

**VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

GRADUATION PAPER

**DESIGNING TASKS FOR LISTENING
FACILITATION BASED ON AUTHENTIC
MATERIALS BY THIRD-YEAR FAST-TRACK
STUDENTS AT FELTE, ULIS FOR THE
DEVELOPMENT OF LISTENING SKILLS FOR
THEIR PEERS**

Supervisor: VU MAI TRANG (M.A.)

Student: PHAM THI ANH PHUONG

Year: QH2008

HANOI, MAY 2012

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH

KHOÁ LUẬN TỐT NGHIỆP

**NGHIÊN CỨU VỀ VIỆC THIẾT KẾ HOẠT ĐỘNG
DỰA TRÊN NGŨ LIỆU THỰC TẾ CHO TIẾT HỌC
NGHE BỞI SINH VIÊN CHẤT LƯỢNG CAO NĂM
THỨ 3 KHOA SƯ PHẠM TIẾNG ANH NHẪM PHÁT
TRIỂN KỸ NĂNG NGHE CHO CÁC BẠN CÙNG LỚP**

Giáo viên hướng dẫn: Thạc sĩ VŨ MAI TRANG

Sinh viên: PHẠM THỊ ANH PHƯƠNG

Khoá: QH2008

HÀ NỘI – NĂM 2012

ACCEPTANCE

I hereby state that I: Phạm Thị Anh Phương, 08.1.E1, being a candidate for the degree of Bachelor of Arts (TEFL) accept the requirements of the College relating to the retention and use of Bachelor's Graduation Paper deposited in the library.

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

Signature

10

May 2nd, 2012

ACKNOWLEDGEMENTS

15 To complete this graduation paper, I owe profound indebtedness to many people for their invaluable help during the conduct of my research.

First and foremost, I would like to express my deepest gratitude to my supervisor, Ms. Vu Mai Trang, M.A. for her precious support and helpful instructions during all stages of the study and beyond, which have always been decisive factors in
20the completion of this paper.

Second, I would love to send my heartfelt thanks to the listening teacher and students from 09.1.E1 of Fast-Track program for their enthusiastic help and participation in the conduct of my research. Without their help, I would not have been able to complete this thesis.

25 Furthermore, I would like to give my sincere thanks to the teachers of Fast-track group for the valuable lessons on academic writing and research conducting, thanks to which I could overcome all the difficulties when working on the study.

Last but not least, I also owe a great debt of gratitude to my beloved family and friends Nguyen Thi Ngoc Diep, Pham Thanh Mai and Le Huong Giang, who have
30constantly encouraged me during the time I conducted this research.

ABSTRACT

Under the light of Communicative Language Teaching approach, the use of authentic materials together with effective tasks designed based on this kind of input has been warmly encouraged to be employed in the language learning environment worldwide in order to bridge the gap between classroom knowledge and real world practices. Likewise, in Vietnam, as one of the pioneers in foreign language teaching and learning, the Fast-track group at ULIS, VNU has made an attempt to let students benefit from the authentic texts themselves by including a number of projects asking them to design suitable tasks based on real-life materials for the development of language skills for their peers. This study, particularly, aimed at investigating the issue in listening facilitation, one of the projects mentioned above. Specifically, the research paper shed light on both students' self-designing tasks and the assessment of these tasks. What is more, by identifying the obstacles they faced during the process of designing those tasks, the paper offered several pedagogical suggestions for designing more effective tasks based on authentic materials. For the data collection, four instruments, namely questionnaires, interviews, classroom observation, and lesson plan analyses, were applied with 22 students from group 09.1.E1 as targeted participants. The results showed that a number of pedagogical tasks focusing on the comprehension of the texts had been designed whereas authentic tasks were paid little attention to by the students. Regarding the effectiveness of these tasks, the study revealed that students were quite optimistic about the benefits they gained although the task designers were all students who lacked experience and professional training in task-designing. Finally, to maximize the effectiveness of students' self-designing tasks based on authentic materials, recommendations for students, regarding both their own preparation and teacher's scaffolding and instructions, have been provided.

TABLE OF CONTENTS

	ACKNOWLEDGEMENTS.....	i
	ABSTRACT.....	ii
60	CHAPTER 1: INTRODUCTION.....	1
	1.1. Statement of the problem and the rationale for the study.....	1
	1.2. Aims and objectives of the study.....	2
	1.3. Significance of the study.....	3
	1.4. Scope of the study.....	4
65	1.5. Organisation.....	4
	CHAPTER 2: LITERATURE REVIEW.....	5
	2.1. Key concepts.....	5
	2.1.1. Listening.....	5
	2.1.1.1. Definition of listening.....	5
70	2.1.1.2. Classification of listening.....	5
	2.1.1.3. Ways to process a listening text.....	7
	2.1.2. Authentic listening materials.....	7
	2.1.2.1. Authentic materials in general.....	7
	2.1.2.1.1. Definition of authentic materials.....	7
75	2.1.2.1.2. Advantages of using authentic materials in language learning and teaching.....	8
	2.1.2.1.3. Disadvantages of using authentic materials in language learning and teaching.....	9
	2.1.2.2. Authentic listening materials.....	10
	2.1.2.2.1. Classification of authentic listening materials.....	10
	2.1.2.2.2. Characteristics of authentic speech.....	10
80	2.1.2.2.3. Criteria for choosing authentic listening materials.....	12
	2.1.3. Tasks.....	13
	2.1.3.1. Definition of tasks.....	13
	2.1.3.2. Components of tasks.....	13
	2.1.3.3. Classification of tasks.....	14

85	2.1.4. Guidelines for designing listening tasks based on authentic materials.....	15
	2.2. Related studies.....	17
	2.2.1. Review of related studies worldwide.....	17
	2.2.2. Review of related studies in Vietnam.....	18
	CHAPTER 3: METHODOLOGY.....	20
90	3.1. Context of the study.....	20
	3.2. Selection of subjects.....	21
	3.2.1. Participants.....	21
	3.2.2. Sampling method.....	21
	3.3. Research instruments.....	22
95	3.3.1. Questionnaire.....	22
	3.3.2. Observation.....	23
	3.3.3. Lesson plan analyses.....	24
	3.3.4. Interviews.....	25
	3.4. Procedures of data collection.....	26
100	3.5. Procedures of data analysis.....	27
	CHAPTER 4: RESULTS AND DISCUSSION.....	29
	4.1. Findings.....	29
	4.1.1. Research question 1: How have authentic materials been exploited by third-year Fast-track students at FELTE, ULIS in their listening facilitations in terms of sources and types of the materials? What types of listening tasks did they design based on these materials?.....	29
105	4.1.2. Research question 2: To what extent were these listening tasks suitable to students' level and interests as well as effective in developing their listening skills as perceived by the students?.....	34
	4.1.3. Research question 3: What are the obstacles to designing listening tasks based on authentic materials in developing listening skills for their peers as perceived by the students?.....	39
110	4.1.4. Research question 4: What are the recommendations for students to design more effective listening tasks based on authentic materials to develop listening skills for their peers?.....	41
	4.2. Pedagogical implications.....	42
	CHAPTER 5: CONCLUSION.....	44

115	5.1. Summary of findings.....	44
	5.2. Limitations of the study.....	45
	5.3. Suggestions for further studies.....	45
	REFERENCES.....	46
	APPENDICES.....	52
120	APPENDIX 1: QUESTIONNAIRE.....	52
	APPENDIX 2: CLASSROOM OBSERVATION SCHEME.....	56
	APPENDIX 3A: INTERVIEW SCHEDULES FOR FACILITATORS (<i>English version</i>).....	58
125	APPENDIX 3B: INTERVIEW SCHEDULES FOR FACILITATORS (<i>Vietnamese version</i>).....	59
	APPENDIX 4A: INTERVIEW SCHEDULES FOR PEERS (<i>English version</i>).....	60
	APPENDIX 4B: INTERVIEW SCHEDULES FOR PEERS (<i>Vietnamese version</i>)...	61
	APPENDIX 5A: LISTENING 5 SYLLABUS OF THIRD-YEAR FAST-TRACK STUDENTS AT FELTE.....	62
130	APPENDIX 5B: FRAMEWORK FOR LISTENING 6 SYLLABUS OF THIRD-YEAR FAST-TRACK STUDENTS AT FELTE, ULIS.....	68
	APPENDIX 6: TRANSCRIPTIONS OF THE INTERVIEWS.....	70
	APPENDIX 7: CLASSROOM OBSERVATION.....	81
	LESSON PLAN.....	94
135	Week 6: Science.....	94
	EXERCISES.....	96
	APPENDIX 8A: ANALYSIS FOR LESSON PLAN OF LISTENING FACILITATION GROUP A	88
	APPENDIX 8B: ANALYSIS FOR LESSON PLAN OF LISTENING FACILITATION GROUP B	94
140		

