearied. I often even turn my computer into high volume so that I can hear more clearly. Eventually, my ears are not good now.

Interviewer: Yes, I see.

Student B: And many of my friends become shortsighted because they sit in front of the computer for so long time.

Interviewer: Yes, how many hours have you often exposed to the computer and Internet?

Student B: About 6 hours a day, or more. I often read the news, listen to music, chat with friends, play games…

Interviewer: Apart from these activities, do you often surf webs for studying?

Student B: I only surf web to search information from the Internet when my teachers tell me to do so, and when the assignments require the supplementary materials

Interviewer: You said that you read news, articles… in the Internet, so you read it in Vietnamese or in English?

Student B: I often read in Vietnamese. I can't read news in English because it is time consuming; and because there are so many new words

and structures, I often feel ambiguous after finishing reading. Actually, most of my friends are like me, never read in English.

Interviewer: Yes, do you have any technical problem?

Student B: Yes, something like viruses. I really hate them because they make my computer speed slower, and sometimes I couldn't open the files because of viruses. In addition, the low speed of Internet connection sometimes drives me nut. I have to wait for long time just to download a video.

Interviewer: Yes, anything else?

Student B: when learning listening, I often cope with my problems with the speed of speakers, the languages they use. They often speak too fast, and I can't catch the words. There are so many slangs. Sometimes, in movies, in quarrels, they speak too fast.

Interviewer: Do your teacher often guide and encourage you to learn from the Internet?

Student B: Yes, but not often. She just said one time that we should widen our background knowledge so that we will listen easier. And she mentioned some very popular websites for us to come. I think that it is helpful but not enough, because we need more guidance from the more experienced people.

Interviewer: yes, I see, so you have coped with the health problem, the viruses, the language in the video. Yes, do you want to add any thing?

Student B: no, I think that 's all.

Interviewer: Thanks so much for your helping.

2. <u>Student C</u>

Interviewer: How long have you been getting acquainted with the Internet?

Student C: 3 years

Interviewer: It is not a short time.

Student C: No, no, it is not because I did learn from the IT course at high school. However, I didn't get much from it. Therefore, even though I claimed that I've been acquainted with the computer and the Internet for 3 years, I have just been used it for 7 months when my parents bought a PC for me as the gift for my success in the entrance exam.

Interviewer: do you often use the Internet to support your listening ability?

Student C: Yes, quite often.

Interviewer: Yes, so what are the problem do you often cope with when you use the Internet to study listening?

Student C: the viruses and the speed of the speakers in the listening videos, sometimes, the distraction and the attraction of the Internet.

Interviewer: Can you be more specific?

Student C: Yes, viruses are very dangerous, we all know that. They can cause a lot damages also. My computer contains a lot of viruses, but I don't know how to wipe them out.

Interviewer: How about the anti- virus software?

Student C: I don't set up any because I don't want to waste money. I am waiting for my friends to help me install the free anti virus software. He is very helpful.

Interviewer: Yes, I see, how about other problem?

Student C: In many clips, they are from America, Canada, Britain and other English speaking countries; the speed of speaker is unbelievably fast. I couldn't hear much so I have to stop watching.

Interviewer: How about the distraction, what do you mean?

Student C: I am often distracted by some vivid, colorful websites when coming across them. Sometimes, when at first I intended to read something or listen to something, the suddenly I come across an

interesting but unrelated video, I just keep sticking in this video, then forget about the initial aim.

Interviewer: I see. And the health problem, do you cope with any health risk?

Student C: Actually even though I often use the Internet for quite many hours a day, 5 to 6 hours, I feel happy whenever working with it. But of course, from time to time I got head ache or tired eyes, but in general, it is ok.

Interviewer: Do you have any other problem?

Student C: yes, I don't understand much about the website structure, therefore, in most cases, I enter the website but don't know where to go next. And some websites, they require other plug- ins. Those are really disgusting.

Interviewer: Why don't you install the plug- ins?

Student C: I do. No, not I but my friend does. I am quite lazy and dependent on my friend, so whenever there is any problem I call for his help. He often installs the operation system, then other applications software and plug- ins. As result, when being alone, I don't know how to install software. Actually, I don't know much about the plug- ins, what are they?

Interviewer: They are the additional Internet applications, but if you want to know more, you can read about it in the Internet. Now, come back to our interview, do you have other problem relating to the listening skill?

Student C: My listening skill is not good at all. I don't have good mark in the last semester exam, I am very upset about it. I think that because it was the first time I took the test in the University.

Interviewer: Yes, so you are not familiar with the format of a listening test, right?

