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ABSTRACT

In the recent years, the traditional teacher-centered language classroom which limited the students' interaction and communication was replaced by learner-centered approach. Under the light of communicative language teaching and learning, this new method which included a variety of new activities such as debate, forum, presentation and especially facilitation in all the four language skills was widely applied in the university teaching program in Vietnam. In order to help the students as well as the teachers to understand more about facilitation and its adaptation, this case study on a class of third year fast-track students from Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi, illustrated the difficulties that the students encountered in conducting a listening facilitation. Also, through three observations of the activity as well as the results from the questionnaires to 22 participants of this study, the researcher designed the semi-interview questions for three students and the current listening teacher of the class to search for more explanation on the difficulties and suggested solutions to overcome those problems. The most frequently meet difficulty in preparation steps was choosing suitable materials, writing the transcript of the recordings and designing exercises that relevant to the students' levels. The possible solutions to those problems were to narrow down the theme, practice listening and look for references from standard books. Meanwhile, in the implementation process, the time limit and questions from classmates were a great pressure to the facilitators. Moreover, some facilitators were still nervous during the facilitation and gave unclear instructions to the students. In parallel, strictly taking control of time and class management as well as carefully preparation for the anticipated problems in checking exercises sections was mentioned. Besides, the not-fully-awareness of giving unclear instructions of the students provided some pedagogical implications for the teacher in guiding them to carry out facilitation. Besides, this paper would also serve as a source of information for the next generations of FT students in conducting a listening facilitation in class.

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LIST OF ABBREVIATIONS

CAE	Certificate of Advanced English
ELT	English Language Teaching
FCE	First Certificate of English
FELTE	Faculty of English Language Teacher Education
FT	Fast-track Program
L2	Second language
LbT	Learning by Teaching
ULIS	University of Languages and International Studies

CHAPTER I: INTRODUCTION

The first chapter states the problem and the rationale of the study, together with the general aims, objectives and the scope of the study as a whole. Moreover, the research questions are identified clearly in this chapter and will work as guideline for the whole research.

1.1. Statement of the problem and the rationale of the study

In the past, the language classroom was defined as a teacher-centered environment. In the traditional classroom, there had been so many students that the teacher must use strict discipline to control and organize them. Moreover, the students might feel bored with the lesson, which was the biggest problem in teaching and learning in class (Robert, 2010). The students did not have chances to ask questions in class time but just listened to the lecture and took notes, which resulted in the lack of interactions between teacher and student and among the students themselves. Hence, communicative aims were hardly gained. Also, the teacher led the role as the main speakers all the time which put the students in the shoes of passive learners.

In recent years, the “learner-centered” teaching has been introduced all over the world and become more and more popular under the light of communicative language teaching and learning. Besides, Harmer (2003) also claimed that learner-centered method can make the learners’ needs and experience central to the educational process because in this method, the students might practice on their owns and the teacher would be the guider who instructed the students ways to achieve the knowledge themselves.

In Vietnam, the learner-centered learning and teaching has brought many changes in the activities of teaching and learning in university. A numbers of new kinds of assignments have been designed such as “group discussion”, “pair-sharing”, “project- based learning”, “facilitation” and “presentation” have been applied and become popular in university. In University of Languages and International Studies _ Vietnam National University, Hanoi, the learner-centered

approach has been emphasized for recent years, especially in the curricula of Fast-track (FT) Program in Faculty of English Language Teacher Education (FELTE).

To the English teachers-to-be who came from this program, the most frequent task they had to carry out was the facilitation, which was applied to all the four language skills for the whole first three years in university. Take the listening syllabus of third-year students in FT program as an example. About 20% of the total grade is allotted to listening facilitation and another 15% is for news sharing projects, which means 35% of the total grade of listening skill is for facilitation projects. Similarly, the other language skills also give a large portion of grade for facilitation related projects. In short, it could be seen clearly that facilitation skills have been emphasized on during the time in university of fast-track students, which helped them to practice and sharpen their teaching-related skills.

As a FT student who has spent three years learning in FT program, the researcher realized that although facilitation had played a very important part in FT teaching and learning program, the difficulties that the students encountered in the process of conducting facilitation was not thoroughly taken notice of. Moreover, there has been no study on this problem can be seen on the school library. Also, the suggested solutions to overcome those obstacles were just mentioned in the feedback sections of facilitations in a class only. Hence, the next generations of students might continue facing with the similar difficulties as the seniors whereas they could definitely avoid them.

In other words, listening was a very important skill which helps the communicators to receive the correct information from the speakers and understand the conversations. Moreover, better listening skills might result in better speaking and pronunciation skills. To achieve those purposes, listening facilitation is one of very helpful practice activities. Besides, the researcher herself also found listening facilitation a very useful activity for the future teacher to practice searching authentic materials, lesson planning, exercises designing and class management in learning and teaching listening English.

Although many studies about Learning and teaching listening skills were conducted such as “the exploitation of post-listening activities for 11th form students in Hanoi” by Bui, H. (2009), “A research on the difficulties in learning listening and speaking skills by second year students of FELTE, ULIS_ VNU” by Nguyen(2008) or “A investigation of factors influencing English listening comprehension and possible measures for improvement” by Naizhou, G. and Wills, R. (2010), none of them mentioned listening facilitation. Also, the researcher could not find any studies on difficulties that the students encountered in conducting a listening facilitator and possible solutions to those problems. All these reasons have urged the researcher to do a case- study on:

“Conducting a Listening facilitation in a class of third year students, Fast-track program, FELTE_ULIS_VNU: Difficulties and Solutions”

1.2. Research aims and research questions

1) What are the difficulties encountered by the third-year students, fast-track program, Faculty of English Language Teaching Education, ULIS_VNU in conducting a listening facilitation?

2) What are the possible solutions suggested by the teacher and students from the fast-track program, FELTE_ULIS_VNU?

1.3. Significance of the study

After having been completed, this study would serve as one of the first studies on difficulties that students may confront in conducting a listening facilitation during their third year learning and training in FT program. Hence, this paper might be useful for teachers, students and researchers who develop an interest in this topic.

As for the teacher, this study is carried out in order to provide teachers with possible problems that students usually meet in the process of preparing and carrying out a listening facilitation. From that point, the un-experienced listening teacher can detect his/ her difficulties in conducting a listening facilitation in a third-year FT class and give his/her students helpful advice and comments. Also, he/she can find possible solutions suggested by both the teacher and students who directly carried out listening facilitation for the whole third-year in FT Division.

To the students, especially the next generations of FT program who will follow the listening syllabus including listening facilitation, the researcher hopes that this paper might be one of the referent sources which supply them with suggested solutions to overcome difficulties in conducting facilitation.

1.4. Scope of the study

This paper will focus on listening facilitation in a class of third-year FT program where facilitation activities are emphasized the most in FELTE_ ULIS_ VNU. From that point, the difficulties that the students confront in conducting a listening facilitation and their possible solutions will be the most important parts of this research. Besides, this study will also ask for the recommendations from listening teacher and students from third year FT classes, FELTE-ULIS-VNU.

1.5. Method of the study

1.5.1. Data collection instruments

In order to find the answers to the research questions, survey questionnaires for students, classroom observations and two interview sets for both teachers and students will be the main research instruments.

Due to the limit of the study, the size of the sample is taken into consideration which results in the choice of 22 students from the class chosen and 1 teacher of English Listening Skills who is currently in charge of teaching listening in this class would be involved in the survey questionnaire, the classroom observation and the interviews. The researcher chooses to carry out a survey to get the data about listening facilitation from the students' perspectives and figure out their suggestions to overcome the difficulties of conducting a listening facilitation. Besides, the semi-structured interviews will clarify the problems that the students confront and the suggested solutions from both the teacher and the students. Furthermore, the observations will make the data collected more real and objective.

1.5.2. Data collection procedure

In general, there were four phases in the process of data collection. Firstly, in the preparation step, 22 questionnaire and 2 sets of semi-structured interviews were designed to serve as the main instruments of the study. Besides, the researcher asked for permission of using materials related to listening syllabus and listening facilitation. Secondly, the questionnaire and interview questions were piloted into the third year FT class to get feedback on the format and content of the questions. Thirdly, the questionnaires were delivered to the students for answers to the research questions in an appointed day. Besides, 3 observations of the listening facilitation were conducted so that the researcher could take note the useful information that related to the research. Last but not least, four appointments for 4 interviews to the students and listening teacher were made beforehand. The researcher used the answers from the questionnaires and the notes from three class observations to draw an initial idea about the major difficulties and recommendations to call for more information from the interviewees.

1.5.3. Data analysis methods

In order to find the answers to the two research questions, both the quantitative (questionnaire) and qualitative (observation and interview) method to collect the data for this study.

For the questionnaires, the data will be analyzed and classified according to the research questions. Research question one is about the difficulties in conducting a listening facilitation; hence, all difficulties collected from the students in the questionnaire will be summed up and categorized into sections: difficulties in preparation and in implementation. The most frequent problems will be counted and ranked in order. For the question two, the procedure of analysis is also the same.

In terms of the observations, with the help of observation checklist, the researcher will number and analyze all the difficulties seen in the listening facilitation. Those figures will be compared with the findings from the survey questionnaires.

Regarding the semi-structured interviews, the transcripts will be in written form. After that, the answers to each research question will be grouped and compared with the questionnaires to find out similarities and differences. Moreover, the interviews will be a great help in specifying thorough solutions to the difficulties in preparation and implementation.

1.6. An overview of the rest of the paper

The rest of the paper includes 5 chapters as follows:

Chapter 2: (Literature Review) provides the background of the study, including the key concepts, the description of the application of listening facilitation in fast-track program of FELTE-ULIS-VNU and the discussion of the related studies.

Chapter 3: (Methodology) describes the participants and instruments of the study, as well as the procedure which were used for carrying out the research.

Chapter 4: (Findings and discussions) analyzes the findings of the research according to the two research questions.

Chapter 5: (Conclusion) summaries the main issues discussed in the paper, the limitations of the research and several pedagogical recommendations relating to the research topic as well as some suggestions for further studies. Following this chapter are Reference lists and Appendices.

CHAPTER 2: LITERATURE REVIEW

This second chapter sheds light on the literature of the study; especially the definitions and classifications of the terms as well as a number of studies related to the research topic will be provided.

2.1. Listening in general

2.1.1. Definition of listening

There have been many different definitions of listening proposed by different researchers and educators for years. In the simple way, listening was defined as “*the ability to understand spoken language*” (Rankin, 1952, cited in Thanajaro, 2000, p.11). Besides, Nichols (1948, cited in Andrew, 2012, p. 204) also simplified that listening is “*an attachment of meaning to oral symbols*”. Meanwhile, Petrie (1964, cited in Andrew, 2012, p.204) defined listening as “*the complete process by which the oral language communicated by some source is received, critically and purposely attended to, recognized and interpreted (or comprehended) in terms of past experiences and future expectancies*”. In other words, Purdy (1997, p.8) proposed another definitions proposed another definition which was “*the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed(verbal and nonverbal), needs, concerns, and information, offered by other human beings*”.

Some other definitions of listening were proposed by different scholar in this section. As far as it was concerned, listening is “*the ability to identify a speaker’s accent or pronunciation, his/ her grammar and his/ her vocabulary, and grasping his/ her meaning. An able listener can do these four things simultaneously*”. (Goh, 2002, cited in To et al. 2007, p. 5). To be specific, the other skills such as pronunciation, grammar, vocabulary and meaning are needed for a listener to receive, clarify and understand the spoken information.

2.1. 2. Characteristics of listening

It was not until 1955 that the term “*active listening*” was coined by Carl Rogers to “*describe the facilitative function of listening with empathy*” (Thomlison, 1984, p. 5). According to Thomlison, active listening involved not only what was

said, understanding meaning and recall facts, but also included “*listening beyond the words*” to the affective and feeling component of the message. In the meantime, Helgesen (2003) pointed out that listening was “*very active*” and while listening, the listener had to “ *connect*” the information to their own ideas or experience, by that way they were “ *creating the meaning in their own minds*”.(P. 24).

In order to perform a listening comprehensive process, the listener had to activate their background knowledge including linguistic competence, sociocultural competence, strategic competence and discourse competence. (Douglas, 1988: Dunkel, 1991b: Faerch & Ksper, 1986: Robinett, 1978: Scacella & Oxford, 1992: Shrum & Glisan, 1999, cited in Thanajaro, 2000, p.14). To be specific, linguistic competence referred to the learners’ command over major components of language such as phonology, lexicon, syntax, semantics and text structure. Sociocultural competence was about the “*listeners’ degree of familiarity*” with the social aspect of the message and the knowledge of the social as well as cultural expectation of native language speakers. Strategic competence meant the ability of the listeners to guess meanings of unfamiliar words and compensate their missing knowledge by using their own strategies. Last but not least, the ability to use cohesive devices to link meaning across sentences was the thing discourse competence described.

In short, listening was a man’s important skill in communicative reaction because it was an active process of receiving information based on the speech sounds. During the listening process, a variety of knowledge such as linguistic, sociocultural, strategic and discourse knowledge was activated to help the listeners fully understand the content as well as the emotional message from the conversation.

2.1. 3. Classification of listening

There have been a number of different ways to classify listening into different types. Baker (1971) based on the different situation to divide listening into active- passive and serious-social. In his opinion, active listening was to listen with a specific purpose whereas passive listening was no more than hearing. (p9-13).

Concerning the purpose of listening, Harmer(2001) and Goh (2002, cited in To et al., 2007, P.7) classified listening into five main types as followed:

- *Listening for general understanding*: listeners only catch the general ideas out of what was said but not focus on single words. Those who were good at this skill could understand the gist of the discourse without worrying too much about the details.

- *Listening for specific information*: in some situations, listeners only cared about some specific details out of the piece of listening. Hence, they might ignore all the other information until they come to a specific item they were looking for.

- *Listening for detailed information*: listeners targeted at catching every piece of information they could listen to. Usually, they need this skill in listening to a set of direction or instruction such as airport announcement or telephone number.