LIST OF TABLES, FIGURES, AND ABBREVIATIONS

145 List of tables

- Table 1. Types of listening according to Wolvin & Coakley (1979)
- Table 2. Mean score for the effectiveness of the listening tasks designed by third-year fast-track students (reported by the students acting as both roles)

150 List of figures

- Figure 1. A framework for analyzing communicative tasks (Nunan 1989, p. 11)
- Figure 2. The helpfulness of using authentic materials in listening facilitation as perceived by the students
- Figure 3. Students' perception of advantages of using authentic listening materials
- 155 Figure 4. Sources of authentic listening materials used
- Figure 5. Types of authentic listening materials used
- Figure 6. Types of listening tasks designed based on authentic materials
- Figure 7. Major obstacles to students' self-designing listening tasks based on authentic materials

160

List of abbreviations

CLT	Communicative Language Teaching
FELTE	Faculty of English Language Teacher Education
ULIS	University of Languages and International Studies
VNU	Vietnam National University, Hanoi
TEFL	Teaching English as a Foreign Language

CHAPTER 1: INTRODUCTION

This initial chapter states the problem and the rationale of the study, together with the aims, objectives, the scope and the significance of the whole paper. Above all, 165it is in this chapter that four research questions are identified to work as clear guidelines for the whole research.

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

Since the rise of Communicative Language Teaching (CLT) in 1970s, the use of authentic materials in the classroom has been promoted to help students achieve 170“communicative competence” (Hymes 1972). In other words, it supports students in learning the language by providing them with up-to-date knowledge and exposure to real language (Kaprova 1999; Martinez 2002; Robinson 1991). In this welcome situation, authentic listening texts are mostly encouraged to be implemented to develop students’ skills and strategies for the real world. As of the four language skills, namely 175listening, speaking, reading and writing, listening is the most frequently used form in daily communication (Thanajaro 2000). Furthermore, it is the authentic speech that allows students to have “immediate and direct contact with input data which reflect genuine communication in the target language” (Breen 1985, p. 63).

Under the light of CLT approach, which has been adopted in Vietnam for years, 180university students and teachers of English have been warmly encouraged to employ realia in their language learning and teaching process. Notably, in the University of Languages and International Studies, designers of the Fast-track Program, which was founded in English Department in 2001, have made remarkable efforts to include in the syllabi a number of assignments and projects that require students to fully exploit 185authentic texts.

From personal experiences of the researcher in the past, a fact has been recognized that among those projects, listening facilitation, a graded task in the listening syllabus of third-year Fast-track student-teachers, who are learning to become

teachers, is the most challenging one. In this task, the teacher takes the role of supervisor, supporter, and assessor whereas the students, in groups of two or three, are required to act as teachers, and their peers are learners. Following the requirements of the task, each group is assigned a theme together with the week they will conduct the facilitation. They can choose a certain listening skill out of those skills focused during the semester listed in the syllabus, then find a real-life listening passage of the suitable level corresponding with the assigned theme, and write the transcript of the recording. Most importantly, they have to design appropriate tasks based on this type of aural input for an in-class session for the development of the chosen listening skill for their peers. Before conducting the facilitation, they have to submit their lesson plan to the teacher to receive feedback and make adjustments if necessary (Appendix 5A, pp. 66-20068).

Recently, more and more researchers have studied on the issue of designing tasks that maximize the effectiveness of authentic listening materials. However, the subjects of those studies were high school and university teachers with a great amount of teaching experience. Meanwhile, there have not been any studies focusing on student-teachers who are in need of skills and experiences in designing tasks based on available materials for their future job.

All of these above-mentioned reasons, henceforth, have offered the researcher an interest in conducting a study on “*Designing tasks for listening facilitation based on authentic materials by third-year Fast-track students at FELTE, ULIS for the development of listening skills for their peers*” with a view to filling in the pointed gap in the research field as well as facilitating further studies into the same topic.

1.2. Aims and objectives of the study

First, the research paper is expected to find out how authentic materials have been exploited by third-year Fast-track students at FELTE, ULIS in their listening facilitations in terms of sources and types of the materials. Then, a deeper investigation into what types of listening tasks they designed using these materials would be carried

out. Next, a closer look would be taken at the content of their tasks in terms of its suitability to students' level and interests as well as its effectiveness in developing their peers' listening skills as perceived by the students. Subsequently, obstacles students 220faced during the process of designing those tasks are expected to be detected. Finally, thanks to their recommendations, the study will suggest ways to improve the effectiveness of facilitators' self-designed listening tasks based on authentic texts to develop listening skills for their peers.

In brief, these objectives could be summarized into four research questions as 225follows:

1. How have authentic materials been exploited by third-year Fast-track students at FELTE, ULIS in their listening facilitations in terms of sources and types of the materials? What types of listening tasks did they design based on these materials?
2. To what extent were these listening tasks suitable to students' level and 230interests as well as effective in developing their listening skills as perceived by the students?
3. What are the obstacles to designing listening tasks based on authentic materials in developing listening skills for their peers as perceived by the students?
4. What are the recommendations for students to design more effective listening 235tasks based on authentic materials to develop listening skills for their peers?

1.3. Significance of the study

Once having been completed, this research would be of benefits for students, teachers, policy makers as well as other researchers who are interested in the same field.

240 Since the study investigated the exploitation of authentic materials as a means of bridging the gap between the classroom and the real world, its findings hopefully would contribute to students' improvement in their communicative English.

Besides, the findings of this study would provide lecturers of the Fast-Track group with a closer look at the conduct of the activity by their students. Hence, the

245 researcher hopes that it can draw teachers' and the policy-makers' attention to students' difficulties in designing listening tasks based on authentic materials as well as the effectiveness of facilitation in providing student-teachers with chances to practice designing tasks. As a result, listening facilitation activity could be implemented not only within Fast-Track community but also in mainstream classes at FELTE, ULIS.

250 Last but not least, regarding researchers who share the same interest in the topic, they could rely on this study to find reliable and helpful information to develop their related studies in the future.

1.4. Scope of the study

Since listening facilitation activity is only run within the Fast-track group, the 255 samples of this study are restricted to the third-year Fast-track students at FELTE, ULIS only. Moreover, regarding the feasibility and scope of such a small scale study, this paper aims at neither a discovery of the whole process of a listening facilitation session nor that of implementing tasks in class. In fact, it would focus on finding out techniques that the students apply to design listening tasks based on authentic materials 260 as well as their difficulties and solutions.

1.5. Organisation

The rest of the paper includes five chapters as follows:

Chapter 2 (Literature review) provides the background of the study, including definitions of key concepts and discussions of related studies.

265 Chapter 3 (Methodology) describes the participants and data collection instruments of the study, as well as the procedures employed to conduct the research.

Chapter 4 (Results and discussion) presents, analyzes and discusses the findings found out from the data collected according to the four research questions and puts forward several pedagogical recommendations concerning the research topic.

270 Chapter 5 (Conclusion) summarizes the main issues discussed in the paper, the limitations of the research and some suggestions for further studies.

CHAPTER 2: LITERATURE REVIEW

This second chapter sheds light on the literature of the study. To start with, a detailed elaboration of the research background will be provided with an overview of the four key concepts, namely “listening”, “authentic listening materials”, “tasks” and “designing listening tasks”. Finally, a brief review of the related studies will disclose the research gap and thus, lay the concrete foundation for the aims and objectives of the paper.