Student C: Yes, I didn't because I don't practice much with the books and tapes provided by my teacher. They have the similar format with the test. I would have got higher score if I was more hard working.

Interviewer: yes, and you your teacher provide any support or encouragement to you to exploit the Internet to learn listening?

Student C: yes, he does, he often asks us to find the videos in the Internet, and says that they are very helpful, and that we should expose to different accents… a lot, a lot.

Interviewer: Yes, thanks a lot for your cooperation.

4. Student D

Interviewer: How long have been acquainted with the Internet?

Student D: For about 6 years, when I was at grade 8, I begged my parents to buy me a computer.

Interviewer: it is a long time

Student D: yes, I think that my computer and Internet skill is good enough (laughing).

Interviewer: yes, and do you often use the Internet to support your listening study?

Student D: Yes, often but not very often. I often watch some reports in CNN, or wander around BBC, etc.

Interviewer: Yes, so when using the Internet to study listening, have you coped with any problem referred in the questionnaire?

Student D: Money is not my problem because my parents pay the Internet service fee (giggling). I often get tired after long time exposing with the Internet and computer. However, I don't think it is my major problem. In my view, the problems come from the oral text language itself. The speed of students and the information referred in the text are barriers to me. I want to expose to different authentic listening environment. Therefore, I often come across some websites like Youtube

to watch the videos. But most of the time, I couldn't understand what they are saying because they speak too fast, without any pauses. However, I still like utilizing the Internet for my listening skill improvement. I think it is more effective listening to the conversations or stuff in the Internet than just repeatedly listening to the tapes. I don't know but I think it would help me know about different fields. Therefore, when strange things are talked in test, I would not be too shocked or astonished, or be like "the fish out of water".

Interviewer: Yes, I see. It seems that you are very interested in the activities in the Internet. So, among the activities listed in the questionnaire, such as listening to conversations, news, audio stories and poems, which one do you prefer?

Student D: audio stories and poems? Do they have these stuff? Oh, it is surprising because that is the first time I hear about it. I like watching films and news. But I like watching a lot things.

Interviewer: Do you cope with any technique- related problem?

Student D: I don't because I know quite well about the internet and computer. Certainly, there are times that the viruses or spyware makes me crazy. But the situations are not very complicated and I can solve it myself. However, at first when I was a beginner with the Internet, I was overwhelmed by the numbers of websites appearing after a search. Most of the time, I don't know what websites to choose, and what information is correct.

Interviewer: Yes, and do your teacher support your Internet usage by giving guidance and encouragement?

Student D: Yes, from time to time. But I think that the time in the class room is limited, so the teacher does not have many opportunities to share the other things.

Interviewer: oh, I see. Do you want to add anything?

Student D: oh, no.

Interviewer: Thank you so much for your cooperation.

    <u>**5. Student E**</u>

Interviewer: how long have you been getting acquainted with the Internet?

Student E: Not very long, when I entered this university.

Interviewer: Yes, so do you often use the Internet to study listening?

Student E: I often use the Internet for other purposes, but listening skill. Yes, sometimes.

Interviewer: What problems suggested in the questionnaire that you often encounter most?

Student E: money, I suppose, then the speed of speakers, the viruses, low internet connection speed and Internet congestion.

Interviewer: Can you specify?

Student E: With money, I don't use the package service; instead I use Pay As You Go ADSL service. It is money consuming if I don't know how to save. I have limit my use of the Internet by restraining watching and downloading videos and images…and although the cost of Internet service maybe not a burden for many, a lot of us still obsess with it. I am thinking of changing into the package service.

Interviewer: It seems to be daunting.

Student E: And even though I pay as I use, the connection is not always good. My internet connection is even congested. To me, viruses are big problem because they slower my computer's speed and I don't know how to wipe them out

Interviewer: Yes, how about the speed of speaker?

Student E: I think that it is the common problem for most students because the speaker's speed affect significantly to the listener's comprehension. I watched some movies, and they spoke too fast in

quarrels and in the end, I had to move to the translated version of the movie.

Interviewer: How about the language?

Student E: yes, the language is daunting too. They not only speak too fast, but use the strange words that even I use the dictionary; I don't understand its meaning. And the content of some videos are so unfamiliar that I don't get much in the end.

Interviewer: Yes, thanks. Among the Internet related activities, which one do you prefer?

Student E: At first, I enjoy talking with the foreigners, because they open a new door to me to the new cultures. Not until talking to them, I knew about the DST which means daylight saving time. However, some people from the Mideast tend to be aggressive. Some from the other places seem to be arrogant. But I think it is different cultures and back ground knowledge lead to the different points of view which cause the misunderstanding between people. So at the moment, I don't often talk with foreigners. Oh, but the different time zones also prevent me from having conversation with people from some countries like America, England and Australia.