- *Predicting and guessing*: in the process of listening, listeners often predict what was coming and guess the content from the initial hearing. Then, the subsequent listening helped to confirm their prediction or expectation.

- *Interpreting*: this type of listening happens when listeners based on the words to guess the speakers' implications or suggestions. Normally, the shared knowledge between the speaker and listener played an important role in the success of this interpretation.

2.2. Listening in second language learning and teaching

Since 1990s, Mac (1990) stated the idea that listening was a great important skill because “*the ability to understand what others say*” was essential to the “*communicative interaction*”. Moreover, listening was the most frequently used language activity because “*45 percent of the time adults spend in communication activities is on listening, 30 per cent on speaking, 16 per cent on reading and 9 percent on writing*”(Rivers & Ternperley, 1978, cited in Mac, 1990, P. 6). However, this skill was claimed to be “*the most neglected skill in language teaching*” (Paulston, 1976). Furthermore, listening skill was characterized as a “*passive process*”(Nunan, 2003) or “*receptive process*”(Mac, 1990), which could be the cause of the lack of listening skill teaching in class, though it accounted for “*57.5 percent of the daily classroom time*” (Wilt, 1950).

However, listening has been gaining greater and greater importance in language learning in teaching. Rost (2002, cited in Yang, 2006, p. 65) elaborated that listening provided input for the learners which helped students to begin the process of acquiring the language. In other words, listening could help students build vocabulary, develop language proficiency, and improve language usage (Barker, 1971). In addition, Dunkel (1986) also stated that developing proficiency in listening comprehension was the key to achieving proficiency in speaking. Apparently, listening was considered the basis for the development of all other skills as well as the channel that helped students make initial contact with the target language and its culture. (Curtain & Pesola, 1988, cited in Thanajaro, 2000, P.2).

In conclusion, listening played a very important role in daily conversation for providing the comprehensive input for acquisition process of receiving information.

2.3. Facilitation and listening facilitation

2.3.1. Facilitation in general

According to Gaffney (2000, cited in Nguyen, 2011, p.28) facilitation was described as the process of “*enabling groups to work cooperatively and effectively*”. Moreover, facilitation is “*important in circumstances where people of diverse background, interests and capabilities work together*”. In other words, facilitation was defined in the curriculum of Bonner Foundation (n.d, p. 2) as “*the process of helping participants to learn from an activity*”.

Regarding this problem, Baltimore mediation Center (2009, cited in Nguyen, 2010, P.28) illustrated the term “facilitation” as “*a process for groups of people who need to have open dialogue about topics or issues that are high priority to them*”. The activities might contain discussions about “*hard, complicated and difficult matters*” or critical decision making, which encourage students to share their own ideas and better understand the content of the lesson.

In general, facilitation was considered the process when the facilitators raised the problems under a theme or topic chosen and then instructed the participants to get through discussions or activities so as to solve the problems and widen the background knowledge about the theme. Due to the limit of the study, the researcher

exploited this term as the process when the group of facilitators together found out the suitable materials for the sections, explored them and then designed activities as well as exercises to help their classmates understand those materials at the same time of practicing listening skills.

2.3.2. Listening facilitation task in connection to task-based listening lesson

According to the requirement of the fast-track program curriculum, the students had to carry out the listening facilitation in the third-year with the following requirements of the materials:

- In group of two, record one listening passage in authentic English to be used in your group's facilitation session. The content of the recording(s) should be in line with the theme of the week you are in charge of.

*- The passage can be recorded from the radio, cable TV, internet resources, or live with English native speakers **(but not by giving a written passage for him/her to read)**. Each passage should last **from 5 to 10 minutes**. You **must not** use the listening materials from test or textbooks* (See Appendix 4, p. 58)

Beside no limited genres of recordings was mentioned, the quality of the recording should be good enough for the facilitation. Also, fairly divided workload among members of group was encouraged. In the preparation process, the groups of facilitators needed to:

- Write the transcript of the recording.
- Design exercises based on the recording with a view to developing a certain listening skill in your classmates. Please refer to the objectives of the course for details on what skills you should focus on in this semester.

- Write a lesson plan which outlines what you plan to do in the session and when (See Appendix 4, p. 59)

Furthermore, they needed to submit all those materials a week before the facilitation, received the teacher's feedbacks and made adjustments. In the implementation steps, they must conduct the facilitation in class with an effort to demonstrate a good control of the class and of the listening tasks. In 45 minutes, they tried to meet their classmates' need(s) and achieve the objectives of their session.

After the facilitation, they needed to:

- *Receive feedback from peers and the teacher, and make adjustments accordingly to improve your lesson plan and exercises.*

- *Write a reflective report which (1) describes all the steps you took in preparing, delivering the session, and improving the lesson plan and exercises, (2) comments on your overall performance, strengths and weaknesses, and (3) suggests solution(s) to the identified problems, if any.*

(See Appendix 4, p. 59)

In short, the role of the facilitator was somehow the same as the teacher’s role in a task-based listening lesson with three steps including pre-listening, while-listening and post - listening. Richards and Rodgers (2001, cited in Nguyen, 2011, p.29) summarized the teacher’s role and facilitator’s role as followed:

Teachers’ role	Facilitators’ role
– A selector and sequencer of tasks	– Group participant in pair work or group work
– Preparing learners for tasks	– A monitor
– Consciousness-raising	– A risk-taker and innovator

Table 1: Roles of teachers’ and students’ in a Task-based lesson.

To sum up, listening facilitation was a task-based lesson conducted by the students themselves so as to practice both the listening skill and facilitating skill which were very useful for the future teachers.

Summary

In this chapter, the key terms as well as the context of conducting listening facilitation in a class of third year students were viewed by theoretical background of the study. To be specific, the concept of listening and listening facilitation were clarified in the context of teaching and learning foreign language where the listening skills played a very important role in developing the learners’ language skills.

CHAPTER III: METHODOLOGY

In the preceding chapter all the theoretical basis of the study was mentioned as a guide through the paper. In this chapter, the methods of data collection and analysis would be justified in order to maximize its validity and reliability of the final results. To be more specific, the participants, the instruments as well as the procedures of data collection and analysis would be discussed in detail as follows.

3.1. Participants and participant selections method

3.1.1. A class of third-year students of FT program at FELTE- ULIS-VNU

Since the valid and reliable answers from the students' perspective to the two research questions play the vital role to the success of this research, the participants must be the students who directly spent their time and effort conducting a listening facilitation in a FT class. Another reason is the curriculum of FT program emphasized on learner-centeredness; hence, the contribution of the students was considered the reliable source so that the researcher could seek for the answers to the two research questions. For the above-mentioned reasons, a group of 22 students from a third-year FT class were chosen to help answer the questions about third-year students' difficulties in conducting a listening facilitation through questionnaires and interviews.

3.1.2. Listening teacher

This research focused on finding out the difficulties that the third-year students confront in conducting a listening facilitation and the possible solutions to those problems. Hence, based on the findings of the questionnaires and the interviews for students, the researcher then would interview the listening teacher with the related questions for the sake of figuring out the guide for the students to face with their difficulties. These recommendations might be a great help to the students who would carry out listening facilitation in future. On the other hand, the students who experienced conducting a listening facilitation also have one more chance to look back their facilitation and improve themselves in facilitation activities in other skills and even in their teaching career later on. Therefore, the

participation of the listening teacher in data collection process was really significant to the success of this study.

Since this research paper was carried out as a case study, the listening teacher was chosen for a semi-structured interview in which the teacher could share her experience in teaching listening and listening facilitation. Furthermore, the recommendations to overcome problems in conducting a listening facilitation would be given. Specifically, the suggested solutions to ace with listening facilitation would be clearly guided by an experienced teacher who has had a long time working with FT classes and listening program, which would be a treasuring source of tips for the students.

Last but not least, this teacher has experienced in teaching at FT program, FELTE-ULIS, which would be an advantage for her to give out helpful, reliable and valuable answers to the researcher's interview questions.

3.2. Data collection instruments

In order to obtain reliable and valid result, the survey questionnaire of quantitative and interview as well as classroom observation as methods of qualitative approach are fully exploited.

3.2.1. Questionnaire

According to Nunan (1989, cited in Hoang and Nguyen 2006, p.10), the questionnaire is a very helpful instrument because it helps save researcher's time, researcher's effort and financial resources. Besides, by using this instrument, the researcher can collect a large amount of information from a large number of participants within a short period of time (Nguyen 2007, p18). Consequently, the researcher wants to take advantages of this instrument when using a survey questionnaire for students. The format of the questionnaire in this research was adapted from the study "*Conducting a reaching facilitation based on LbT method in a class of third-year students, FELTE, ULIS, VNU: Difficulties and Solutions*" by Nguyen Thi Huyen Trang in 2010 due to the similarity in the research topic and methodology. Besides, the participants were also the third year FT students from

FELTE, ULIS, VNU. However, some questions were edited to make it suitable for the topic of difficulties and solutions of a listening facilitation.

The questionnaire was completely designed in English because the FT students were supposed to be competent in using English. In response to the two research questions, the questionnaire was divided into two main parts which are the difficulties and solutions. The first part included two big questions about the difficulties that students might encounter in the preparation and implementation steps of a listening facilitation. There were 11 statements for the first step and 6 sentences for the implementation process. In this question, students were asked to rate the difficulty level of the facilitation by answering “ Strongly Agree”, “ Agree”, “ Undecided”, “Disagree” or “ Strongly Disagree” to each statement. After getting the questionnaire done, the researcher collected the data and analyzed it to find out the most striking difficulties that the students often encountered in both steps (preparation and implementation). From that point, the research would concentrate more to the possible solutions to the most difficult problems of the students. Also, the open-ended questions were used for the students to point out their other problems which were not mentioned in the above statements in both steps. In other words, the combination of both types of questions would help to facilitate the data collection and analysis, as well as the comprehensive collection of information (Nunan 1989, cited in Hoang and Nguyen, 2006, p.21).

3.2.2. Classroom observations

According to Cohen, Manion and Morrison(2000, p.305, cited in Chu, 2009, p.31), observation method was described as “ *observational data are attractive as they afford the researcher the opportunity to gather the ‘live’ data from ‘live’ situations*”. As a result, this instrument was very useful for the researcher to collect the “live” data right from the time of facilitation and note down the remarkable difficulties of the students as well as their solutions.

Besides, this research instrument was a method of “*generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships,*

actions, events and so on, with it” (Mason, 1996, cited in Mackey and Gass, 2005, p.175). Specifically, by using this instrument, the research did “immerse” herself into the learning environment of the class 09.1.E1 as a student and participated in the listening facilitation. From that point of view, the researcher gained insights into the context of the participants and carefully followed the facilitation to produce the reasonable and reliable notes about the implementation step of the activity.

It could be seen clearly from the reasons above that classroom observation was a very important instrument that helped answering the two research questions. As mentioned earlier, the observation form would be the field notes which allowed the research to note down any useful information for the study. Those notes were analyzed and classified into six possible difficulties in the implementation step of the listening facilitation. Based on this information, the research could make comparison with the answers from the questionnaire and the interview to see the awareness of the students about their own problems.

3.2.3. Semi-structured interview

Beside the questionnaire and observation, the semi-structured interview for the teacher and students was the third instrument used in this study. This instrument could help the researcher to “*produce extraordinary evidence about life that you don’t get in structured interviews or questionnaire methodology*”(Dowsett, 1986 cited in Pham & Luong, 2009, p.52). Therefore, if there were any problems that could not be clarified through the questionnaire and be interpreted by the observations, then the semi-structured interview would serve the ultimate goal of getting insight to the issue. The format of the interview questions was also adapted from the study “*Conducting a reaching facilitation based on LbT method in a class of third-year students, FELTE, ULIS, VNU: Difficulties and Solutions*” by Nguyen Thi Huyen Trang in 2010 due to the similarity in the research topic and methodology. However, some questions were changed to be relevant to the topic of listening facilitation.

There were 2 sets of interview questions including one for the students and one for teacher. There were three interviews with three students who were

recommended by the listening teacher. Afterwards, the information collected was grouped into different common problems. Based on those difficulties, the researcher added a number of questions into the set of interview questions for the current listening teacher so that some specific recommendations to deal with them would be given clearly.

All of the four interviews' result served as important information to help answer the two research questions of this study. The difficulties that the students encountered and were aware of as well as the problems that their teacher took notice of through facilitations were clearly clarified. Also, the suggested solutions from the facilitators and listening teacher were a great help to the next generations of fast-track students to ace with listening facilitation, which was the answer to the second research question in this study.

3.3. Data collection procedure

In general, there were four phases in the process of data collection as followed:

3.3.1. Phase 1: Preparation

To prepare for the data collection process, 22 questionnaire and 2 sets of semi-structured interviews were designed. The participants were 22 third-year FT students and their listening teacher. After that, the researcher asked for the teacher's permission for delivering the questionnaires to the students and collecting the data. The information about this process was informed to the students beforehand. For the classroom observations, the researcher asked for the listening syllabus and the group list from the students. Based on those materials, the researcher made decision on the days of facilitation. For the interview, the listening teacher and three students were asked for approval and then the appointments were made. The personal information of the participants was kept confidential and anonymous for the ethical reasons.

3.3.2. Phase 2: Piloting the questionnaire and interview questions

The second phase was the data collection process. In this phase, the researcher delivered the questionnaire to 4 students, asked them to read carefully the

instructions and try to answer the questions. After that, the feedbacks from the students about the overall appearance of the questionnaire, the clarity of the instructions as well as the clearance of the questions were carefully taken. The finalized questionnaires and interview questions were improved from the first drafts and delivered to the students and teacher later on to get the data for this study.

3.3.3. Phase 3: Data collecting process: questionnaire

The researcher made the copies of the questionnaires and handed them to 22 students. All the information including the topic of the research and the significance of the questionnaire to the success of the study were introduced to the participants before they were asked to answer the questions. Also, if the students had any question or doubt about the questionnaire, they could ask immediately. While the students were answering the questionnaires, the researcher went around the class to clarify the problems as soon as it was raised.