2.1. Key concepts

2.1.1. Listening

2.1.1.1. Definition of listening

There are a number of different interpretations in the literature of what listening actually is. According to Rankin (1952), it is “the ability to understand spoken language”. This broad definition is then specified by Underwood (1989) as “the activity of paying attention to and trying to get meaning from something we hear”. In other words, listeners’ processing information consists of not only purely hearing but also interpreting from all the clues they get. Sharing the same viewpoint, Goh (2002 cited in To et al. 2006b, p. 5) suggests a more detailed definition of listening as “the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his/her grammar and his/her vocabulary, and grasping his/her meaning”.

For the sake of clarity and consistency, the term listening in this study is perceived as in the light of Goh’s definition.

2.1.1.2. Classification of listening

Listening has been classified from various views as there is no fixed set of criteria for categorizing it.

In their study, Wolvin & Coakley (1979) classify listening into five main kinds summarized in Table 1 below.

Table 1. Types of listening according to Wolvin & Coakley (1979)

Types of listening	Descriptions
Appreciative listening	Listening for enjoyment
Discriminative listening	Listening to distinguish fact from opinion
Comprehensive listening	Listening to understand a message
Therapeutic listening	Listening for pleasure without evaluating or judging
Critical listening	Listening to evaluate to accept or reject a message

300 Looking at the issue from a different angle, Broughton et al. (1978) and Rixon (1986) suggest that there are two broad types of listening, namely, intensive listening and extensive listening. As acknowledged by them, whereas the former is more controlled with one or two particular language items, the latter deals with a number of unfamiliar items in natural language. Therefore, intensive listening is mostly used in 305the classroom in which students are required to listen to get information. Extensive listening, on the other hand, is listening for pleasure and interest rather than for specific content of the message.

More recently, an additional categorical system has been posited. Harmer (2001) and Goh (2002 cited in To et al. 2006b, p. 6) identify five types of listening, regarding 310its purposes, as follows:

- i. **Listening for general understanding** refers to the purpose of listening in which listeners try to focus on the main ideas of the message without paying attention to every single word.
- ii. **Listening for specific information** means that listeners only concentrate on 315 what they want to listen and take no notice of all other information.
- iii. **Listening for detailed information** is when we need to understand everything in detail like getting direction to a particular place, for example.
- iv. **Predicting and guessing** refers to the skill of anticipating the piece of information that is going to be said next. The following listening is to help 320 listeners confirm or revise their expectations.

- v. **Interpreting** means listening and making inferences from what speakers say to understand what they mean.

It is noted that the classification of listening is not fixed; rather, it is a suggested range of possible listening choices. Nevertheless, as this study is based on the aspect of language learning and teaching, the researcher follows Harmer and Goh's classification for its simplicity and clarity in which listening is categorized according to purposes.

2.1.1.3. Ways to process a listening text

There are two main ways to process a listening text, namely bottom-up approach and top-down approach. Whereas the former emphasizes the understanding of what we hear from the smallest units – the sounds – to individual words to sentences to lexical meanings, etc. to a final message; the latter starts with the opposite end, from the use of background knowledge to individual sounds. In top-down approach, listeners are required to activate their prior knowledge of a particular situation in order to predict what will be said in the listening texts (Wilson 2008).

Since the rise of these two approaches, there has been a controversial issue among scholars in this field to reach a consensus on which approach is more appropriate for second language learners when listening to a foreign language. However, recent researchers including Vandergrift (2003 cited in Clement 2007, p. 43) have suggested that interactive listening, which combines both approaches to processing a listening text, i.e. “use both prior knowledge and linguistic knowledge in understanding messages” may account for efficient listening.

2.1.2. Authentic listening materials

2.1.2.1. Authentic materials in general

2.1.2.1.1. Definition of authentic materials

The notion of authentic materials, according to Nunan (1999), is defined as spoken or written texts that are created for real-life communication, and not particularly written for purposes of teaching language in a classroom. This definition is agreed by several authors including Duquette, Dunnett & Papalia (1987, p. 481) and

Rogers and Medley (1988, p. 467) as materials produced by “native speakers for native 350speakers”. As a result, authentic materials can also be seen as “exposure to real language and use in its own community” (Kilickaya 2004, p. 1).

In brief, the concept of authentic materials is understood as texts that are unmodified from the original which fulfills a communicative purpose in the real world.

2.1.2.1.2. Advantages of using authentic materials in language learning and 355 teaching

Authentic materials, in fact, have been used in a wide range of disciplines for a long time. It is clearly seen that this kind of materials offers various advantages which encourage educationalists to exploit it in teaching and learning process.

To begin with, it is authentic materials that expose students to the real language 360(Kilickaya 2004; Martinez 2002; Morrison 1989; Peacock 1997). In this case, even if real-life situations are not employed in the classroom, i.e. the authenticity of texts has been lost as claimed by Wallace (1992 p. 79), learners still have the opportunity to work with “real world intercultural discourse not the artificial language of course textbooks, which tend not to contain any incidental or improper examples” (Berardo 3652006, p. 64). As a result, students are expected to react in the same way native speakers react in their mother tongue, which is not to mention closely related to their needs.

Furthermore, there exists a common consensus that authentic materials have a true educational value in their own rights since they provide students with real information about what is going on in the world around them (Martinez 2002; Peacock 3701997; Sanderson 1999). Provided that authentic texts used in the classroom are updated regularly, they can reflect the changes in language use and help “facilitate cultural adaptation, language comprehension, and language use” (Duquette et al. 1987, p. 489), which gives learners the “proof that the language is used for real-life purposes by real people” (Nuttall 1996, p. 172) and not only studied in the classroom.

375 Last but not least, it takes little perspicacity to realize that using authentic materials in the classroom is quite a stimulus. This benefit has been backed up by

numerous authors such as Peacock (1997), Guariento & Morley (2001), Martinez (2002), etc. that this kind of material has a positive effect on increasing students' motivation and making learning more enjoyable. Specifically, authentic materials
380include a variety of text types and language styles that are hardly found in traditional teaching materials, hence, it is quite easy for teachers to find something that will interest students and encourage them to learn the language. Moreover, as real-life texts are brought into the classroom, students will have chances to make connections between the classroom world and the world beyond it. Consequently, they will gain
385more confidence working directly with authentic materials, then their anxiety when facing new situations in the target language will be lowered as well (Moya 2000).

Besides these three main advantages, there are a lot more benefits of using authentic materials in the classroom suggested by different scholars as cited in Su (2009) such as: helping learners practice both mini-skills and micro-skills (Martinez
3902002; Peacock 1997); providing useful inputs (Kilickaya 2004; Spelleri 2002; Swan 1985); easy to be used and adapted in the classroom (Chase 2002), etc.

In a few words, authentic materials are beneficial for both teachers and students. There are a great number of purposes for teachers to use authentic texts in the classroom; as a result, teachers should choose appropriate materials and make use of
395them in order to prepare students for real-life situations.

2.1.2.1.3. Disadvantages of using authentic materials in language learning and teaching

Congruent with all benefits above, there still exist certain limitations of using authentic materials in language teaching and learning. In spite of the strong approval of
400the issue, Peacock (1997) and Martinez (2002) have admitted that authentic materials could be too culturally biased and often require a good knowledge of cultural background with too many new words and mixed structures, which causes anxiety and frustration among lower level students when they face the materials. Moreover, the vocabulary might not fit students' immediate needs and they might lack skills required

405 to manage the vast amount of information as well. Consequently, rather than motivate learners, this can have the opposite effects on their language learning process. Another drawback is that when compared to textbook-based materials, authentic texts often require longer time for preparation and become outdated more easily. In fact, as claimed by Dumitrescu (2000), many teachers did not use authentic materials because 410 the time investment was not realistic or possible in their teaching situations. All things considered, it is the teachers that should bear in mind these drawbacks in order to maximize the benefits brought about by exploiting authentic texts in their classrooms.