Interviewer: Do you teacher help you learn listening by using the Internet?

Student E: Yes, but most of the time, she just finishes exercises in the text book. She sometimes encourages us to use the Internet but not very often because we are too busy with the tapes.

Interviewer: Yes, I see. Do you cope with other difficulty except from ones mentioned above?

Student E: Health problem and distraction. I often feel stressed and backache. It is tired also. And when using the Internet I am often seduced by the other things rather than the rigid text or boring news.

Interviewer: thanks so much for your help.

6. Student F

Interviewer: How long have been getting acquainted with the Internet?

Student F: About 5 months. I got a PC for quite long time, but just connected to the Internet for 5 months.

Interviewer: Do you often use the Internet to learn listening?

Student F: yes, I do. I often listen to news, listen to music. English songs are my passion. I like rap songs of Eminem.

Interviewer: Ok, I see. When use the Internet to learn listening, do you cope with any problem?

Student F: Yes, my eyes become tired, my fingers are hurtful and my back is ached. Moreover, the viruses and spam emails are troublesome too. The connection speed often stops me from continue searching the new documents. Sometimes I have to wait for 10 minutes for a video to be loaded and then I was discouraged and annoyed. I think that it is because I share the Internet with many people. But I only have to pay 60,000 VND per month for the Internet service.

Interviewer: yes, it is not a big sum of money. How about the language in the oral text?

Student F: most of them are too difficult and challenging to me. The speed is too fast too. I often listen to music, etc. Music is fine. Most of the time I am quite lazy; therefore, I only find the supplementary materials from time to time. They are not compulsory, I can stop every time I feel bored. So I think I don't have the persistence.

Interviewer: Do your teacher encourage you learn listening by using the Internet?

Student F: I must admit that not much. She mentioned one time that the Internet is a huge source of supplementary materials. But you know, there

are too many things in the Internet, so what should we do when coming there?

Interviewer: Yes, so what would you want your teacher to do?

Student F: Like what I wrote in the questionnaire, I hope that she provides some useful sources and gives guidance so that we can exploit those websites more easily.

Interviewer: thanks a lot for your cooperation.

7. Student J

Interviewer: How long have you been getting acquainted with the Internet?

Student J: for more than 3 years, when I was a school girl.

Interviewer: Do you often use the Internet to support your listening learning?

Student J: Yes, I often watch movies or listen to music

Interviewer: When using the Internet to learn listening, what problem do you often encounter?

Student J: A lot, some health problems, viruses, distraction, slow speed of Internet connection.

Interviewer: Among these problems, what problems do you encounter most?

Student J: I think that it is the viruses and distraction. I am really afraid of the computer viruses which once make me lose almost my documents; and the distraction is not exceptional. I am often distracted by the things in the Internet such as chatting with friends, going around from one web to another. It is extremely time consuming.

Interviewer: yes, I see. It seems that you enjoy working with the Internet. Among the activities suggested in the questionnaire such as

listening to music, watching movies, talking with foreigners or listening to audio poem and stories, which activities do you often do?

Student J: listening to music is my hobby. The English songs are very tempting and good. Even though I like watching movies, I have to say that it takes a lot of time. On average, a movie takes around 2 to 3 hours to watch continually. And there are movies that are too appealing that I can't stop watching. I often spend my whole day to watch many films. About talking with foreigners, I don't like much because there are people who are worse language learners than me. So I don't want to chat with them. Listening to audio poem and stories are uninteresting. The language in poems is too ambiguous and challenging. We like something more vivid, more active because we are young. But actually I don't know much about the audio poem and stories. They are quite unpopular among students.

Interviewer: Yes, I can see that you don't like the audio poems and stories much. I want to ask the last question, does your teacher encourage you to use the Internet to learn listening?

Student J: yes, sometimes. She often told us that we should expose to different types of listening texts, however, most of time we are busy with the text book.

Interviewer: What do you want your teacher do to help you?

Student J: we do not often voluntarily do the extra work, therefore the teacher can assign small listening homework every day. So that we are put under pressure, we would work more attentively and effectively.

Interviewer: Thanks a lot for your suppor

APPENDIX V

TRANSCRIPTION OF INTERVIEW OF TEACHERS

1. Teacher A

Interviewer: In your opinion, what are the problems and factors influencing the use of Internet in studying listening among first year students in our University?