3.3.4. Phase 4: Data collection: observation

After processing the data collected from the questionnaires, the researcher carried out 3 observations when the listening facilitations were conducted. During the observations, the researcher took notes of the difficulties that the facilitators encountered, which was useful for answering the two research questions.

3.3.5. Phase 5: Data collection: interview

The appointments for the interviews were scheduled beforehand via telephone to concisely explain the purpose, the nature of the research topic and to invite the participants as well. Moreover, the researcher got the permission from the interviewees to record the interview so that the data analysis would be easier and more concisely. Also, the identity of the participants was sure to be kept in secret. Besides, the answers from the questionnaires and the notes from three class observations were summed up and analyzed so as to draw an initial idea about the major difficulties and recommendations. Therefore, the more focus would be paid on the certain questions of the interviews.

The interviews were conducted in Vietnamese so that the interviewees would felt it easier to express his/ her ideas and feelings towards listening facilitation activity. To begin with, the researcher and the interviewee had a short conversation

about learning listening in fast-track program, which helped create the rapport between the interviewer and interviewee. From then on, both the researcher and the participant smoothly went on the interview questions. The recording was made during the interview and aware by the interviewees. Soon after the interviews with the three students, the interview to the teacher was also scheduled and carried out 3 days later. Since the answers from the students indicated the major difficulties they had encountered in conducting a listening facilitation, the researcher took time to synthesize the data and concentrated into those problems for the advice from the teacher. Finally, the researcher wrote the transcript of those interviews and classified the answers according to the two research questions.

3.4. Data analysis procedure

Firstly, the data collected from the questionnaires and interviews were classified according to the two research questions.

For the questionnaires, the data was summed up in accordance with the research questions. The first part of the questionnaire was the questions about the difficulties in conducting a listening facilitation in both preparation and implementation steps. Hence, the most frequent answers were marked and ranked in order in form of a bar chart so that the researcher could have an overall view of the research topic. With the questions related to the research question number 2, the procedure followed the same way.

About the observation, the data collected under the shape of freely taken notes but not a strict observation checklist. Hence, the information caught was the significant data from the listening facilitations. Those notes were analyzed and categorized into the chart and graph according to the research question they helped answer.

As for the semi-structured interviews, the research kept the recording and then wrote the transcripts of the interviews. After that, the answers were grouped in line with the research questions and compared to the data from the questionnaires. The similarities and differences from those research instrument results would give us a deeper understanding of the problems that the students confronted in conducting a listening facilitation. Moreover, the interview would help specify the suggested solutions from the students. To be specific, the research paid attention to the recommendations that the students suggested and asked them for more

explanation in the interview. The solutions here also arranged into two sub-groups which are for the preparation and implementation steps.

CHAPTER IV: RESULTS AND DISCUSSION

In the previous chapter, the methodology was explained and described in details of the participants, instruments, data collections process and analysis. In this chapter, all the data collected would be analyzed and discussed so as to answer the two research questions. The information summed from the questionnaires, notes from classroom observation and interview would be the answer for research question 1. For the second question, the answer was got mainly from the interviews.

4.1. Research question 1

What are the difficulties encountered by the third-year students, fast-track program, Faculty of English Language Teaching Education, ULIS_ VNU in conducting a listening facilitation?

As a matter of fact that listening facilitation in FT program curriculum is conducted based on Lbt method; hence it is divided in two main part: preparation and implementation in class (Okita and Schwart, 2009, p.2). Therefore, the difficulties in the process of making facilitation were also categorized in accordance with those steps.

4.1.1. Difficulties in preparation steps

According to the results of the survey questionnaires with 20 responses, the students' opinions can be clearly demonstrated though the following bar chart:

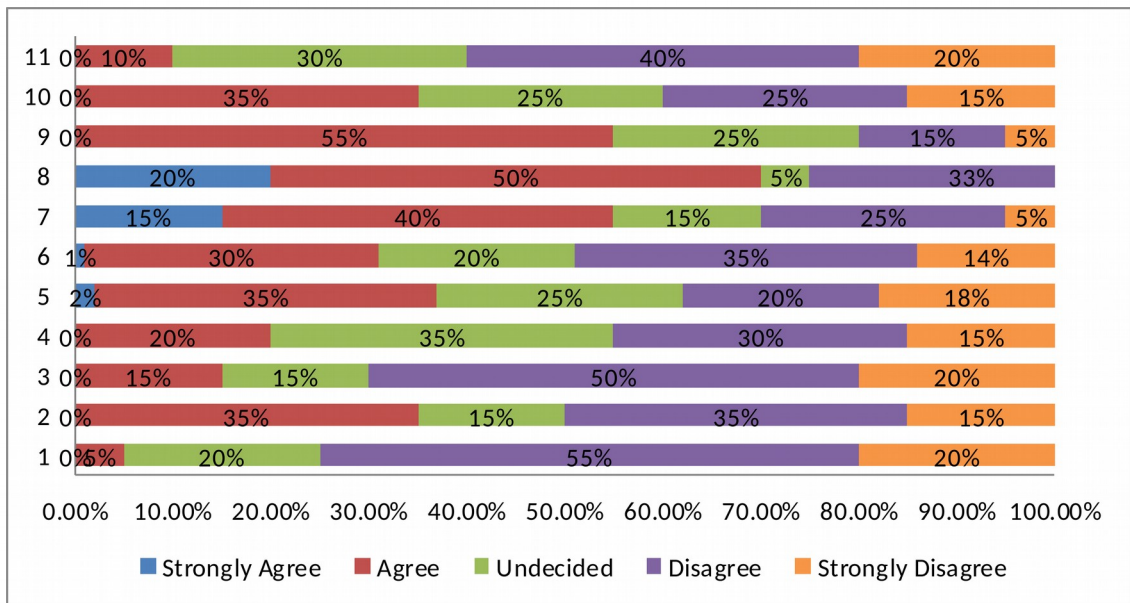


Figure 1: Difficulties in conducting a listening facilitation in preparation steps as perceived by third-year fast-track students, FELTE, ULIS, VNU.

1) *Difficulties in receiving little information about steps to conduct a listening facilitation.*

- 2) *Difficulties in receiving little information about the criteria of a good listening facilitation.*
- 3) *Difficulties in receiving little guidance in writing lesson plan for the facilitation.*
- 4) *Difficulties in receiving little guidance in searching for materials.*
- 5) *Difficulties in encountering too many materials on a variety of sources.*
- 6) *Difficulties in choosing appropriate materials with classmates' levels.*
- 7) *Difficulties in searching for suitable materials which fit the required listening skills.*
- 8) *Difficulties in writing the listening transcript.*
- 9) *Difficulties in designing exercises suitable with the classmates' levels.*
- 10) *Difficulties in designing exercises relevant to the assigned listening skills.*
- 11) *Difficulties in working in group while searching for materials and designing exercises.*

In the Figure 1, the vertical axis represents the difficulties that the students encountered in preparing for the facilitation and the horizontal axis is the percentage of the students who were or were not affected by those obstacles. The portions in different colors of each category are correspondent to the percentages of students' responses ranging from Strongly Agree to Strongly Disagree.

It can be seen from the chart that the most frequent difficulty which accounted for 70 percent of the students' responses was (8) *writing the transcript for the listening tape*. As a matter of fact, the appropriate videos/ recordings which met the demand of the facilitators in terms of theme relevance, quality of the sound as well as classmates' levels suitability were not easy to write a perfect transcript. As student A answered the interview that the most frequently meet problems were dealing with difficult words, different accents and the speed of the video. Once the transcript was finished, the students would exploit it to the full to design the exercises; thus, this was really an important step. Meanwhile, sharing about this problem, the teacher said that she did not give the comments like "you failed" or "not good" on the tape script because she just wanted to encourage the students to listen to the tape as much as possible. In other words, writing the transcript aimed at letting the students practice listening carefully as well as widening their knowledge about the topic they were going to deliver in their facilitation.

The two second difficulties are the problems (7) *in searching for suitable materials which fit the required listening skills* and (9) *in designing exercises suitable with the classmates' levels* with the responses of 55 percent of the students. Firstly, choosing one out of a large number of materials in the Internet which is relevant to the theme and required skills of the week as well as the level of the classmates is really a hard word. Moreover, the exercises designed must be *suitable with the classmates' levels*. Generally, the students are very competent in English but their levels are not equal among the members of the class. Furthermore, the personal interest and background knowledge also influence on the ability of listening and understanding the recording. The interviewee B stated that the facilitators often based on their own experience while listening and writing the tape script to design the exercises. To be specific, what the facilitator found difficult or challenging could be chosen to make the exercises.

The third most frequent difficulty is the problem of *encountering too many materials on a variety of sources* with 37 percent (2% strongly agree and 35 % agree) of responses from the students. For listening skills, there are a large number of sources of materials on the Internet. Furthermore, the themes for each week are selected from some CAE (Certificate of Advanced English) books and they are very general such as the Mind (week 4), Science (week 6) or Global Concerns (week 7). Therefore, the facilitator often wants to find interesting video/ recording for the facilitation so that it can catch the audience's attention as well as attract them to engage in the activities.

The next two remarkable difficulties in preparation steps are difficulties (2) *in receiving little information about the criteria of a good listening facilitation* and (10) *in designing exercises relevant to the assigned listening skills*, both with 35 percent responses from the students. For the first problem, the three interviewees confirmed that they did receive guidance from their teacher at the beginning of the semester. However, they did not receive any information about the criteria of a good listening facilitation. Therefore, the students, especially the first group of facilitator, got confused at first. Meanwhile, the problem of (10) *designing exercises relevant to the assigned listening skills* took the students time and an enormous effort to accomplish the facilitation. Interviewee C illustrated that there were the formulas of CAE (Certificate of Advanced English) or FCE (First Certificate in English) listening exercises everywhere in the text book or in the Internet. However, she found designing exercises according to those formats was not easy because she had to base on the content of the recording and the required skills to decide which types of exercises to design. As for the teacher, she stated that designing exercises was a chance for the students to better understand of the formats of CAE listening exercise, which is their targeted level at the end of the third year.

Meanwhile, (6) *difficulties in choosing appropriate materials with classmates' levels* received 30% of responses from the participants. As mentioned above, the levels of the students in a class are not equal. Also, there were (5) *difficulties in encountering too many materials on a variety of sources* which meant there have always been a large amount of materials on the Internet or text book to choose from. Furthermore, about 20 percent of responses were for (4) *the difficulties in receiving little guidance in searching for materials*. All the three interviewees admitted that the teacher did not give them much help in searching for the materials. To be specific, the teacher's suggestions did not really meet their expectations like the links were unreachable sometimes.

Similarly, (3) *difficulties in receiving little guidance in writing lesson plan for the facilitation* got 15 percent of the responses from the students. As the three interviewees stated that they received the model lesson plan from the teacher, but not any more specific guidance in how to write a listening facilitation lesson plan. However, interviewee B found that the model lesson plan was too detailed and even the lead-in sentences were also clearly written, which she thought was not necessary. From the viewpoint of the teacher, she said that she did not require the students to make a perfect lesson plan because they would learn it in the fourth-year. In this year, the teacher just wanted the students to get used to with writing the lesson plan and be familiar with the format of a standard lesson plan only.

Surprisingly, (11) *difficulties in working in group while searching for materials and designing exercises* just counted for 10 percent of the responses and only one student in this class, equivalence to 5 percent, had problem with (1) *difficulties in receiving little information about steps to conduct a listening facilitation*. When being asked, the three interviewees said that they had experience in working in different subjects and knew how to work with other students cooperatively and effectively.

In conclusion, the most note-worthy difficulties that the students confronted in preparation steps of making a listening facilitation were (8) *writing the listening transcript*, (7) *searching for suitable materials which fit the required listening skills* and (9) *designing exercises suitable with the classmates' levels*. Following are some noticeable problems such as (5) *difficulties in encountering too many materials on a variety of sources*, (2) *receiving little information about the criteria of a good listening facilitation* and (10) *designing exercises relevant to the assigned listening skills*.

4.1.2. Difficulties in implementation steps

After three classroom observations, there were some notes of problems that the research detected during the facilitations by the third-year FT students as following:

Difficulties as observed by the researcher	
1	Giving unclear instructions
2	Dealing with friends' questions convincingly
3	Being nervous/ unconfident

Table 2: Difficulties encountered by third-year fast-track students, FELTE, ULIS, VNU as observed by the researcher.

During the classroom observation, the very first weakness that the researcher noted was the *unclear instructions given by the facilitators*. They gave the introductions to the activities or exercises, but not clarify the purposes of those activities. Also, they did not really catch the attention from their classmates before and during the time of giving instructions. Moreover, their instructions were quite long and no special signals like louder volume or “NOW” and “NEXT”, were given, which did not differentiate the instructions giving sections with other periods of the facilitation. Besides, the facilitator did not check their students’ understanding, whereas there were some students asked their friends, but not the facilitators, about what to do. This problem occurred might be because the students have not yet learnt English Language Teaching subject the last semester on giving instructions in class.

The second problem was *dealing with the students’ questions convincingly*. All the three groups of facilitators prepared the keys for exercises very carefully. They put the key on the slide, let the students listen to the pieces of information again, elicited the answers from their friends and asked for further explanations for the students’ answers. However, sometimes their key and explanations did not meet the expectation of the classmates. Although this was a minor problem of the facilitation, dealing with the students’ questions was always an indeed skills of a teacher.

Last but not least, some students were a little bit nervous when they had to stand in front of the whole class and take control of the facilitation. Sometimes, they forgot what to say next whereas the lesson plan was carefully written. Also, this could be the reason why some facilitators gave unclear instructions to the students, which resulted in their students’ misunderstanding of the exercises’ requirements. In addition, being nervous and unconfident caused mistakes in their pronunciation as well as the change in their voices.