2.1.2.2. Authentic listening materials

2.1.2.2.1. Classification of authentic listening materials

415 Authentic listening materials could be categorized by different ways.

Regarding their sources, Miller (2003) classifies authentic listening materials into four main kinds, namely TV, radio, internet, videos and DVDs.

Regarding their types, Withnall indicates three kinds as below:

- 420 - Transactional discourse (message-oriented): radio broadcasts, news, television programs, TV broadcasts, instructions, descriptions, announcements, advertisements, phone messages.
- Interactional discourse (listener-oriented): social intercourses, meetings, talks, lectures, conversations.
- 425 - Pleasure-oriented texts: videos, DVDs, songs, plays, movies, audio-taped stories, poems and novels (Withnall 2001 cited in Pham 2008, p. 16)

2.1.2.2.2. Characteristics of authentic speech

Authentic speech, by its very nature, comprises characteristics of spoken language that are obviously different from those of written one.

In his study, Ur (1984 cited in Ji & Zhang 2010) has pointed out that one typical 430 feature of this aural text is “redundancy” which “may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies and apparently meaningless additions or fills” (p. 6). This viewpoint has been backed up by various authors, including Bacon (1989) and Schmidt-Rinehart (1994 cited in Thanajaro 2000, p. 37), that redundancy is mostly found in authentic listening materials rather than in

435any other kinds of materials, especially those used for pedagogical purposes. Its occurrence, however, could be seen as a benefit of spoken language as it helps facilitate the understanding of the text by giving more clues to listeners.

Regarding the comprehension of the text, according to Wing (1986 cited in Thanajaro 2000, p. 37), other features of authentic speech such as “reduced and 440ungrammatical forms”, on the other hand, are “expected to hinder” listeners’ understanding. As a matter of fact, speakers, in ordinary conversation, tend to pay “less attention to the cohesions” (Ji & Zhang 2010, p. 7), hence, ungrammatical utterances are always produced and more clauses are used rather than sentences. Moreover, the “rapid speed” of real-life speech is also considered an obstacle to the listeners’ 445comprehension (Joiner et al. 1989 cited in Thanajaro 2000, p. 37).

Another important point is that authentic listening materials often include “elements of natural and spontaneous spoken language, which seems variable, and is very different from one dialect area to another and very different from people of different identities” (Ji & Zhang 2010, p. 10). Consequently, dealing with different 450accents is one of the necessary skills that need to be taught to students in order to prepare them for real-life listening.

Last but not least, background noise, the opposite of redundancy as perceived by Ur (1984), is also a typical characteristic of authentic speech. According to this scholar:

455 Noise maybe caused not only by some outside disturbance, but also by a temporary lack of attention on the part of the listener or by the fact that a word or a phase was not understood because it was mispronounced or misused or because the listener simply do not know it. In any case, a gap is left which is filled, as far as the listener is concerned, by a meaningless buzz (Ur 1984 cited in Ji & Zhang 2010, p. 11).

In other words, noise appears as an interference in which listeners cannot hear or 460grasp the message delivered in the speech.

From those listed features, it is noted that authentic speech, which reflects the language used in everyday conversations, could be employed as an effective input to bridge the gap between classroom and real-life communication as well as enhancing students’ listening skills in the reality.

4652.1.2.2.3. Criteria for choosing authentic listening materials

Several criteria of selecting authentic listening materials have been presented in different studies within the field of language teaching and learning.

According to Nuttall (1996 cited in Berardo 2006, p. 62), “suitability of content” should be the most important criterion in which the chosen text is required to meet both 470the needs and interests of the students. Sharing the same viewpoint, Ji & Zhang (2010, p. 13) add that “it’s necessary for teachers to know students’ likes and dislikes on listening materials and it’s wise for them to make a survey among students before the selection”. Likewise, Lee (1995, p. 325) holds a belief that “a careful and wise selection of materials focused on learners” plays an important role in the classroom “if 475we want a positive response from them”. In addition to students’ needs and interests, Bacon and Finneman (1990 cited in Musallam 2007, p. 6) mention one more aspect of the materials’ content as “culturally relevant to the experience of the students”. To be short, Ji & Zhang (2010) call it “cultural appropriateness”. According to them, any specific cultural content in the listening materials should be considered whether it is 480possible for “listeners from other cultural backgrounds” to understand or “whether it can potentially cause cultural offence” (Ji & Zhang 2010, p. 13). In other words, before listening, learners should know some background knowledge about what is going to be said in the texts (Pawłowska 2007).

Another essential factor as suggested by Nuttall (1996 cited in Berardo 2006, p. 48562) is “exploitability”. It means that teachers should make sure they can design appropriate tasks based on the selected text in order to increase students’ communicative competence as well as developing their certain focused language skills which are “compatible with the course objectives” (Lee 1995, cited in Musallam 2007, p. 6). That is not to mention a must in the classroom as it is no point using “text that 490cannot be exploited for teaching purposes” (Berardo 2006, p. 62).

Other factors worth taking into consideration when choosing authentic material for the classroom can include: language level, length, information density, accent,

speed and number of speakers, quality of recordings, etc. These elements, as suggested by Srinivas (2005 cited in Pham 2008, p. 20), are all components of “listenability” of 495the text, which also greatly contribute to the effectiveness of the listening tasks.

So far, certain factors need to be considered when selecting authentic listening texts have been discussed. It is noted that teachers should bear in mind these criteria to choose the most suitable material for their lessons.

2.1.3. Tasks

5002.1.3.1. Definition of tasks

There have been many definitions of task proposed by different scholars. According to Richards et al. (1986, p. 289), a task is “an activity or action which is carried out as the result of processing or understanding language”. In attempt to catch the nature of this concept, Breen (1987, p.23) suggests that it is “any structured 505language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task”. Sharing the same viewpoint but setting communicative purpose as a vital criterion, Willis (1996, p. 23) defines tasks as “activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome”. 510It is believed that this definition has gained a lot of support from other educators (Ellis 2000, p. 195) as students are considered language users more than merely language learners. In other words, the process of language use in reality is always found in a task, which makes the communication more purposeful and authentic.

As the setting of this study focuses on CLT approach, the researcher adopts 515definition of tasks following Willis’ position for its reliability and consistency.

2.1.3.2. Components of tasks

Various attempts have been made to identify the components of a task. In his study, Nunan (1989 p. 11) suggests that a task can be analyzed based on six elements, namely curricular goals, input data, activities derived from the input, teacher roles, 520learner roles, and settings, as illustrated in Figure 1 below:

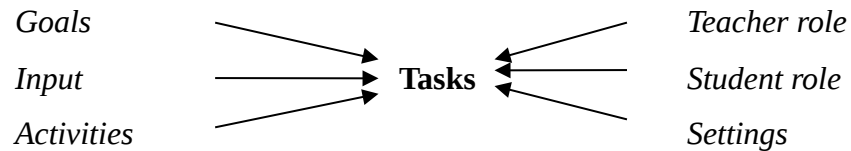


Figure 1. A framework for analyzing communicative tasks (Nunan 1989, p. 11)

525 Specifically, “goals” refer to the general purposes of the task, which are expected to be achieved through “activities” that learners do with the given data called “input”. In addition, a particular task always takes place in specific “settings” that indicate the classroom arrangement in which learners and teachers play certain “roles” to complete the task.

530 Putting more focus on the input and activities, Wright (1989 cited by Nunan 1989, p. 47) claims that the two most important elements of a task should be input data and initiating questions. Whereas the former can be provided by materials, teachers, or learners, the latter is supposed to instruct learners what to do with the data. Other factors such as objectives and outcome could be optional as they are various and hard
535 to be identified exactly.

For the sake of clarity and consistency, in this paper, Nunan’s six elements are used as a reference framework to analyze each type of tasks.

2.1.3.3. Classification of tasks

According to Willis (1996 cited in To et al. 2006a, p. 63), tasks could be
540 classified into different types, as follows:

- i. **Listing and/or brainstorming** refers to tasks in which learners are required to make a list of things, places, reasons, problems, etc. that they can think about.
- 545 ii. **Ordering and sorting** can be sequencing, ranking, classifying, and categorizing tasks which ask learners to provide a set of information ordered and sorted based on some criteria.
- iii. **Comparing** includes matching tasks as well as finding similarities and differences of some terms given in the texts.