Teacher A: In my opinion, there are two main factors influencing the use of Internet in studying listening among the 1st-year students in our University. They are objective and subjective factors. In terms of objective one, as you can see, most students come from countryside or remote villages, so many of them have no any computer yet or some even do not know how to use computer as well as access into the Internet. This is a remarkable obstacle for them to use Internet to study listening in particular and other courses in general. I think you also noticed when you were the 1st-year student because you or/and many of your friends had to first use a radio instead of a computer, right? That's the first problem. Secondly, in terms of subjective aspect, many of the 1st-year students still are not active in studying every course in general and studying listening in particular. Therefore, they hardly try to look for different ways and sources to help improve their studying. In other words, maybe they are still confused about the way to study effectively and lazy about finding sources, but it's just my opinion.

Interviewer: Among these problems and factors, which ones do you think first year students often encounter? Could you give some causes of these problems?

Teacher A: Well, among them, I think the second factor is often encountered by the 1st-year students. I mean it's their motivation. If they have high motivation, they will try harder to find better way to study more effectively although they have not enough facilities. You know, they can absolutely learn from their friends the way to use computer or access into the Internet, the way to search for a film, a song or a lesson of listening. That's it. About the reason, I think because many students

prefer their traditional information seeking habit. Most of them show high degrees of reluctance to change their working style even though they master the skills of the Internet. For some students, the Internet is regarded as a hobby, not a study- related task or their routine work; they enjoy the personal experience and communication with their friends then come back to their textbooks instead of the Internet. Moreover, as you know, learning listening is a process, learners have to spend a great deal of time practicing and absorbing information; as the result, it would be necessary to get familiar to different types of listening. However, students tend to think that the format of listening exercises in the text book is standard and they will get higher mark thanks to the persistent practice with the books.

Interviewer: So, I can see that the problems are caused by the students' habit and belief. But do you think that first year students are too strange with the new technology, many of them do not know how to operate the computer and Internet properly, and they need time to adjust?

Teacher A: yes, they need time. Normally, their skills will be better at the second year. I know that some students don't have good technological skill, and they even don't know how to judge the information they find. The information can be irrelevant, out of date, inaccurate, and many students lack this ability.

Interviewer: So, students cope with many difficulties, do you often encourage your students exploit the Internet to study listening?

Teacher A: Of course, I often encourage them use the Internet to study listening. I also encourage them take advantage of their radios as much as possible like listening to BBC, VOV, VOA, etc. in their free time. Certainly, the Internet is more useful because it is more various in terms of channels, information, sounds, forms and illustrations, but if a computer or the Internet is not available for them yet, they can use radio

contemporarily instead. However, how effective the students employ the method depends so much on each individual's determination, persistence and assiduousness.

Interviewer: How do you help them to use the Internet to study listening better?

Teacher A: Help them to use the Internet to study listening better? I often give them some useful and popular websites to access into, or even show them some steps to use the Internet (smiling).

Interviewer: Thanks a lot for your help.

2. Teacher B

Interviewer: In your opinion, what are the problems and factors influencing the use of Internet in studying listening among first year students in our University?

Teacher B: I think that there are a lot of problems. In my view, the lack of proper technological skill causes them most trouble.

Interviewer: In your opinion, what can be the possible reasons for their troubles?

Teacher B: Reasons? Oh, there are quite a lot. Some are lazy, they don't want to learn. They don't want to spend time exploring the new technology. I can't believe that even though they almost got their PC, they don't know what plug- ins or some other application software are. When being asked about Adobe Flash Player, Quick Time or the Bamboo's word consultation add- on, some of them only have vague ideas about them. They don't know what K- lite Codec Pack, VLC media player or KMplayer are for.

Interviewer: yes, so you think that their problems come from their laziness.

Teacher B: yes, but only part of them. Some are objective ones and they can't avoid, but they can limit. For example, the viruses, students may come across unsafe webpage which contains the viruses or malwares. They can limit the damage by installing the anti- virus software. However, most of them prefer the free one (laughing). Moreover, first year students are still naïve, when they come across a bad website which contains the unsuitable contents for youngsters, they can be addicted to them. That is very alarmingly dangerous.

Interviewer: yes, but some students that I interviewed claimed that they don't know how to judge the information in the Internet. What can you say about the situation?

Teacher B: Why don't they take advantage of their teachers or better friends, they can consult us on the good and reliable sources or author. Many students even claimed that there are too many things in the Internet; they don't know what to read or to listen. I know that just after a click, a range of choice appears; however, what the pre- viewing parts are designed for. They can read this information first before actually clicking to the link. That would save time.

Interviewer: yes, so do you often encourage your students to use the Internet to learn listening?

Teacher B: not only encourage but also give the list of good websites. But it seems to me that students do not utilize these sources. I think that I have to give them further guidance.

Interviewer: Thanks a lot for your help.