Based on the questionnaire, the difficulties that the students confronted in the implementation steps could be presented in the following bar chart:

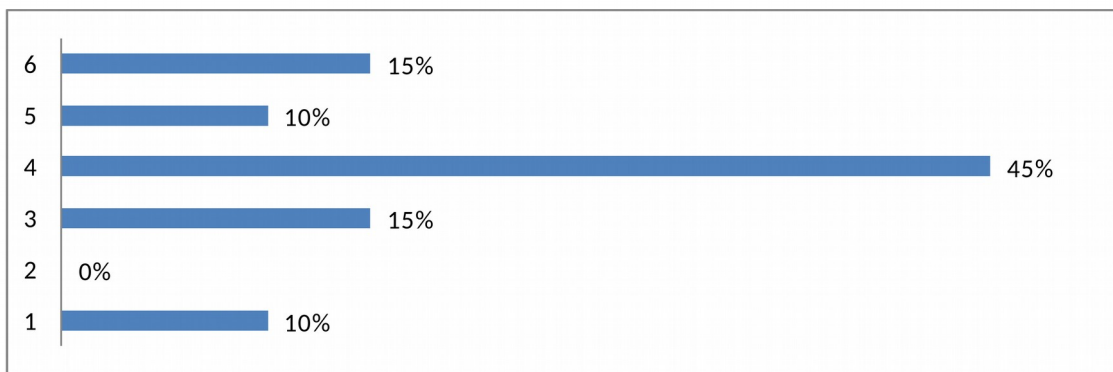


Figure 2: Difficulties in conducting a listening facilitation in implementation steps as perceived by third-year fast-track students, FELTE, ULIS, VNU.

1. Difficulties in using the laptop/ loudspeakers in a large class.
2. Difficulties in giving unclear instructions to the students.
3. Difficulties in dealing with classmates' questions convincingly.
4. Difficulties in conducting a listening facilitation under the time pressure.
5. Difficulties in receiving little cooperation from classmates.
6. Difficulties in being nervous during the facilitation.

The bar chart above illustrated the problems that the students confronted in the implementation process of a listening facilitation on the vertical axis and the percentage of the students who were affected by them on the horizontal axis.

It can be seen from the chart that 45 percent of the responses stated that they had (4) *difficulties in conducting a listening facilitation under the time pressure*. The time endurance of facilitation was only 45 minutes, which is equal with a period in class. However, in that amount of time, the facilitator had to conduct a lesson with warm-up activity, pre- while-post-listening sections and wrap-up. Sharing the same ideas, the teacher said that the students sometimes were so ambitious that they designed so many activities and exercise, which resulted in the shortage of time to conduct all of those activities. Clearly aware of this difficulty, interviewee B reported that:

When we prepare for the facilitation, we always expect everything to be perfect, from the activity to the class management so that the facilitation can be attractive, efficient and interesting. Nevertheless, the reality comes out not as planned sometimes, which wastes out time and push us under the time pressure.

(See appendix 6, p. 71)

The next two problems that the students concerned with 15 percent of responses were the difficulties (3) *in dealing with classmates' questions convincingly* and (6) *being nervous during the facilitation*. However, all the three interviewees answered that they did not have problems with dealing the questions from the audience. In the process of the conducting the activity, they always carefully prepared for the difficult words or tricky parts that could be asked by the students so that they could ace the questions clearly in a convincing way. Besides, about 15 percent of the students said that they encountered the obstacle of (6) *being nervous during the facilitation*. As the interviewee B stated that she sometimes got nervous when the exercises her group designed were too difficult and the atmosphere in class was not as expected. According to the teacher, she thought that the first groups of facilitators were nervous for their first time standing in front of a class and delivered the lesson. Also, sometimes they did not get much cooperation of from their classmates, which resulted in their anxiety.

In addition to those above problems, the next two difficulties both of which counted for 10 percent of the responses were (1) *difficulties in using the laptop/loudspeakers in a large class* and (5) *difficulties in receiving little cooperation from classmates*. For the problem of using laptop and facilities in a large class, two interviewees replied that:

Sometimes, the school facilities are out of control. For example, the quality of the video is very good but the loudspeakers in school make it sound terrible. Also, the color of the slide sometimes turns out faded or too dark, which is far from what we designed.

(See appendix 6, p. 70)

On the other hand, the cooperation from the classmates was also a noticeable problem which influenced the facilitation. Two third of the interviewees responded that there were some students came to class late or did not really concentrated on the lesson. Meanwhile, the teacher elaborated that maybe those students did not find the facilitation interesting, so they did not pay attention to it without being aware that they would be the teachers in future , too. As mentioned by Okita and Schwartz (2009), in a LbT- applied lesson, “*the happenings of interactions among students are required*”, which means little cooperation among the students was the expression of the ineffective interactions between the facilitators and the learners.

Contradict to the result of the questionnaires what was that no one considered (1) *difficulties in giving unclear instructions* a difficulty they met, all the three interviewees said that they had problems with giving instructions but just a little. Sharing about this point, the teacher and also the researcher realized the weakness of the students in giving instructions. To explain for the difference between the results of the questionnaires and the interviews, the problem was that the students were not fully aware of their shortcomings, which could gradually be fixed by experiencing, learning and practicing.

Overall, through the questionnaires and interviews, the researcher chose to dig deeper on the difficulties that the student encountered in the implementation steps of facilitation as following:

- ✓ Difficulties in conducting a listening facilitation under the time pressure.
- ✓ Difficulties in dealing with classmates’ questions convincingly.
- ✓ Difficulties in being nervous during the facilitation
- ✓ Difficulties in giving unclear instructions to the students.

4.1.3. Summary of difficulties in conducting a listening facilitation

For the first researcher question, the researcher summarized the major difficulties that the students confronted in the process of conducting a listening facilitation including preparation and implementation steps in the following table:

Steps	Difficulties
Preparation	<ol style="list-style-type: none"> 1. Encountering too many materials on a variety of sources. 2. Searching for suitable materials which fit the required listening skills. 3. Writing the transcript 4. Designing exercises suitable with the classmates’ levels.

Implementation	<ol style="list-style-type: none"> 5. Conducting a listening facilitation under the time pressure 6. Dealing with classmates' questions convincingly 7. Being nervous during the facilitation 8. Giving unclear instructions to the students.
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Table 3: A summary of difficulties in conducting a listening facilitation as perceived by third-year fast-track students, FELTE, ULIS, VNU.

4.2. Research questions 2

What are the possible solutions suggested by the teacher and students from the fast-track program, FELTE_ULIS_VNU?

4.2.1. Recommendations from the students' perspective

a. Suggested solutions to the problem in the preparation steps.

After synthesizing the response of the students to the questionnaires, the statistics was presented in the following bar chart with the vertical axis represented the solutions by the students and the horizontal axis was the percentage of the students preferred applying those suggestions to deal with the problems in the preparation steps.

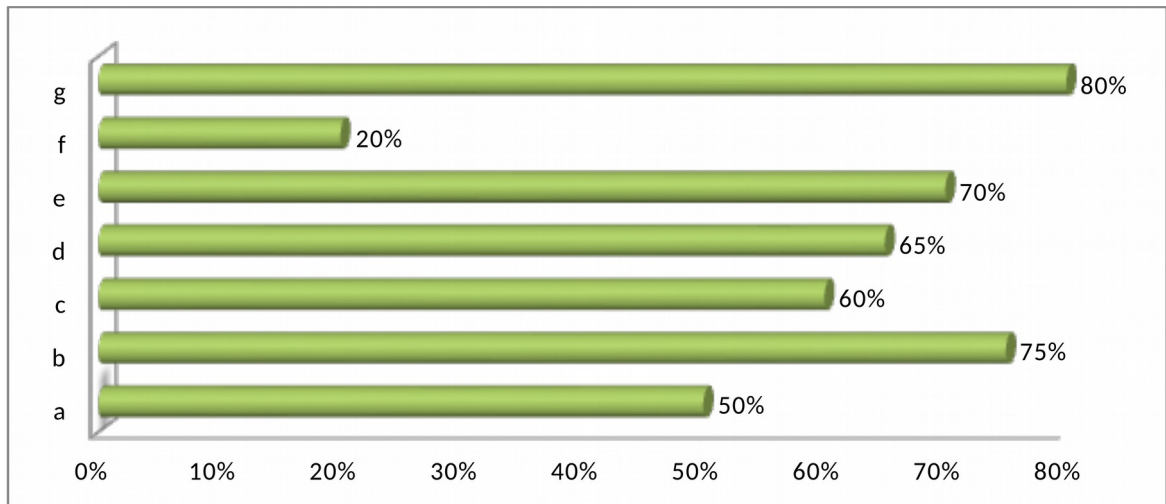


Figure 3: Students' recommendations to the difficulties in the preparation steps of conducting a listening facilitation.

a. Ask the teacher to give specific guidance about steps to conduct a listening facilitation and criteria of a good listening facilitation.

b. Learn to evaluate and choose appropriate materials by searching in the Internet, reading reference books or asking the teacher

c. Ask the teacher to comment on the transcript and the recording before designing the exercises.

d. Have some peers to comment on the exercises and activities

e. Ask for teacher's comments on designed exercises and activities

f. Try to search for exercises and activities in reliable books and websites

g. Have a clear schedule and fairly workload divided for each member of the group.

As it could be seen clearly from Figure 2, about 80 percent of the students agreed that to (g) *have a clear schedule and fairly workload divided for each member of the group* is a good solutions to nearly all the problems they got in conducting a listening facilitation. Accounting for 77 and 70 percent of the response were to (b) *learn to evaluate and choose appropriate materials by searching in the Internet, reading reference books or asking the teacher* and (e) *ask for teacher's comments on designed exercises and activities*. Meanwhile, the suggestions of to (a) *ask the teacher to give specific guidance about steps to conduct a listening facilitation and criteria of a good listening facilitation*, (c) *ask the teacher to comment on the transcript and the recording before designing the exercises* and (d) *have some peers to comment on the exercises and activities* received agreement of about 50 to 65 percent of the students. In contrast, the percentage of the students who were to (f) *try to search for exercises and activities in reliable books and websites* was only 20 percent.

To clarify those recommendations, three interviews to the students who had experienced conducting a listening facilitation in fast-track program were analyzed according to the specific difficulties that listed in Table 3.

Difficulty 1: Encountering too many materials on a variety of sources

As mentioned above, the theme of listening each week was quite general, which took the students times to find the suitable materials for the listening facilitation. To overcome this problem, interviewee C shared that her group sat back together so as to narrow the topic, choose the suitable video with acceptable quality in terms of accent, speed and content. She suggested some sources of materials such as documentary videos from *bbc.com*, *cnn.com* or the national geographic channel. On the other hand, interviewee A sent a message to the younger CLCers to “*believe in your instinct*” in searching, evaluating and choosing the video for facilitation.

Difficulty 2: Searching for suitable materials which fit the required listening skills

All of the three interviewees did not find this a difficulty because they did it in their own ways. To choose a listening tape which is suitable to the required listening skills was not an easy task, so they followed the counterclockwise direction by choosing the suitable listening video first then exploited the materials to apply suitable listening skills.

Difficulty3: Writing the transcript

Writing the transcript of the listening materials was the very first steps in conducting a listening facilitation. In the process of writing transcript, there were difficulties in figuring out the new or difficult words, listening recordings in different accents/ dialects and dealing with the speed as well as the quality of the video. In the case of new and difficult words, the first interviewed student shared that he used google.com or Oxford dictionary to get suggestions for the suitable words whereas interviewee B often read some other relevant materials to widen her background knowledge on that field or asked for help from the others. For the matter of speed and accents, an old saying “Practice makes perfect” was the best solution. Besides, the third interviewee shared that clearly divided workload in writing the transcript gave chance for them to check it again and again among the group members to minimize the mistakes.

Difficulty 4: Designing exercises suitable with the classmates’ levels.

With regard to this problem, two third of the students interviewed suggested the use of piloting the exercises before the facilitation. The participants were the students from their extra-class or some peers. Thus, the facilitators could get the feedbacks on both the contents and the format of the exercises for reconsideration. Furthermore, the students have known the format of FCE or CAE tests already, though it hard to design the tasks; they could get the comments from their listening teacher to make some changes if they were needed such as changing the skills or the types of exercises.

b. Suggested solutions to the problem in the implementation steps.

According to the result of the survey questionnaire, the researcher had detected some ways that the students preferred doing to wipe out obstacles during

the implementation of a listening facilitation. Those solutions were presented in the bar chart below on the vertical axis whereas the percentage of students preferred applying them was on the horizontal axis.

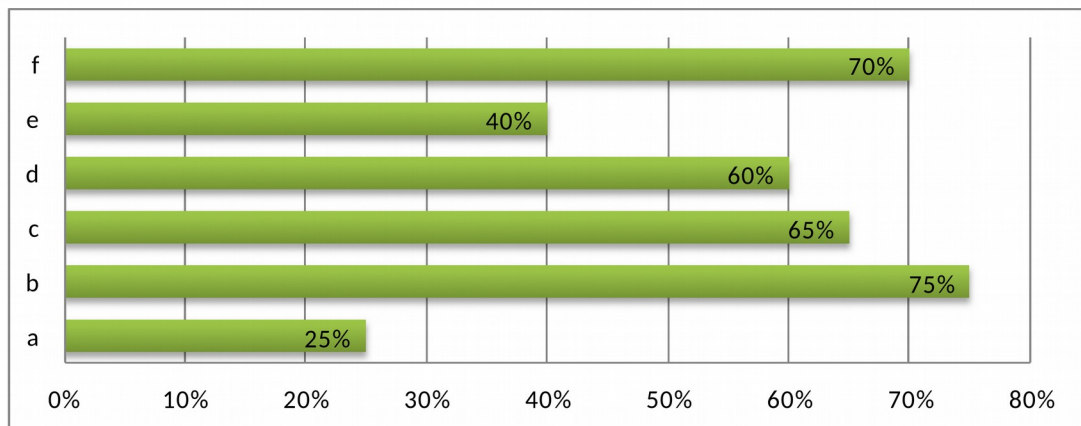


Figure 4: Recommendations to the difficulties in the implementation steps of conducting a listening facilitation as perceived by the third-year fast-track students, ULIS, VNU.