- 550 iv. **Problem solving** involves processes of analyzing and evaluating some problems arisen in order to make a decision or suggest solutions.
- v. **Sharing personal experience** encourages learners to relate things from their personal lives by narrating, describing and exploring further into their own stories.
- 555 vi. **Creative tasks** require learners to apply those tasks listed above and other tasks as well with the aim of producing a particular product.

Besides these six key task types, other scholars in the field also suggest a lot more types such as: comprehension-based (Scarcella & Oxford 1992), question-and-answer (Nunan 1989), puzzles and games (Nunan 1989); interviews, discussions, and debates (Nunan 1989; Oxford 1990; Richards & Rodgers 2001), etc.

560 It is noted that some of these are pedagogical tasks which require the use of particular interactional strategies or specific types of language (To et al. 2006a, p. 64); others are real-life tasks which reflect real-world use of language and ask learners to “accomplish beyond the classroom” (Oura 2001, p. 72).

2.1.4. Guidelines for designing listening tasks based on authentic materials

565 Under the light of task-based approach, Miller (2003, p. 2) posits that listening tasks based on authentic materials should be designed following the three stages of a listening lesson, namely pre-listening, while-listening and post-listening since “this format has proved useful in taking the attention off continually testing listening and has allowed learners to do other things with the information that they listen to”.

570 Specifically, pre-listening stage should contain activities that prepare students for the listening tasks by activating their background knowledge, helping them with the vocabulary, as well as providing them with the information needed to understand the content of the material (Rogers & Medley 1988; Vandergrift 1997). According to To et al. (2006b, p. 12), some activities could be implemented in this stage are:

- 575
- Introducing general content of the listening passage
 - Making use of pictures (if any) to present new vocabulary
 - Presenting more words/phrases from tapescripts
 - Getting students to pronounce words/phrases carefully

- 580 - Reviewing already-presented grammatical pattern
- Presenting new grammatical patterns (if any)
- Asking students to predict content of the listening

Afterwards, in the while-listening stage, learners are guided to practice listening skills through designed comprehension tasks. It is necessary that various tasks should be used, “moving from simpler tasks ... to more complicated ones” (To et al. 2006b, p. 58514), to prepare students for “real-life listening in the future” (Oura 2001, p. 73) and meet their interests at the same time. Hence, some types of task discussed above such as: listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks, etc. could be used in the listening lesson in order to facilitate students’ comprehension as well as exploiting authentic texts to the fullest.

590 Finally, post-listening stage includes activities that follow the listening material and contain extensions of the listening task (Underwood 1989). The form of tasks in this stage may concentrate on “cultural themes” or “socio-linguistic aspects related to the materials” (Thanajaro 2000, p. 18). In other words, they are called “reaction to the text” and “analysis of language” (To et al. 2006b, p. 15) respectively. To be specific, 595the former often focuses on meaning whereas the latter puts more emphasis on form with the aim of developing learners’ knowledge of language.

Following the three stages mentioned above, Rixon (1981 cited in Ji & Zhang 2010, p. 21) suggests that the most common listening activities used in the classroom is discussion. Besides, many other types of tasks could also be chosen by teachers 600depending on their own teaching situations. For example, students are required to “role play certain scenes, or make oral comments on some characters” after watching a movie; or to “organize an interview” after “listening to a lecture”, etc. (Ji & Zhang 2010, p. 21).

Furthermore, basing on authentic materials, it is the authentic tasks that should 605be designed (Bernard 2002 cited in Pham 2008, p. 24) and “in accordance with students’ ability” (Guariento & Morley 2001, p. 351) with reference to maximize the

effectiveness of listening lessons in preparing learners for real-world listening as well as improving their learning skills.

2.2. Related studies

6102.2.1. Review of related studies worldwide

The use of authentic listening materials in the classroom has been discussed through a large body of research studies in the field of language learning and teaching worldwide. On the question of how to exploit authentic texts to the fullest, there arises another question of how to design effective tasks based on this type of aural input, 615which, more importantly, needs further investigation.

In attempt to find out the answer for this question, Miller (2003), in her study “Developing listening skills with authentic materials”, suggests that one effective way of helping learners develop their listening skills with authentic materials is preparing tasks following the format of pre-, while-, and post-listening. She also provides some 620sample tasks that can be used in each stage of a listening lesson in accordance with specific source of authentic materials such as: radio, TV/video, and the internet/CD-ROM. As revealed by the scholar, these samples emphasize on “extensive listening for pleasure” (Miller 2003) mainly through discussions, sharing personal experience, and problem solving tasks in order to prepare learners for real-life situations rather than 625listening tests. However, it is noted that most of the sample tasks both in-class and out-of-class are related to the use of modern technology, which could be a drawback for those who lack necessary facilities to implement and complete the tasks.

Another theorist who has a great interest in using authentic texts in language learning and teaching, Oura, has studied different aspects of this issue. In his article 630titled “Authentic task-based materials: bringing the real world into the classroom” published in 2001, various kinds of activities focused on both pedagogical and real-life tasks have been discussed. To be specific, he lists some examples, including: activities “using cultural objects”, “listening activities”, “listening-viewing activities”, and “interactive simulations”. According to Oura (2001, p. 74), these activities are all

635exploited following the task-based approach with the aim of helping students “acquire the skills needed to master real-world target tasks”.

More recently, in their paper, Ji & Zhang (2010) summarizes all the findings about how to apply authentic materials effectively by other researchers. Besides what have been mentioned above, they suggest that specific tasks should be designed for 640each purpose of teaching in order to maximize the advantages of using authentic texts. Moreover, to improve learners’ listening competence, teachers should provide them with tasks ranging from “very simple” to “more demanding” (Ji & Zhang 2010, p. 23).

2.2.2. Review of related studies in Vietnam

Since CLT approach has become more and more popular in Vietnam, the use of 645authentic listening materials in the classroom has been concerned by numerous scholars for the last few years. However, similar to the worldwide situation, in the context of Vietnam, there still lack of systematic studies on the aspect of designing listening tasks based on real-world texts. Up to this time, in ULIS, VNU, there have been only two studies by Nguyen (2005) and Pham (2008) touching this issue.

650 In her study on “Designing listening tasks using authentic materials with CLT orientation in teaching listening skills to first-year students at English department, CFL, VNUH”, Nguyen (2005) finds out that the internet is the most popular source of authentic listening materials exploited by the teachers. In addition, she also recommends various listening tasks that can be designed based on authentic texts such 655as multiple choice questions, gap-filling, true/false exercises, etc. However, it is clearly seen that these tasks are mostly pedagogical ones, which obviously limit the benefits of using authentic materials in preparing students for real-life listening.

In search of a rational illumination for this gap, Pham (2008) suggests that various types of task, namely pedagogical tasks, simulated tasks and genuine tasks 660should be designed based on authentic materials to teach listening skills to first-year students. Nevertheless, the findings of this paper reveal that teachers still put great emphasis on pedagogical tasks instead of authentic ones due to some limitations of the

teaching context such as limited time, test washback, and poor facilities, etc. Besides, some major obstacles of teachers in self-designing listening tasks of suitable level and interest to students are also presented in the study.

It is undeniable that these two studies' results had a significant contribution to the issue. However, the main subjects of both papers are teachers who have at least some necessary knowledge and experience in designing tasks. Meanwhile, there have not been any studies focusing on student-teachers who are in need of skills and experiences in designing tasks based on available materials for their future job. This apparently offers a gap for the researcher to conduct a study in a more comprehensive way with different participants – third-year fast-track students at FELTE, ULIS as they are currently required to practice designing tasks for listening facilitation based on authentic materials for the development of listening skills for their peers.

CHAPTER 3: METHODOLOGY

In the preceding chapter, the literature on the research topic was briefly reviewed to serve as the theoretical basis for the entire study. Turning to the practical side, this succeeding chapter sheds light on the methodology applied in the study by discussing in detail the participants, the instruments and the procedure of data collection and analysis. This research paper was conducted with strict adherence to justified methods of data collection and analysis so that its validity and reliability could be maximized.

3.1. Context of the study

In the third academic year, students from 09.1.E1 are required to carry out listening facilitation as a group assignment. The guideline for listening facilitation in the syllabus of third-year Fast-Track students at FELTE, ULIS, as well as its definition and assessment criteria are provided by the teachers of the Fast-Track group.

Regarding the definition, listening facilitation is described as a listening task in which one group of two or three students acting as facilitators (similar to the role of teachers in a lesson) to prepare the contents for the facilitation and control all the activities in the session. Meanwhile, the roles of their peers are learners who participate in the session following all the instructions of the facilitators.

In terms of conducting the session, there are three phases:

Phase 1: Preparation

In this phase, the facilitating group chooses one authentic listening passage of 5 to 10 minutes. The passage must be in line with the assigned theme and is not taken from any test or textbook. After that, they have to write the transcript of the recording and design exercises based on that with a view to develop one of the listening skills listed in the syllabus. Next, the facilitating group writes a lesson plan for the facilitation and submits it to the teacher for feedback at least one week before

conducting the session so that they can make adjustments if necessary. Finally, they are supposed to get all the teaching aids ready for the session.

Phase 2: Facilitation

The facilitators act as teachers and control their peers to take part in the session following the timeline in the lesson plan. At the same time, these participating students are required to do all the tasks given by the facilitating group in order to practice the certain listening skill(s). The time allowance for this part is 50 minutes.

Phase 3: Reflection

After conducting the facilitation, the facilitating group gets feedback from their teacher and peers to make further adjustments if necessary. Then, they are required to write a reflective report and submit it to the teacher at the end of the semester.

In the scope of this study, the researcher only focused on the process of designing tasks in the phase preparation.

3.2. Selection of subjects

3.2.1. Participants

It is noted that listening facilitation is included in third-year listening course for Fast-track students of FELTE only, hence, participants involved in the data collection process of this paper were 22 students in the class 09.1.E1. These students entered ULIS in the academic year 2009 – 2010 majoring in English language teaching. They should have achieved the level of CAE (Certificate of Advanced English) equivalent to the band score of 6.5 – 7.0 IELTS (Cambridge ESOL Exam Guide) by the end of their academic year at university. Also, they are expected to acquire good use of English language skills from intermediate to advanced level.

3.2.2. Sampling method

Since the study investigated students' self-designing tasks for listening facilitation based on authentic materials, the role of facilitators in choosing materials and designing accompanying tasks was undeniable. Moreover, as it is the development of their peers' listening skills that was focused in each facilitation session, the

participation of their peers in evaluating the tasks designed by the facilitators obviously
730played an essential role in this paper.

For the fact that all students in the class 09.1.E1 have taken turn to do the listening facilitation in groups of two or three since the first semester of the academic year 2011 – 2012, they could act as the role of both facilitators and peers for the data collection process of the research. Specifically, 22 students from the class 09.1.E1
735acted as both roles to take part in doing the survey questionnaire in order to evaluate their own facilitations and their peers' at the same time. After the results from the survey questionnaire were roughly calculated, two lesson plans of the first two groups, namely group A and group B, who had completed their second listening facilitations at the time the study was conducted, were asked to be analyzed by the researcher.
740Subsequently, two representatives, facilitator 1 and facilitator 2, from these groups were invited to join the study to a deeper extent with interviews specially used for the role of facilitators. In addition, two more students chosen randomly from the rest of the participants who were not members of the two groups mentioned above, student 1 and student 2, were asked to take part in the interviews used for the role of peers. Besides,
745one classroom observation also took place in the first listening facilitation of the second semester for the sake of validity and reliability of the paper.

3.3. Research instruments

In order to obtain a sufficient collection of both reliable and valid data for the study, a combined data collection process utilizing survey questionnaire, semi-
750structured interviews, observation scheme, and lesson plan analyses was employed.

3.3.1. Questionnaire

For the “unprecedented efficiency in terms of researcher time, researcher effort, and financial resources” (Hoang & Nguyen 2006, p. 10), a set of survey questionnaire adapted from Pham (2008) was utilized for 22 third-year Fast-track students from the
755class 09.1.E1 (see Appendix 1) as a vital data collection instrument in this study.

Regarding the content, the questionnaire began with a brief overview of the research title, the purpose of conducting the questionnaire and a desire for cooperation from respondents in order to get sincere opinions and objective assessment. In addition, two key terms in the paper, namely “*listening tasks*” and “*authentic listening materials*”, were also made clear in this part to serve as guidance for the informants throughout the questionnaire. Then, general information of respondents was required for the convenience of further contact from the researcher. The main questions were arranged in the next two separate sections, namely “***Exploitation of authentic listening materials***” and “***Designing listening tasks***”. Whereas the former contained all semi-ended questions, the latter was a combination of open-ended, semi-ended, and close-ended questions. Specifically, questions number 5, 6, 7, 8, 10, which asked for answers to the research questions number 1 and number 3, were designed as semi-ended questions for respondents to choose different options with space provided for their additional answers besides the suggested ones and clarification for their options. Question number 9 was divided into two separate parts for students to act as the role of both facilitators and peers to assess the level of difficulty, interest, and effectiveness of the tasks in listening facilitations of theirs and their peers’ respectively. Likert scale was employed with a series of five statements for each part and informants were asked to indicate the extent to which they agree or disagree with those statements. The last question in the questionnaire was an open-ended question which left space for informants to give recommendations for designing more effective listening tasks based on authentic materials. With this format, the question encouraged them to provide a variety of answers which express their own thoughts and ideas in their own manner (Mackey & Gass 2005, p. 92). It is particularly good for finding unexpected answers (Brown 2001, p. 36) which are useful for exploring more dimensions of the issue.

3.3.2. Observation

Since the topic of this paper was related to a practical educational issue, classroom observation was employed as an effective tool to make the study “more

accessible and practical” (Hoang & Nguyen 2006, p. 55). In fact, within the allotted
785time, only one observation scheme of the first listening facilitation session in the
second semester was completed in order to serve as critical description of the listening
tasks designed basing on authentic materials by third-year Fast-track students at
FELTE, ULIS.

As for the structure, the observation scheme (see Appendix 2) comprised four
790main parts: “*class profile*”, “*task profile*”, “*observation and assessment of the
effectiveness of materials and the designed tasks*” and “*overall comments*”. To be
specific, the first part gave general information about the listening facilitation including
the class, date and duration as well as the number of the facilitation together with the
assigned theme, focused listening skill(s) and level of participants. In the second part,
795the designed tasks were described in details in accordance with the six elements of a
task claimed by Nunan (1989, p. 11), namely goals, inputs, activities, teacher roles,
learner roles, and settings. Under the researcher’s evaluation, the third part revealed
how effective the authentic listening materials and the designed tasks really were. It is
noteworthy that this evaluation was done with strict adherence to the criteria of
800choosing authentic listening materials and guidelines for designing listening tasks
based on authentic materials presented in Chapter 2. Finally, the last part provided
overall comments of the researcher on the tasks.

3.3.3. Lesson plan analyses

In order to gain insight into students’ self-designing tasks based on authentic
805materials, lesson plans, together with all the tasks designed for each listening
facilitation session of the first two facilitation groups in the second semester of the
academic year, were analyzed. Furthermore, for the fact that answers to questionnaires
might be inaccurate or incomplete in many cases (Mackey and Gass 2005, p. 96),
lesson plan analyses which served as indirect observations were expected to help the
810researcher obtain “a deeper and more multilayered understanding of participants and
their context” (Mackey & Gass 2005, p. 176).

Specifically, two lesson plans were studied based on the framework of the observation scheme, focusing on every single listening task. It is noted that critical examination of each task was given rather than a mere description. In addition, at the 815end of each analysis, overall comments of the researcher were also provided to contribute further pedagogical implications and suggestions to the study.