- a. Practice using laptop/ loudspeakers/ radio*
- b. Brainstorm possible questions beforehand.*
- c. Rehearse as much as possible, with or without peers*
- d. Observe and learn from teachers' in-class performance*

e. *Ask for peers' and teacher's help if facing excessive questions during the facilitation.*

f. *Keep track of the time and cover important parts of the performance if running out of time*

As it could be seen clearly from the bar chart, about 75 percent of the students agreed that to (b) *brainstorm possible questions beforehand* might be a great help to the facilitator in dealing with the questions from the students. Accounting for 70 percent of the responses was to (f) *keep track of the time and cover important parts of the performance if running out of time*. By using this way, the facilitator could take control of the time management and save the success as well as effectiveness of the facilitation. Meanwhile, the suggestions of to (c) *rehearse as much as possible, with or without peers* and (d) *observe and learn from teachers' in-class performance* received agreement of about 60 to 65 percent of the students. In contrast, the percentage of the students who chose to (a) *practice using laptop/ loudspeakers/ radio* and (e) *ask for peers' and teacher's help if facing excessive questions during the facilitation* was only 25 and 40 percent.

To clarify those recommendations, three interviews to the students who had experienced conducting a listening facilitation in fast-track program were analyzed according to the specific difficulties that listed in Table 3.

Difficulty 5: Conducting a listening facilitation under the time pressure

In order to overcome this problem, 70 percent of the responses chose to (f) *keep track of the time and cover important parts of the performance if running out of time*. When being interviewed, the interviewees B and C said that they would cut some activities or questions in the warm-up or wrap-up sections to save time. On the other hand, student A shared that they tried to “rehearse many times and carefully consider the teacher's requirements as well as the comments on the lesson plan”. Besides, asking a friend in the class to keep track of the time and gave signals when there was 5 minutes left was also a good solution from student C.

Difficulty 6: Dealing with classmates' questions convincingly

All the three students agreed that careful preparation could be the key to solve this problem. For each question, they prepared a slide with the key, the piece of transcript needed and the audio for re-listening and checking right away. If they had the same questions as their students did, they would have conducted a class discussion to find the answer or asked the teacher for help to save time.

Difficulty 7: Being nervous during the facilitation

Despite the fact that facilitation was familiar to the FT students from their first-year time, they still got nervous when the exercises they designed were too difficult and the atmosphere in class was not as expected as interview B shared. In that case, she tried to motivate my classmates and asked for their helps. On the other hand, Interview C gave advice of looking into the mirror and practicing speaking many times. Also, being strict and non-strict in class time was necessary to take control of the class and your anxiety as well.

Difficulty 8: Giving unclear instructions to the students.

Regarding this obstacle, the students had their own solutions such as learning from the mistakes and practicing time to time as student A replied. Also, the suggestions from student C were very note-worthy:

I would try to catch their attention again by saying “can I have your attention, please” or clap my hand loudly. After that, I would give the introduction again with example and modeling. From my own opinion, when you want to catch your friends’ attention, try to avoid shouting aloud “attention, please” or “shut off” because they somehow do not show your respect to the audience.

(See Appendix 7, pp.75-76)

4.2.2. Recommendations from the teachers’ perspectives

a. Recommendations to the problems in the preparation steps

Difficulty 1: Encountering too many materials on a variety of sources

Sharing about this problem, the teacher admitted that some of the themes in the syllabus are difficult. Therefore, she gave chance for the students to narrow the theme into topics that relevant to the theme of the week, which may make it easier for them to find the suitable materials for the facilitation.

Difficulty 2: Searching for suitable materials which fit the required listening skills

Regarding this problem, the teacher said that at the end of the third year, the students have to pass the CAE test; hence, by conducting listening facilitation, the students can practice listening skills according to the CAE format. In order to choose the suitable materials to design the exercises, they can refer to some reference books with standard exercises designed for specific listening skills and learn from them.

Difficulty3: Writing the transcript

In fact, the teacher did not much from the students in terms of writing transcript. In the other hand, she just wanted to encourage the students to practice as much as they can and they can leave some blanks in the transcript if they cannot figure it out. Thus, she advised the students to choose the recording which is relevant to their ability, not too difficult for them. If they find any recording which is too difficult for them to write transcript then don't choose that recording.

Difficulty 4: Designing exercises suitable with the classmates' levels.

The teacher encouraged the students to learn from the standard text book on CAE format and then try to design the exercises in CAE standard. Once they master the types of the questions, they have tips to deal with the CAE test at the end of the third-year.

I think that I just encourage them to do and most of them design exercises like gap filling or multiple choice questions. I just encourage them because by the end of year three they have to pass the CAE test so I prefer them to do as much as they can because if they want to do well in the test they have to know the type of the questions, they have to know the tips to do well those listening questions.

(See Appendix 8, p. 80)

b. Recommendations to the problems in the implementation steps

Difficulty 5: Conducting a listening facilitation under the time pressure

For this problem, the teacher said it is normally because the students were too ambitious in designing the activities in the facilitation. She recommended them to take control and strictly keep track of the time allowance for each of the activities in each section.

Difficulty 6: Dealing with classmates' questions convincingly

In this situation, the teacher shared that she would interfere to help finish the debate between the facilitator and the students and ask them to reconsider the problem later on so that the facilitation can run smoothly under the time limited. Also, she thought that the back-up plan to cut of argumentative questions or conducting a class discussion for the difficult questions were great ideas.

Difficulty 7: Being nervous during the facilitation

Being an experienced teacher in teaching listening skill in FT program, the teacher said that she realized an enormous improvement from the students in the second time working as the facilitator. Nevertheless, she quoted an ole saying "Practice makes perfect" as an advice to the students.

Difficulty 8: Giving unclear instructions to the students.

Accounting to this problem, the teacher recommended a book namely “practical classroom language” which is very helpful in improving the language in class.

I think that they don't have good instructions enough so their friends don't understand what they want them to do. I advise them to find the book in the library like “practical classroom language”. That is a very good book for them to improve their language in class. They can copy the instructions from the standard tests because there are many standard materials for them to refer to.

(See Appendix 8, p. 80)

4.3. Pedagogical implications

The results from the questionnaires and interviews, the researcher has figured out some pedagogical implications for both the educators and the students who follow listening facilitation at FELTE, ULIS, VNU.

Firstly, one of the problems that the students found difficult the most was designing the exercises that relevant to the required skills and suitable with the classmates' levels. In order to motivate the students, some recommendations about reference books or some guidelines about how to design exercises from the teacher were useful. As for the students, self-learning from the exercises in class and from the mistakes of the other groups would be a great help in the preparation process of a listening facilitation.

Secondly, giving clear instruction was a very important skill for a teacher. More importantly, the students from a third- year FT class were not really aware of their problems in giving instructions. Hereby, the researcher would like to convey the pedagogical recommendation to learn from your teachers in class. Also, in the comment section after the facilitation, the matter of giving instructions in general and pronunciation in particular needed to be clarified with the specific solutions from the teacher and the classmates.

Last but not least, the time limit was an enormous pressure to the students in the implementation steps in a listening facilitation. Regarding this problem, the teacher could give some conditions at the beginning of the course like an allowance

to exceed less than 10minutes and any violations would be punished. Furthermore, someone who was in charge of keeping the time was needed. The teacher could help on the lesson plan about the procedure of the activities and time limited for each of them so that the facilitation could be smoothly carried out in 45 minutes.

Summary

In this chapter, the researcher analyzed the data collected from the questionnaires, observations and interviews to figure out the answers to the two research questions. To be specific, the difficulties confronted by the third-year fast-track students were clarified and some recommendations to those problems from the perspectives of the students and the teacher were given. Moreover, some pedagogical implications perceived by the researcher were also revealed from this study.

CHAPTER 5: CONCLUSION

This final chapter summarized and evaluated the outcomes of the whole paper by summing the major

In this chapter, the outcomes of the paper would be presented and evaluated. Also, the limitations of the study as well as suggestions of further research would be pointed out.

5.1. Major findings of the study

Overall, the most frequently problems that the third year FT students from FELTE, ULIS, VNU, encountered in the process of conducting a listening facilitation were detected and presented. Besides, some suggestions from the students themselves and their listening teacher were given in line with those difficulties.

5.1.1. Difficulties and solutions in preparation steps

The table below showed the problems that the students confronted in preparation steps and their solutions.

Preparation steps	
Problems	Solutions
1. Encountering too many materials on a variety of sources	<ul style="list-style-type: none"> – <i>Learn to evaluate and choose appropriate materials by searching in the Internet,</i> – <i>Reading reference books</i> – <i>Asking the teacher</i> – <i>Narrow the theme into topic that relevant to the theme of the week</i>
2. Searching for suitable materials which fit the required listening skills	<ul style="list-style-type: none"> – <i>Refer to some reference books</i> – <i>Choose the suitable listening video first then exploited the materials to apply suitable listening skills.</i>
3. Writing the	<ul style="list-style-type: none"> – <i>Use google.com or oxford dictionary to get</i>

<p>transcript</p>	<p><i>suggestions for the suitable words</i></p> <ul style="list-style-type: none"> – <i>Read some other relevant materials to widen my background knowledge on that field</i> – <i>Ask for help from the others</i> – <i>“Practice makes perfect” was the best solution.</i> – <i>Clearly divide workload in writing the transcript to check it again and again among the group members</i> – <i>Choose the recording which is relevant to their ability</i>
<p>4. Designing exercises suitable with the classmates’ levels.</p>	<ul style="list-style-type: none"> – <i>Pilot the exercises before the facilitation</i> – <i>Get the comments from their listening teacher</i> – <i>Change the skills or the types of exercises.</i>

Table 4: Review of difficulties encountered by third year FT students, FELTE, ULIS, VNU in preparation steps and possible solutions

5.1.2. Difficulties and solutions in implementation steps

Besides, problems encountered by the students in the implementation steps and the possible solutions were shown in the Table 5 below:

Implementation steps	
Difficulties	Solutions
1. Conducting a listening facilitation under the time pressure	<ul style="list-style-type: none"> – Keep track of the time and cover important parts of the performance if running out of time – Cut some activities or questions in the warm-up or wrap-up sections – Rehearse many times and carefully consider the teacher’s requirements as well as the comments on the lesson plan
2. Dealing with classmates’ questions convincingly	<ul style="list-style-type: none"> – <i>Brainstorm the possible questions and how to deal with them before the facilitation.</i> – <i>Prepare a slide with the key, the piece of transcript needed and the audio for re-listening and checking for each question</i> – <i>Conduct a class discussion to find the answer</i> – <i>Asked the teacher for help</i> – <i>Back-up plan to cut of argumentative questions</i>
3. Being nervous during the facilitation	<ul style="list-style-type: none"> – <i>Motivate my classmates and ask for their helps</i> – <i>Look into the mirror and practice speaking many times.</i> – <i>Be strict and non-strict in class time was necessary to take control of the class and your anxiety as well.</i> – <i>“Practice makes perfect”</i>
4. Giving unclear instructions to the students	<ul style="list-style-type: none"> – Learn from the mistakes and practicing time to time – Give instructions slowly and clearly with modeling and examples – Use “can I have your attention, please” or clap the hand loudly. – Read and learn from the book “practical classroom language”

Table 5: review of difficulties confronted by third year FT students, FELTE, ULIS, VNU in implementation steps and the possible solutions

5.2. Limitations of the study

Despite the researcher's efforts, there have been some limitations in this study.

Firstly, this was only a case study including 22 students and one teacher from FT program, FELTE, ULIS, which was not reliable enough to make a generalization for all the third-year students in FELTE. Moreover, the as for the second research question, there should be more than one teacher so that the recommendations would be more specific and reliable.

Secondly, the solutions suggested by the students and teachers could have been more specific so that the next generations of students could be more specific so that the next generations of FT students can adapt it easily in their cases.

5.3. Suggestions for further studies

There may be two other directions to exploit the topic of listening facilitation. Firstly, this research topic can be conducted with a larger number of participants from FT program or mainstream classes in FELTE so that the findings would be more reliable. On the other hand, the benefit of listening facilitation as perceived by the students also a potential research topic for those who share the interest in listening facilitation.

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APPENDIXES

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APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

Hi 09.1.E1 students, my name is Luu Xuan Lieu from E1 K42. I'm doing a research on: "Conducting a listening facilitation in a class of third-year students, fast-track program, FELTE, ULIS, VNU: Difficulties and solutions".

This survey is to ask for your ideas about difficulties you may encounter in conducting a listening facilitation and your recommendations as well. Your assistance in responding to the following questions is highly appreciated. You can be confident that you will not be identified in any discussion of the data.

.....

Please fill in your name

Name:.....

PART I: DIFFICULTIES

Statements (1-12) below are difficulties the students may encounter in conducting a listening facilitation in terms of both **preparation** and **facilitation** steps.

Decide whether you agree or disagree with each statement. For example, if you agree, put a tick () on the A column:

SA	A	U	D	SD
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	✓			

Strongly agree: if you strongly agree with the statement

Agree: if you agree with the statement

Undecided: if you have no ideas about that statement

Disagree: if you disagree with the statement

Strongly disagree: if you strongly disagree with the statement

PREPARATION STEPS

(.....) is short for “ I find it hard to conduct a listening facilitation”

	Items	SA	A	U	D	SD
1.	(.....) as I receive little information about the steps to conduct a listening facilitation					
2.	(.....) as I receive very little information about the criteria of a good listening facilitation					
3.	(.....) as I receive little guidance in writing a lesson plan					
4.	(.....) as I receive little guidance in searching for materials					
5.	(.....) as I encounter too many materials on various kinds of sources (books, internet, ..)					
6.	(.....) as I don't know how to choose material which is appropriate to my classmates' levels					
7.	(.....) as it is difficult to search for suitable recording to help my classmates practice the required listening skills					
8.	(.....) as it is difficult to write the transcript of the tape					
9.	(.....) as I have difficulties in designing exercises which are suitable to my classmates' levels					
10.	(.....) as I have difficulties in designing exercises which are relevant to the assigned listening skills					
11.	(.....) as I have difficulties in working in a group when we work together to search for materials and designing exercises					

If you have any other difficulties in preparation steps for a listening facilitation, please specify:

.....

 IMPLEMENTATION STEPS

	Items	SA	A	U	D	SD
12.	(.....) as I have little experience in using the laptop/ radio/ loudspeaker in a large class					
13.	(.....) as I often give unclear instructions, which results in my friends' misunderstanding of the exercises' requirements.					
14.	(.....) as it is difficult to deal with my friends' questions convincingly					
15.	(.....) as it is difficult to conduct a listening facilitation under the time pressure					
16.	(.....) as some of my classmates do not co-operate with facilitating group					
17.	(.....) as I often feel unconfident/ nervous when facilitating					

If you have any other difficulties in facilitating steps for a listening facilitation, please specify:

.....

PART II: RECOMMENDATIONS

Circle your answers. You may choose more than one options for the following questions:

1. What is/ are your recommendation(s) for the problem raised in the preparation steps?

- h. Ask the teacher to give specific guidance about steps to conduct a listening facilitation and criteria of a good listening facilitation.
- i. Learn to evaluate and choose appropriate materials by searching in the Internet, reading reference books or asking the teacher
- j. Ask the teacher to comment on the transcript and the recording before designing the exercises.
- k. Have some peers to comment on the exercises and activities
- l. Ask for teacher’s comments on designed exercises and activities
- m. Try to search for exercises and activities in reliable books and websites
- n. Have a clear schedule and fairly workload divided for each member of the group
- o. Others (please specify)

.....
.....

2. What is your recommendation for improving the implementation steps?

- g. Practice using laptop/ loudspeakers/ radio
- h. Brainstorm possible questions beforehand.
- i. Rehearse as much as possible, with or without peers
- j. Observe and learn from teachers’ in-class performance
- k. Ask for peers’ and teacher’s help if facing excessive questions during the facilitation.
- l. Keep track of the time and cover important parts of the performance if running out of time
- m. Others (please specify)

.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX 2: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS

- 1. How many listening facilitation do you have to carry out this year? Do you think that listening facilitation is a helpful activity in terms of**

improving listening skills as well as facilitating skills? If yes, please explain why and how?

2. When preparing for and conducting a listening facilitation, what difficulties do you encounter?

a. Preparation steps

o Do you have difficulties because you receive very little information about the steps to conduct a listening facilitation and the criteria of a good facilitation? If yes, please specify.

o Do you have difficulties because you receive little guidance in writing a listening lesson plan? If yes, please specify.

o Do you have difficulties because you receive very little guidance in searching for appropriate materials? If yes, please specify.

o Do you have difficulties because you encounter too many materials from a variety of sources (Internet, TV or books, etc.) ? Also, you don't know how to choose suitable materials for the facilitation? If yes, please specify.

o Do you have difficulties in searching suitable listening materials to help your classmates practice the required listening skills? If yes, please specify.

o Do you have difficulties in writing transcript for the recording? If yes, please specify.

o Do you have difficulties in designing exercises relevant to the classmates' levels? If yes, please specify.

o Do you have difficulties in designing exercises relevant to the required listening skills? If yes, please specify.

o Do you have difficulties in team-working during the preparation steps of a listening facilitation? If yes, please specify.

b. Implementation steps

o Do you have difficulties because you have little experience in using laptop/ loudspeaker in class? If yes, please specify.

o Do you have any difficulties because you have little ideas about presenting the content logically and comprehensively? If yes, please specify.

o Do you have any difficulties in giving clear instructions in the facilitation? If yes, please specify.

o Do you have any difficulties in dealing with your classmates' questions convincingly? If yes, please specify.

o Do you have any difficulties in conducting a listening facilitation under the time pressure? If yes, please specify.

o Do you have any difficulties in managing the class during the facilitation? What would you do if some of your classmates do not cooperate with your group in the facilitation? If yes, please specify.

o Do you have any difficulties in controlling your anxiety and confidence during the facilitation? If yes, please specify.

3. What did you do to overcome those difficulties?

4. What are your recommendations to overcome those problems?

**APPENDIX 3: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR THE
TEACHER**

- 1. How long have you been teaching in fast-track program?**
- 2. Have you ever assigned listening facilitation as an in-class activity for fast-track students?**
- 3. Can you please give some suggestions to help students solve the problems as listed below:**

What are the recommendations for the students who:

- a. Preparation steps

- Receive little information about the criteria of a good listening facilitation.

- Receive little guidance in writing a good lesson plan.

- Search and choose appropriate materials for the facilitation.

- Find it difficult to write the transcript for the recording/ video/ listening

tape used for the facilitation.

- Design exercises relevant to the assigned skills and suitable to the

students' levels.

- Others

- b. Implementation steps

- Have problems with the laptop/ loudspeaker/ tape file because of their

inexperience in using them in a large class.

- Give unclear instructions for the classmates.

- Feel nervous during the listening facilitation.

- Receive little cooperation from classmates.

- Have problems in dealing with friends' questions convincingly.

- Others.....

APPENDIX 4: LISTENING SYLLABUS SEMESTER 2 YEAR THREE FAST-TRACK PROGRAM



Vietnam National University, Hanoi
University of Languages and International Studies
Faculty of English Language Teacher Education
Fast Track Division

1. INSTRUCTOR'S INFORMATION

Name: Vu Tuong Vi
Phone: 0904089797
Email: tuongvi199@gmail.com

2. GENERAL INFORMATION OF THE SUBJECT

Course title: Reading 3
Course code: ENG2258
Number of Credits: 2
Type of course: Compulsory Optional
Prerequisite: Listening 4 (ENG2254)
Department in charge: Fast Track Division - FELTE

3. COURSE OVERVIEW

Listening 5 is a course that focuses on building listening skills and background knowledge for students through facilitation. For the teacher-training class, students will further equip themselves with necessary skills for future career by practicing their designing and facilitation skills. This course adopts the learner-centered approach and learning – by – doing theories supported by Felder and Brent (2003).

4. COURSE OBJECTIVES

By the end of the semester, the students will have:

- Built up their background knowledge in listening to a variety of topics/ themes;

- Been familiarized to English native and non-native speakers of different accents;
- Developed their autonomy in developing their listening competence in English;
- Had experience in listening to a number of spoken genres;
- Developed a number of listening skills such as:
 - Coping with accents & background noise
 - Making informed guesses
 - Interpreting and rephrasing information
 - Making notes while listening
 - Interpreting attitudes
 - Interpreting visual information
 - And other basic listening skills covered in year 2, and
- Had experience in CAE listening test

5. MATERIALS

Core materials

- Norris, R. & French, A. (2008). *Ready for CAE*. Oxford: Macmillan.
- Nick, K., Newbrook, J. & Acklam, R. (?). *CAE Gold Plus*. Pearson

Longman.

Supplementary materials

- Contemporary topics by Richards, J., 2002, Cambridge: CUP.
- Advanced Listening and Speaking CAE by Kathy Gude, 1999, OUP.
- Progressive Listening by John Pidcock, 1990, Thomas Nelson Publishing House.
- The Listening File: Authentic Interviews with Language Activities by Jeremy Harmer & Steve Elsworth, 1996, Longman.
- Academic Mini-lectures: A text for Listening and Note-Taking Practice by Connie Roguski & Edith Palmberg, 1990, Heinle & Heinle Publishers.
- TOEFL CBT Success by Bruce Rogers, 2001, Peterson's Thompson Learning.
- Authentic recordings from CNN, Discovery Channel

6. COURSE POLICY

- Regular attendance. Accumulated absences of more than 6 periods will merit an automatic failure.
- Submission of the chosen recording(s), self-designed exercise(s) and projected outline of the lesson for approval 1 week before facilitating the session in class.
- Completion of the facilitation sessions (see timeline in the course schedule).
- Peer evaluation
- Submission of the final report on all the learning activities in the semester.
- Completion of the mid-term test (in week 8) and final test (the exact time to be informed later)
- Use of technology (e.g. Microsoft PowerPoint) or multi-media applications (e.g. CD, VCD, DVD) in the facilitation sessions. Students must get the computer, projector and other teaching tools ready before class time.
- Use of a group email address where class announcements will be posted. Students should access their free email account and check their emails regularly. Students can send questions or other messages regarding study matters to the teacher or other classmates via this address.

7. ASSESSMENT

	Assessment Task	Mark Allocation	Deadline	Assessment Criteria
PART I	News sharing	10%		
	Facilitation	20%		
	Mid-term Test	10%	Week 8	
	Participation	10%		Attendance, In-class Participation, Teamwork
PART II	End-of-term Test	50%	TBA	

8. METHODOLOGICAL PRINCIPLES

This course employs the following different but complimentary teaching and learning methods:

- Learner-centered: the course places the learner and learning at the center of all teaching and learning activities.

- Learner autonomy: learners of the course are expected to be active in class and be able to work well on their own.
- Learning by doing: during the course students will be required to apply what they have learned in various ways.
- Teamwork: As their cooperation is a pivotal source of learning, learners are expected to cooperate well with their classmates not only in class and self-study time but also in doing pair/ group assessment tasks.

9. FRAMEWORK FOR READING 3 SYLLABUS

Weeks	Theme/ Skills/ Activities
1-2	<p style="text-align: center;">Ambition</p> <p>Introduction to Listening Program: Objectives, Outline, Assignment. News sharing 1 (Week 2) Skills: Making notes while listening, Listening for gist, Listening for specific information, Dealing with paraphrases</p>
3-4	<p style="text-align: center;">Motivation</p> <p>News sharing 2 & 3 (Week 3 & 4) Facilitation: Group 1 (Week 4) Skills: Making notes while listening, Listening for gist, Listening for specific information, Coping with accents and background noise</p>
5-6	<p style="text-align: center;">House and Home</p> <p>News sharing 4 & 5 (Week 5 & 6) Facilitation: Groups 2 & 3(Week 5 & 6) Skills: Making informed guesses, Recognizing words, Evaluating differences, Making assumptions, Identifying repeated information</p>
7-8	<p style="text-align: center;">Relationships</p> <p>News sharing 6 (Week 7) Facilitation: Group 4 (Week 7) Midterm test (Week 8) Skills: Interpreting and Rephrasing information, Listening for unusual information</p>
9-10	<p style="text-align: center;">Health</p>

	<p>News sharing 7 & 8 (Week 9-10)</p> <p>Facilitation: Groups 5-6 (Week 9-10)</p> <p>Skills: Making notes while listening, Listening for key information</p>
11-12	<p style="text-align: center;">Music</p> <p>News sharing 9 & 10 (Week 9-10)</p> <p>Facilitation: Groups 7-8 (Week 9-10)</p> <p>Skills: Interpreting visual information, Identifying speakers, Interpreting attitudes</p>
13-14	<p style="text-align: center;">Travel</p> <p>News sharing 11 (Week 13)</p> <p>Facilitation: Groups 9-10 (Week 13- 14)</p> <p>Skills: Making inferences, Understanding idiomatic expressions</p> <p>Exam Practice: Test 1 (Week 11)</p>
15	<p>Facilitation: Group 11</p> <p>Exam Practice: Test 2 (Week 15)</p> <p>Review</p>

ASSESSMENT TASKS

Task 1: GROUP FACILITATION PROJECTS

Instructions:

- In group of two, record one listening passage in authentic English to be used in your group's facilitation session. The content of the recording(s) should be in line with the theme of the week you are in charge of.

- The passage can be recorded from the radio, cable TV, internet resources, or live with English native speakers **(but not by giving a written passage for him/her to read)**. Each passage should last **from 5 to 10 minutes**. You **must not** use the listening materials from test or textbooks.

- There is no limit on the genres of recordings. However, the common types of listening genres are an informal or formal conversation between two people, an interview, a sport commentary, an advertisement, a piece of news, a talk, a lecture, a radio or a television program.

- The quality of the recording should be good enough for you to use in your facilitation session and for the teacher to grade your work.

- For the project to run smoothly and equitably, your pair/group needs to coordinate among yourselves to define the tasks for each group member. Make sure that all of you have your fair share of work at all stages of the project.

- For each of the listening passage, your group needs to:

- Write the transcript of the recording.
- Design exercises based on the recording with a view to developing a certain listening skill in your classmates. Please refer to the objectives of the course for details on what skills you should focus on in this semester.
- Write a lesson plan which outlines what you plan to do in the session and when.

Before your facilitation session, your group needs to:

- Submit to the teacher your recording and prepared lesson. Consult with her at least 7 days before you conduct the session in class. Make adjustments based on the teacher's feedback.
- Get the tape, the handouts and the teaching equipment ready for the session.

During your facilitation session, your group needs to:

- Conduct the facilitation session in class according to the timeline.
- Make sure you demonstrate a good control of the class and of the listening tasks that you choose to use.
- Make every effort to meet your classmates' need(s) and achieve the objectives of your session.
- **The duration of each facilitation session should not exceed 45 min.**

After your facilitation session, your group needs to:

- Receive feedback from peers and the teacher, and make adjustments accordingly to improve your lesson plan and exercises.
- Write a reflective report which (1) describes all the steps you took in preparing, delivering the session, and improving the lesson plan and exercises, (2) comments on your overall performance, strengths and weaknesses, and (3) suggests solution(s) to the identified problems, if any.

Your written assignment should be handed in to the teacher in week 15 (Only group 11 is allowed to submit in week 16), and must include:

- a. An audio/video tape with the recording(s) you chose,
- b. Sources of the recordings: channel, program, date/time of the records.
- c. Transcripts of the recording(s),
- d. All the versions of your exercises to accompany the recording(s),
- e. All the versions of your lesson plan
- f. Your group report.