3.3.4. Interviews

Along with survey questionnaire, observation scheme and lesson plan analyses, semi-structured interviews with four students mentioned above were used as another 820data collection tool for obtaining in-depth information since they helped the researchers “elicit additional data if initial answers” were “vague, incomplete, off-topic or not specific enough” (Mackey & Gass 2005, p. 173) and provided the interviewer with a great deal of flexibility while offering the respondents “adequate power and control” throughout the interviews (Hoang & Nguyen 2006, p. 45).

825 Unlike the questionnaires, there were two separate interview schedules with all open-ended questions: one for students in the role of facilitators (see Appendix 3) and the other for those in the role of peers (see Appendix 4). Specifically, with the aim to investigate further into their actual task-designing based on authentic listening materials, the former consisted of six main questions whose responses were to answer 830the three research questions number 1 (*How have authentic materials been exploited by third-year Fast-track students at FELTE, ULIS in their listening facilitations in terms of sources and types of the materials? What types of listening tasks did they design based on these materials?*), number 3 (*What are the obstacles to designing listening tasks based on authentic materials in developing listening skills for their peers as 835perceived by the students?*) and number 4 (*What are the recommendations for students to design more effective listening tasks based on authentic materials to develop listening skills for their peers?*). On the other hand, in order to collect additional and reliable data for the research question number 2 (*To what extent were these listening tasks suitable to students’ level and interests as well as effective in developing their*

840 *listening skills as perceived by the students?*), the interview questions for the latter were categorized into three sets, each of which focused on students' assessments of the tasks designed by the first two listening facilitation groups of the second semester of the academic year, concerning one particular item, namely the suitability of the tasks to students' level, the suitability of the tasks to students' interests, and the effectiveness of 845 the tasks.

In the interview session, although specific questions were determined beforehand, elaborations in the questions and answers were still made (Seliger and Shohamy 1989, p.167). Moreover, so as to create a comfortable and friendly atmosphere for respondents, the interviews were carried out in an informal and relaxing 850 manner. Both English and Vietnamese were used to avoid misunderstandings and to give the interviewees more ease and willingness to answer the questions. Besides, to guarantee the preciseness of the data collected, the researcher asked for respondents' permission to have the interviews recorded. All of the four students were willing for the researcher to record the whole interviews and ask them for more clarifications if 855 necessary.

3.4. Procedures of data collection

The procedure of data collection consisted of three main steps as follows:

Step 1:

The first step was the preparation for the data collection process including an 860 observation checklist, a set of questionnaire as well as two sets of interview schedules for the study. Having done with designing questionnaire and interview questions, the researcher piloted them with five students from class 09.1.E1. Thanks to their constructive comments, wording, content and question options were checked and revised carefully. For example, question number 6 in the questionnaire was transferred 865 from a multiple choice question to Likert scale so that students could find it easier to assess the listening tasks. Besides, their listening syllabus and the list of listening

facilitation groups, together with the theme and timeline of each session, were also asked from these students.

Step 2:

870 At the teachers' consent, one classroom observation of the first listening
facilitation session in the second semester of this academic year was conducted with
the use of pre-designed observation scheme. After that, 22 questionnaires were
delivered to third-year Fast-track students in class 09.1.E1 at FELTE, ULIS in person,
and then 19 were returned. In order to gain students' serious participation, a brief
875introduction about the researcher and the study were made before delivering the
questionnaires. Moreover, instructions were given clearly; all the terms were clarified
to assist respondents in understanding correctly the wording in the questionnaires. The
researcher was also available to answer any questions arising in the process.

Step 3:

880 Following the collection of these questionnaires, the results from both
questionnaires and classroom observation were quickly synthesized to detect any
unexpected outcomes. Afterwards, with the permission of the first two listening
facilitation groups who had completed their second facilitation, the researcher asked
for their lesson plans so that further analyses of the listening tasks could be made. In
885the meantime, four semi-structured interviews using revised open-ended questions
were conducted with four selected students mentioned above. Besides, to make it easier
for the analysis and quoting afterwards, all interviews were recorded with the
permission of the interviewees and then transcribed for further examination.
Noticeably, just important points were written down to give clues to the research
890questions.

3.5. Procedures of data analysis

To start with, the data collected from questionnaires and interviews was
classified to answer the four research questions. Meanwhile, findings analyzed from
the observation scheme and lesson plans which served as major data for pedagogical

895implications and suggestions from the researcher were also categorized to give deeper explanations for each of the research question. Besides, important data collected from interviews were cited for illustration when necessary.

Regarding the first research question, students' answers were summarized into suitable charts and graphs according to the percentage of the options chosen. Any 900striking differences as well as extra answers were also highlighted. After that, a general conclusion was made on the basis of the results processed.

With regards to the second research question, the gathered data from the questionnaires were shown according to a five-point scale gradually ascending from strongly disagree to strongly agree with each statement given. The score for each 905opinion was also ranked from one to five respectively. Subsequently, the responses of participants were calculated and transferred into numerical form, which was the number of participants who shared similar ideas or their average rating. The results were then tabulated for clearer presentation and better synthesis and elaboration. Extra answers from interviews were also quoted for further explanation.

910 The third question asking about students' obstacles to self-designing listening tasks based on authentic materials was withdrawn from both questionnaires and interviews before being categorized into different groups with specific percentage of each option chosen. Any other extra answers provided by the surveyed students were also summarized and presented in the form of quotations if necessary to provide more 915insights into the issue.

The answers to the last question were synthesized and summarized, including the least mentioned ways or any recommendations which students were not sure about the feasibility.

CHAPTER 4: RESULTS AND DISCUSSION

In the previous chapter, the methodology applied in this study has been shed light on with descriptions and justifications of the choice of participants, the data collection instruments as well as the procedures of data collection and data analysis. In this chapter, all the collected data would be presented, analyzed and discussed to answer each research question respectively. It is noted that the connection between these findings and other related studies in the literature would also be clarified in order to underline the similar as well as the new findings on the research topic. This would serve to pave the way for several pedagogical implications concerning the studied context to be put forward.

4.1. Findings

4.1.1. Research question 1: How have authentic materials been exploited by third-year Fast-track students at FELTE, ULIS in their listening facilitations in terms of sources and types of the materials? What types of listening tasks did they design based on these materials?

4.1.1.1. Students' perceptions of using authentic materials in listening facilitation

Before discussing students' exploitation of authentic listening materials, it is necessary to identify their perceptions of using this type of input in listening facilitation. Figure 2 is the summary of informants' responses in the questionnaires:

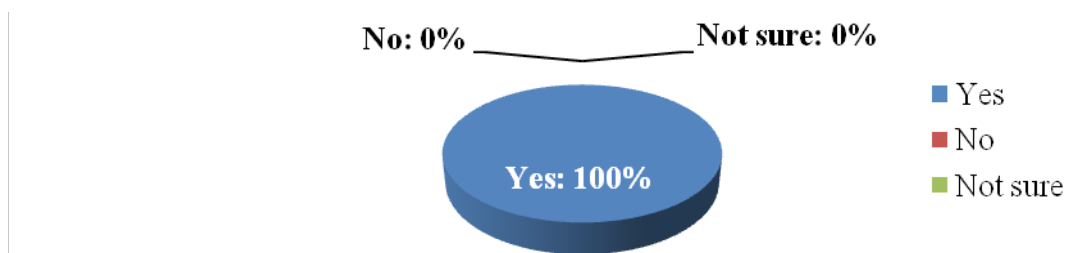


Figure 2. The helpfulness of using authentic materials in listening facilitation as perceived by the students

It can be seen clearly from the pie chart that all the 19 surveyed students, accounting for 100%, agreed that using authentic materials in listening facilitation was

helpful for their peers. This consensus among the students could be explained by the fact that they have been aware of the benefits of using real-life oral texts as comprehensible input in their listening facilitations as revealed in the chart below.