Your listening assignment is marked based on the following criteria:

1. Preparation: (40%)

- Source and quality: 2 marks
- Transcripts: 5 marks
- Originality: 3 marks

2. Facilitation (60%)

- Choice of material-Relevance: 10 marks
- Variety of exercise types: 20 marks
- Reflection: 15 marks
- Cooperation: 15 marks
- Time management: 10 marks
- Facilitation skills: 30 marks

Notes: Individually reflect on the process of doing the assignment (no more than 200 words/person). Here are some questions for you to consider:

- o What process did you go through?
- o What have you learnt from doing the assignment?
- o What difficulties did you have? How did you handle them?
- o What suggestions do you have?

Task 1: News sharing activity

- Each week, one pair prepares a **warm-up activity** which lasts no more than 15 minutes.
- The sharing session should include:
 - o A brief introduction of the recording's content
 - o Questions to check peers' understanding about the content of the recording.
 - o A list of new language items and information related to that recording to share with peers.
- Your in-class activity is marked based on the following criteria:
 - o 4 marks (quality, creativity)
 - o 6 marks (source, content, questions to check peers' understanding, list of words/phrases/interesting information)

Mid-term test

The test lasts for 25-30 minutes. There are thirty questions. Students have five minutes at the end to transfer their answers to the answer sheet. Test tasks focus on contents and skills practiced in the first seven weeks. Each correct answer earns 1 point. The total points will be converted into ten-mark scale.

End of term assessment

The test lasts for 25-30 minutes. There are thirty questions. Students have five minutes at the end to transfer their answers to the answer sheet. Test tasks focus on contents and skills practiced throughout the semester. Each correct answer earns 1 point. The total points will be converted into ten-mark scale.

* It is also well worth noting that teacher may assign homework and check homework randomly. The checking of homework is counted as part of In-class activities.

APPENDIX 5: INTERVIEW TRANSCRIPT: STUDENT A

1. General information

Duration: 30 minutes, from 9h30 to 10.00 a.m.

Facility: audio recorder

2. Interview transcript

Interviewer (Q): there two main parts of this interview which are difficulties that you have encountered in conducting a listening facilitation and your recommendations or suggested solutions to overcome those obstacles. Shall we start now?

Interviewee (A): ok, sure

Q: how many listening facilitation have you carried out so far this year?

A: just one for the last semester and one more is waiting in this semester.

Q: do you think that listening facilitation is a helpful activity in terms of improving listening skills as well as facilitating skills?

A: yes, of course. However, the improvement for the listening skills is not much because we only have to write the transcript for the recording and then base on it to design the exercises. On the other hand, it is very good for practicing facilitating skills in terms of exercises designing and classroom management, which is very good for our future teaching career later on.

Q: Here is a list of difficulties that you may encounter in conducting a listening facilitation; we will go through them one by one to see whether you confronted those or not, what you did to deal with those problems and your recommendations for the next generations of CLC program to overcome those difficulties. Is that ok?

A: OK

Q: Firstly, in preparation process, did you have difficulties because you received little information about the steps to conduct a listening facilitation and the criteria of a good facilitation?

A: Actually, I did receive the information and guidance about the listening facilitation, but I had a little problem in adapting them into reality. So, I learnt from the previous groups' mistakes and our own experience from the facilitations in the first two years to better our facilitation. However, we received nothing about the criteria of a good listening facilitation. Then, my advice is that the comments from the teacher after each facilitation are very treasuring. If you know to learn from the others' mistakes then you can perfect your activity later on.

Q: Did you have difficulties because you received little guidance in writing a listening lesson plan?

A: Yes, although the teacher gave comments for the lesson plan but she did not guide us how to write a lesson plan for facilitation. Fortunately, we had a similar activity in speaking skill semester 3 and 4 and we had to write lesson plans too. Hence, we adapted them into listening facilitation. The lesson here is that you need to know how to adapt the materials among the four English skills.

Q: Did you have difficulties because you received very little guidance in searching for appropriate materials?

A: ah, no, actually, we did receive little the guidance in searching for appropriate materials but we are third -year students and we are familiar with searching for materials for 6 semesters already, you know. And, for the juniors, work hard because practice makes perfect.

Q: Did you have difficulties because you encounter too many materials from a variety of sources (Internet, TV or books, etc.) ? Also, you don't know how to choose suitable materials for the facilitation?

A: No, not at all. I always know what the best to choose for my activity is. I believe in my instinct.

Q: Did you have difficulties in searching suitable listening materials to help your classmates practice the required listening skills?

A: no, because we find the listening tape first, listen to it and then choose the suitable listening skills according to the recording. Therefore if someone finds it

hard to choose the recording in accordance with the assigned listening skills, he/ she can find the recording first and exploit it to the skills given.

Q: Did you have difficulties in writing transcript for the recording?

A: yes, of course. There are difficulties in figuring out the new or difficult words, listening recordings in different accents/ dialects and dealing with the speed as well as the quality of the video. In the case of new and difficult words, I use google.com or oxford dictionary to get suggestions for the suitable words. In other words, for the matter of speed and accents, just an old saying “practice makes perfect”.

Q: Did you have difficulties in designing exercises relevant to the classmates’ levels?

A: just a little. If the exercise is too easy, I will add some more difficult questions, for example. Hence, the quality of the exercises is assured. Besides, I can pilot the exercises with some students from my extra class.

Q: Did you have difficulties in designing exercises relevant to the required listening skills

A; no, not at all because I find the recording first, listen to it and choose the suitable listening skills as well as appropriate types of exercises to help my classmates practice.

Q: Did you have difficulties in team-working during the preparation steps of a listening facilitation?

A: no, because we spent three years studying and working together, hence, we know how to cooperate with each other. Especially, in this year, I had a chance working with my “group” and the team-work spirit is very high. One tip to work in group smoothly is to say “OK” for the group’s final ideas.

Q: in the implementation steps, did you have difficulties because you have little experience in using laptop/ loudspeaker in class?

A: no, never because we had experienced using the laptop or loudspeakers in class for many times. However, for the next CLCers, practice using Microsoft Office instead of playing game from now on, and the girls, try to master using those

facilities on your own because your activity can be completely ruined without the boy's help in case of technical problems.

Q: Did you have any difficulties because you have little ideas about presenting the content logically and comprehensively?

A: no, because we had the content made up clearly and rehearsal done many times before the facilitation. The more you rehearse the more the content follow strictly as you planned.

Q: Did you have any difficulties in giving clear instructions in the facilitation?

A: yes, because sometimes I speak quite fast and my friends couldn't catch my instructions so I had to slow down and model the activity or give examples. Moreover, the steps of giving instruction are so important that you need to learn and practice from time to time.

Q: Did you have any difficulties in dealing with your classmates' questions convincingly?

A: No, because we had prepared very carefully for the questions that might be raised so that we could deal with them. For each question, we prepared a slide with the key, the piece of transcript needed and the audio for re-listening and checking right away.

Q: Did you have any difficulties in conducting a listening facilitation under the time pressure?

A: yes, actually, for the last facilitation, our group exceeded 10 minutes and it was quite hard to make sure about the time limit for the facilitation. However, overall, we did such a good job that our teacher complemented that our facilitation was "very perfect". If I had a second chance to carry out that facilitation, I would cut out some questions in warm-up and wrap-up part to save time.

Q: Did you have any difficulties in managing the class during the facilitation? What would you do if some of your classmates did not cooperate with your group in the facilitation?

A: no, because our group made a clear workload division during the facilitation, which meant there is always someone who took control of the class management

tasks. If there was someone who did not cooperate with our activity, then we would try to motivate them or else, we would ignore them. However, that scenario has not happen yet because we always try to design activity in form of groups and let them join in competitions to motivate every member of the class.

Q: Did you have any difficulties in controlling your anxiety and confidence during the facilitation?

A: no, never because during the last three years, we had to conduct a number of activities already. Therefore, if someone still gets nervous when standing in front of her class to make facilitation, she / he needs more serious practice to raise the self-confidence.

APPENDIX 6: INTERVIEW TRANSCRIPT: STUDENT B

1. General information

Time: 30 minutes, from 10.00 to 10.30 a.m.

Facility: audio recorder

2. Interview transcript

Interviewer (Q): There are two parts in this interview, the first part is about the difficulties that you have confronted in conducting a listening facilitation and the later are your recommendations to overcome those obstacles. Shall we start now?

Interviewee (A): Ok

Q: How many listening facilitation do you have to carry out this year? Do you think that listening facilitation is a helpful activity in terms of improving listening skills as well as facilitating skills?

A: yeah, lately, I have one for semester 1 and another is awaited in this semester. However, I started doing this kind of activity since the first-year at university already. I must say that this activity is very helpful for both listening and facilitating skills. To prepare for the facilitation, we have to search for the authentic videos and write the transcript for it, and then we learnt much from different accents/ dialects in the tape as well as various expressions in daily life English. You know, the audios in the textbook are mostly recorded in the studio with very clear voice and accents, no background noise and the language used is very formal and standard. On the other hands, the video for listening facilitation is the one we had to search and carefully pick from a large number clips on the Internet, which means we had to practice listening skill a lot. Also, the facilitating skills are trained in terms of class and time management skills as well as the preparation of backup plan for unexpected problems.

Q: Here is a list of difficulties that you may encounter in conducting a listening facilitation; we will go through them one by one to see whether you confronted those or not, what you did to deal with those problems and your

recommendations for the next generations of CLC program to overcome those difficulties. Is that ok?

A: OK

Q: Firstly, in preparation process, did you have difficulties because you received little information about the steps to conduct a listening facilitation and the criteria of a good facilitation?

A: no, I did not find it difficult because we were familiar with this kind of activity from the first-year. Also, we learnt from the other groups' mistakes to perfect our facilitation.

Q: Did you have difficulties because you received little guidance in writing a listening lesson plan?

A: yes, but just a little because we got the format of the lesson plan from our listening teacher and then followed it to make our lesson plan. However, that format was clarified and specified in details for every step whereas we have been used to conducting facilitation since the first year already. Hence, sometimes, we did not know what to write on the lesson plan. And my advice for the other students is that you may need to consider the lesson plan carefully but don't waste too much time on it because the most important things are the knowledge and skills in your mind but not the words written in a piece of paper.

Q: Did you have difficulties because you received very little guidance in searching for appropriate materials?

A: Yes, of course. For example, last semester we had to carry out a listening facilitation with the theme of MUSIC. Our group expected to find a video about music to relax or music to help enhance the intelligence but we could not find the satisfactory one. We asked our teacher for suggestions and she replied with some websites. However, we found those links unreachable or nothing interesting there. Therefore, it took us a long time to find out the appropriated video for the facilitation. The point here is that in case there is no video meet your expectation, you may narrow down the topic and loosen your criteria because it is an assigned assignment anyway and you have to deal it in your own way.

Q: Did you have difficulties because you encounter too many materials from a variety of sources (Internet, TV or books, etc.) ? Also, you don't know how to choose suitable materials for the facilitation?

A: no, because I always know what I want to find and choose one out of millions materials from the Internet. I based on the requirement of the facilitation and learnt from the other groups' mistakes like odd the unhelpful sites/ links out of our source of the video, for instance, and try to improve what our group had done in the previous facilitation. For the next generation of CLCer, if you want to save time searching for the materials, be sure that you know what you are looking for by narrowing down the topic and knowing what you need to improve from your previous activity.

Q: Did you have difficulties in searching suitable listening materials to help your classmates practice the required listening skills?

A: no, because we often find the recording first and then choose the suitable skills for the tape. Actually, we cannot google the key words" materials for listening for details" and even if there is some results, they are the standard textbook and they cannot be used because of the requirement of the facilitation. In other words, we exploited the recording to see which types of exercises are appropriate and which listening skills are best testing.

Q: Did you have difficulties in writing transcript for the recording?

A: yes, sure, although writing transcript is the easiest step in conducting a listening facilitation. There are sometimes new or specialized words that are very difficult to catch. In that situation, I often read some other relevant materials to widen my background knowledge on that field or ask some others to help me listening for the words.

Q: Did you have difficulties in designing exercises relevant to the classmates' levels?

A: yes, sometimes the exercises designed are quite easy, so we must add some difficult questions to make it more challenging. Otherwise, sometimes the exercises are too difficult and we need to change the skills to make it easier. We also did pilot

the exercises with some students beforehand to make sure that they are suitable with my classmates' levels.

Q: Did you have difficulties in designing exercises relevant to the required listening skills

A: No, not at all because we design exercises based on our own practice. While listening to the tape and writing the transcript we know the tricky parts of the recording already. We use them with some creative changing in the format of exercises to make it relevant to the required listening skills but still “attractive” enough to the students.

Q: Did you have difficulties in team-working during the preparation steps of a listening facilitation?

A: yes, in the first two years I had a lot of problems working with my partners. The lesson I got was that three people is a really efficient number of member in a group to work well with each other. This year, my group had done clearly on workload division, so everything went on track. My advice for the CLCers is that you need to be active, cooperative and especially have clearly divided workload among the members of the group to keep the facilitation going smoothly.

Q: in the implementation steps, did you have difficulties because you have little experience in using laptop/ loudspeaker in class?

A: yes, because the school facilities are sometimes out of control. For example, the quality of the video is very good but the loudspeakers in school make it sound terrible. Also, the color of the slide sometimes turns out fainted or too dark, which is far from what we designed. Therefore, the CLCers built the experience in working under such conditions by themselves. We bring our own laptop, loudspeakers and some versions of slides together with some usbs in case of virus invading.

Q: Did you have any difficulties because you have little ideas about presenting the content logically and comprehensively?

A: No because we always have a clear outline of the content, carefully rehearsals and preparation as well as balanced distributed workload in the group.

Q: Did you have any difficulties in giving clear instructions in the facilitation?

A: this depends on the kinds of activity. For example, if the activity is complicated like a game show with many rules then the instructions must go slowly and clearly with modeling and examples so that our classmates can understand and participate in the game. However, with the easy game then the introduction can be short and simple.

Q: Did you have any difficulties in dealing with your classmates' questions convincingly?

A: Yes, sometimes, because sometimes the questions they asked were also the problems that we could not explain. In other words, we had the same questions as theirs. In this case, we would conduct a class discussion to find the answer or ask the teacher for help to save time.

Q: Did you have any difficulties in conducting a listening facilitation under the time pressure?

A: yes, sometimes. When we prepare for the facilitation, we always expect everything to be perfect, from the activity to the class management so that the facilitation can be attractive, efficient and interesting. Nevertheless, the reality comes out not as planned sometimes, which wastes out time and push us under the time pressure. To avoid that scenario, we try to rehearse many times and carefully consider the teacher's requirements as well as the comments on the lesson plan.

Q: Did you have any difficulties in managing the class during the facilitation? What would you do if some of your classmates did not cooperate with your group in the facilitation?

A:No, because we had clear workload division to make sure that the class is always under our control. Fortunately, our classmates are very supportive. If someone doesn't cooperate with us, we would be strict on the rules and give clear instructions of the exercises. In case of two teams' serious arguments, we would cut out the question and use the extra-questions to end the competition. If the recording is really difficult, we call for help and support from our classmates beforehand.

Q: Do you have any difficulties in controlling your anxiety and confidence during the facilitation? If yes, please specify.

A: yes, sometimes the exercises we designed were too difficult and the atmosphere in class was not as expected then I felt quite nervous and worry about our facilitation. In that case, we often tried to motivate my classmates and ask for their help.

APPENDIX 7: INTERVIEW TRANSCRIPT: STUDENT C

Interview transcript 3

1. General information

Duration: 30 minutes, from 10h30 to 11.00 a.m.

Facility: audio recorder

2. Interview transcript

Interviewer (Q): there two main parts of this interview which are difficulties that you have encountered in conducting a listening facilitation and your recommendations or suggested solutions to overcome those obstacles. Shall we start now?

Interviewee (A): ok, sure

Q: how many listening facilitation have you carried out so far this year?

A: I have finished two facilitations this year so far.

Q: do you think that listening facilitation is a helpful activity in terms of improving listening skills as well as facilitating skills?

A: yes, but for the listening skills, I think only the facilitators are benefited because they are the ones who worked very seriously to write the transcript. The students just focused on the exercises and competed with each other to get the right to answer only. In term of facilitating skills, I must say that this activity is really helpful for the future teacher. After many times practicing, we become more professional with better class management skills, working under high time pressure or exercises designing for a specific listening skill.

Q: Here is a list of difficulties that you may encounter in conducting a listening facilitation; we will go through them one by one to see whether you confronted those or not, what you did to deal with those problems and your recommendations for the next generations of CLC program to overcome those difficulties. Is that ok?

A: OK

Q: Firstly, in preparation process, did you have difficulties because you received little information about the steps to conduct a listening facilitation and the criteria of a good facilitation?

A: yes, I found it difficult because we did not receive any information about the criteria of a good listening facilitation. Luckily, we were not the first group so we could watch and learn from them. And for the first group, they posted on the class email about what they were going to do and asks for ideas from the whole class as well as the guidance from the teacher. About my advice for the CLCers, I think the best solution is that you should choose to work in the second or the third groups, not the first but not the last also, remember that.

Q: Did you have difficulties because you received little guidance in writing a listening lesson plan?

A: No, because we had to send the lesson plan to the teacher at least one week before the week of facilitation and got her comments. Therefore, If you, the CLCers, have any problems with lesson plan writing, you can contact your teacher or the seniors in fast-track program for help.

Q: Did you have difficulties because you received very little guidance in searching for appropriate materials?

A: yes, because we did not receive any guidance in searching for appropriate materials but still got comments after the facilitation.

Q: Did you have difficulties because you encounter too many materials from a variety of sources (Internet, TV or books, etc.) ? Also, you don't know how to choose suitable materials for the facilitation?

A: Yes, because there is always an extremely rich sources of materials in the Internet and we did not know what to choose. In that situation, we had to sit back together so as to narrow the topic, choose the suitable video with acceptable quality in terms of accent, speed and content. We often choose the documentary videos from bbc.com, cnn.com or the national geographic channel.

Q: Did you have difficulties in searching suitable listening materials to help your classmates practice the required listening skills?

A: no, because we choose the recording first and then choose the suitable listening skills to adapt based on the listening tape.

Q: Did you have difficulties in writing transcript for the recording?

A: Yes. However, if we can divide the workload clearly, then the transcript can be written and checked many times among the members of the group. If there is any difficult word, the whole group would try to listen and fill them.

Q: Did you have difficulties in designing exercises relevant to the classmates' levels?

A: yes, although we have known the format of FCE or CAE already, we found it hard to design standard exercises for the facilitation. Therefore the teacher's comments on the exercises are very treasuring.

Q: Did you have difficulties in team-working during the preparation steps of a listening facilitation?

A: no. We always maintain balanced workload division, which satisfied every member of the group.

Q: in the implementation steps, did you have difficulties because you have little experience in using laptop/ loudspeaker in class?

A: No problem. Our group always assign the most professional one to design the slide and guarantee the technical facilities. We bring our laptop and loudspeakers in case of the class computer's disorder.

Q: Did you have any difficulties because you have little ideas about presenting the content logically and comprehensively?

A: No, because we carefully prepared the content of the facilitation, the order of the activity and the tasks division among the group.

Q: Did you have any difficulties in giving clear instructions in the facilitation?

A: Yes, but just a little. If the class did not understand the instructions, I would try to catch their attention again by saying "can I have your attention, please" or clap my hand loudly. After that, I would give the introduction again with example and modeling. From my own opinion, when you want to catch your friends' attention, try to avoid shouting aloud "attention, please" or "shut off" because they somehow do not show your respect to the audience.

Q: Did you have any difficulties in dealing with your classmates' questions convincingly?

A: no, because we always carefully prepared from the smallest details, even the possible questions that can be raised from the students and how to deal with them.

Q: Did you have any difficulties in conducting a listening facilitation under the time pressure?

A: No, not at all because we asked another student in class to help keep track of the time and he would make signals when there was 10 or 5 minutes left. If we run out of the time, we would cut some activities or questions in the warm-up or wrap-up sections to save time.

Q: Did you have any difficulties in managing the class during the facilitation? What would you do if some of your classmates did not cooperate with your group in the facilitation?

A: yes, sometimes. There is some who often come to class late or do not show cooperation to the facilitating group. In that case, we just invite the late-coming-students to join in the activity and deliver the materials quickly. If they do not support us, we will call them for the answers of the exercises frequently. Also, we had divided the task of class management before the facilitation, and now that is the time to strictly follow the rules given.

Q: Did you have any difficulties in controlling your anxiety and confidence during the facilitation?

A: no, never. My tip is to look at yourself in the mirror and practice speaking many times. Also, you need to be strict and non-strict in class when it is need.

APPENDIX 8: INTERVIEW TRANSCRIPT: THE TEACHER

1. General information

Date: April 07, 2012

Time: from 16h to 16h30

Facility: audio recorder

2. Transcript

Interviewer (Q): there two main parts of this interview which are difficulties your students asked for your help and your recommendations to overcome their problems. Shall we start now?

Interviewee (A) yes.

Q: How long have you been teaching in fast-track program?

A: I have been teaching in fast-track program for 8 years already.

Q: Have you ever assigned listening facilitation as an in-class activity for fast-track students?

A: Yes, actually, facilitation is the main activity in teaching and learning listening in CLC program.

Q: Can you please point out some difficulties that your students often encountered in conducting a listening facilitation and they asked you for help?

A: Ok, let me think... Some of them have problem with time limitation. I think some of them they included so many exercises, they had warm-up activity, main activity and in the main activity they can design some exercises so, to some extent, the facilitation exceeds the time limited. So time limit is the first one. The second one I think they don't have many problem with the quality of the recording because you know they are very good at IT skills so they don't have problem with that kind of thing. But some of them, I think that in the first time they do the facilitation so to some extent, they are a bit nervous when they stand in front of the class and play the role as the teacher or facilitator. Another difficulty I suppose that some of their friends do not cooperate to the facilitators because I think one of the reasons is that they don't find it interesting but they do not understand that they need it. And the teacher designs the activity in order to give them the chance to observe other people teaching and learn from that. So, they feel ok that the lesson is not interesting as they expect and they do not pay attention to that. But when some of my students

have interesting facilitation, he or she gets very good support from the friends. And you know, it is also depends on the level of the students of different years. Actually, I have chance to teach listening sections to third year students in different years so in the different year the students have different attitude towards the facilitation section. If they are good and they are energetic then I think that they cooperate well but if they are of less able levels I do not think they show good cooperation. So, the interesting atmosphere depends on levels of the students of each year. Another difficulty they may meet is that when they choose the relevant material and they have to design the tasks because most of them want to design the exercises like the CAE format. You see, the CAE format is very difficult and the facilitators try their best to toll the exercises they design towards the CAE format. So that is the difficulty they encounter when they conduct a listening facilitation.

Q: I have analyzed the questionnaires and three interviews to three different students from class 09.1.E1 to figure out some main problems that the third-year fast-track students confronted in conducting a listening facilitation. Now we will go through the list of difficulties and can you suggest some solutions for the students to overcome those obstacles?

A: Ok

Q: Firstly, in the preparation steps, the students had problems of receiving little guidance of the steps to conduct a listening facilitation and the criteria of a good listening facilitation. What are your recommendations to this problem?

A: I think before the facilitation, the students received the facilitation evaluation sheet. In that form, the criteria which are based on to give them the final mark. I think that they need to read them to know the criteria, you know, and I think they do not read the questions in the evaluation sheet so they do not understand the criteria.

Q: The second problem is about writing a listening facilitation lesson plan. The students said that they received a model lesson plan from you but it was too detailed. So what is your suggestion?

A: In the first year, they do not have the type of methodology lesson. So, we give them the model lesson plan, we want them to use as a goal that they need to reach,

because in next year, in fourth-year, they need to produce the lesson plan in the same format, so I just want to introduce it to them and I do not ask them to copy the details but just follow the procedure of a lesson plan in a standard format. I want them to know the order of the activity, and they must copy and It is not the mark of the details because in next year they will have a very formal lesson about it.

Q: The next problem is how to search and choose appropriate materials for the facilitation. As stated above, the students have problems of finding the appropriate materials which fit the required listening skills as well as the level of the students in class. So, what is your recommendation?

A: I think that some of the themes are difficult because we based on the CAE course books to get them, so I have to admit that some of the themes are difficult. So, I give the students chances to narrow the theme into topic that relevant to the theme of the week. I think it is easier for them to find the materials.

Q: Have you ever suggested some links or websites to them?

A: actually, with the students in the past I did, but now, this year, I do not because they have very professional IT skills.

Q: Yes and the next one is about writing the transcript for the recording/ video/ listening tape used for the facilitation. I know that the students must send the transcript to you at least one week before the facilitation to get your comments.

A: I don't want to give them comments like "you failed" or "not good" because I encourage them to write the transcript just to help them to improve their listening skills. And they can leave it blank if they can not find the words because even I sometimes can not find out the words because the speaker speaks too fast. I ask them to do that and to encourage them to do as much as they can.

Q: So what are your recommendations to the students in listening for specialized or difficult words in writing listening transcript?

A: I think it is hard because if the students should choose the recording which is relevant to their ability, not too difficult for them. If they find any recording which is too difficult for them to write transcript then don't choose that recording.

Q: And about designing exercises relevant to the assigned skills and suitable to the students' levels. The students say that it is hard for them to design the exercises according to the CAE format. So, what is your advice?

A: I think that I just encourage them to do and most of them design exercises like gap filling or multiple choice questions. I just encourage them because by the end of year three they have to pass the CAE test so I prefer them to do as much as they can because if they want to do well in the test they have to know the type of the questions, they have to know the tips to do well those listening questions. So, designing the exercises according to the CAE format is a good way for them to practice CAE. They have not taken any courses in designing exercises so I just encourage them as much as they can and most of them design the gap filling exercises. But still, they design some very interesting exercises and I very surprise at some students who can design very good exercises.

Q: Then we come to the implementation steps, the students have problem of giving unclear instructions for the classmates so their friends sometimes do not get their points. What do you think about this issue?

A: I think that they don't have good instructions enough so their friends don't understand what they want them to do. I advise them to find the book in the library like "practical classroom language". That is a very good book for them to improve their language in class. They can copy the instructions from the standard tests because there are many standard materials for them to refer to.

Q: yeah, as you stated above that some students they feel nervous during the listening facilitation. So what is your advice?

A: I don't think that I may give them some advice because I observe them conducting the facilitation for the second time and then they do better than the first time. So it means that with the time pass by, they will become more confident and less nervous, just as an old saying "Practice makes perfect".

Q: the next difficulty is that sometimes the facilitators receive little cooperation from classmates which you stated already. So what is your recommendation?

A: So I decided to ask the facilitators hand in the evaluation sheets from their friends, so I check the attendance by using the evaluation sheets from the students in the facilitation. It also encourages them to be more cooperative with the facilitators. In other words, the facilitators can have better grouping students, change the activity or moving the students from this to that around the class. So that is the way to You change the pairs when you design the exercises and you have to involve the other students into the facilitation rather than letting them listen and check the answers. Also, when they check the correct answer, they ask someone to speak the answers and explain their choice, not just only the tasks of the facilitators.They learn more techniques from different exercises and they get a bank of techniques if they want to become a teacher in future.

Q: And the last difficulty is about dealing with friends' questions convincingly? Some of the students find it difficult to face with their classmates and ace with the questions from the audiences.

A: So sometimes I have to interfere and if the students still not get it, then I will ask him/ her to look at it again at home when the facilitator send the transcript because they had to run the activity due to the limited time given. So, sometimes the teacher tends to adjudge their debate but it is not a big deal.

Q: So, it leads to the end of the interview. Thank you very much for your help.

A: Thank you.