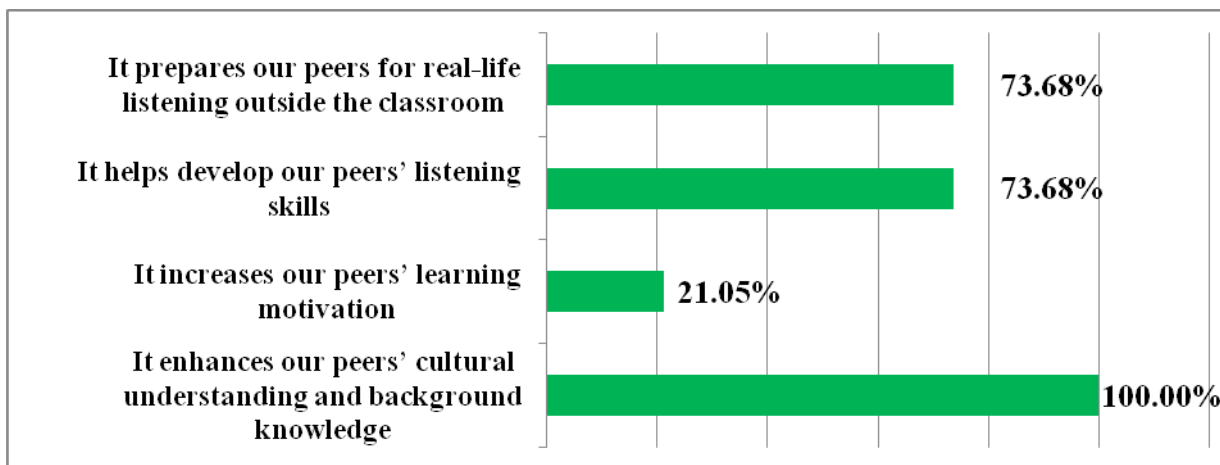


Figure 3. Students' perception of advantages of using authentic listening materials

As shown in Figure 3 above, all informants shared the same viewpoint that the most important benefit of using authentic materials in listening facilitation was *enhancing their peers' cultural understanding and background knowledge*. In the interview, one of the facilitators explained that since the authentic listening materials chosen have to be in line with the theme given in the syllabus, they could provide students with some background knowledge related to each theme (Line 86-88). At this point, the students' perceptions in the current study met with that of teachers in the previous one conducted by Pham (2008), who claimed that 100% of the surveyed teachers agreed that authentic listening materials could improve their students' cultural understanding and background knowledge.

Regarding authentic listening texts' benefits of *preparing their peers for real-life listening outside the classroom* and *developing their peers' listening skills*, up to 73.68% surveyed students realized these advantages. As facilitator 1 clarified, authentic materials can help provide students with "the terms and slangs that native speakers often use in their daily communication" (Line 85-86). This coincided with one

advantage of using authentic materials in the classroom proposed by Kilickaya (2004); 965Martinez (2002); Peacock (1997), which is exposing students to the real language.

At the bottom end was using real-life listening passages to *increase their peers' learning motivation* with only 21.05% of the informants mentioning this benefit. This percentage was not as high as those of the previous three benefits since students' learning motivation might vary depending on diverse factors such as the class 970atmosphere, the appealing of the tasks, the level of difficulty, etc. That also meant little attention was paid to this benefit of using.

Generally speaking, all of the students participating in the study believed in the helpfulness of using authentic listening materials in the classroom. Besides, they mentioned that this helpfulness also depended on the choice of the materials as 975facilitator 1 explained by taking an example of herself: “last semester, I chose a video that was too lengthy, so our peers lost their interest in the video, just looking at the screen but listening” (Line 7-8). Hence, the students' choices of materials should be examined to a great extent to give further implication for the research.

4.1.1.2. Sources of authentic listening materials used

980 The choice of sources used by the students could be summarized in the chart as follows.

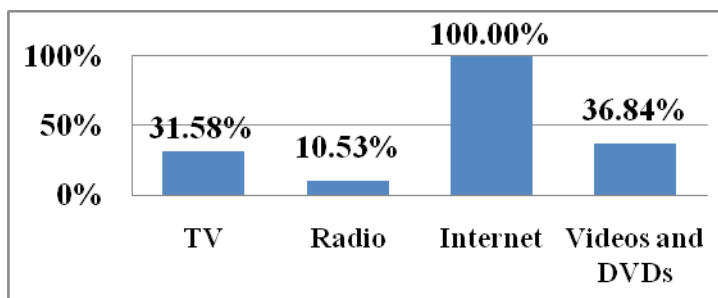


Figure 4. Sources of authentic listening materials used

As can be seen apparently from the chart above, internet was the main source of 985materials exploited by the students, which accounted for 100%. It was noted that even the sources were TV, radio, videos and DVDs, they were all downloaded from the internet as clarified by facilitator 2: “the source here is normally TV, especially

Discovery Channel and NatGeo because the listening materials from these channels are quite easy to listen to, and we can easily find them on Youtube as well” (Line 101-103).
 990 Moreover, facilitator 1 also specified that: “I like choosing documentaries from BBC, CNN, NatGeo, and many other interesting channels on Youtube. Among them, I like BBC most” (Line 16-17). This result echoed the previous findings from Pham (2008) about the important role of the internet in providing authentic listening materials for the language classroom.

995 4.1.1.3. Types of authentic listening materials used

Regarding the types of the listening texts used, a plenty of options had been chosen by the students, which are illustrated in Figure 5 below.

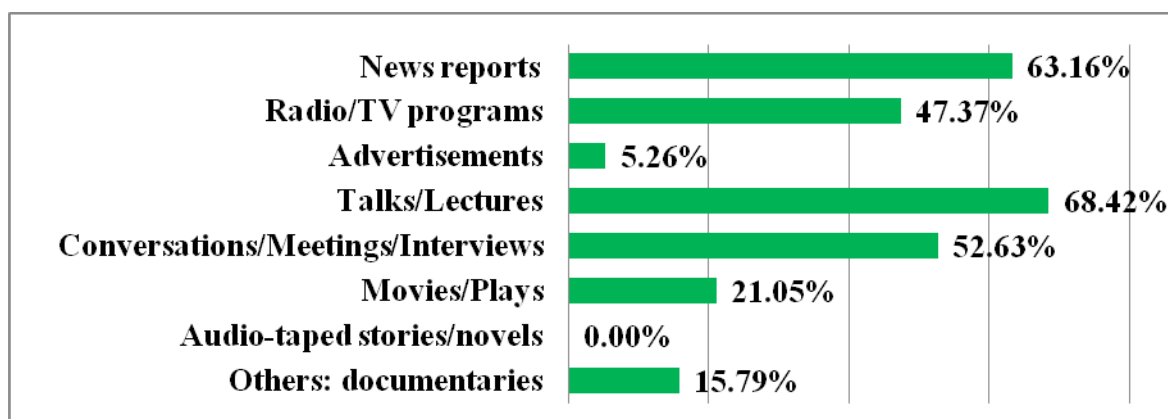


Figure 5. Types of authentic listening materials used

1000 It could be seen from Figure 5 that surveyed students scattered their attention to various types of authentic listening materials. Among them, the most frequently used was talks/lectures, which accounted for 68.42%. Another no less important type was news reports (agreed by more than 60% of the informants), followed by conversations/meetings/interviews (agreed by over 50% of all the students) and
 1005 radio/TV programs with 47.37%. Meanwhile, advertisements and movies/plays were not paid much attention to by the respondents, especially audio-taped stories/novels, which had never been used in any listening facilitation. This result, again, coincided with Pham’s findings (2008) that audio-taped stories/novels were not suitable for using in-class listening lesson. One more common type exploited by the students as revealed

1010from the survey was documentaries. It is noteworthy that this type of material was widely used in the form of talks as emphasized by facilitator 1 (Line 21).

Besides sources and types of the authentic texts, the students' choice of materials also depended on other factors such as: students' interests, content of the materials, level of difficulty and quality of the listening passages, etc. Specifically, the 1015two interviewed facilitators explained for their choices as follows:

1020 Actually, in the first semester, we chose the materials according to our interest. As for the second semester, with more various topics and the skills were not assigned but we have the chance to choose the skills ourselves, then we chose the materials that contained interesting and updated information. (Line 11-14)

We often focus on the language and quality of the recordings to know whether they are easy to listen to or not so that it is helpful for our peers to practice certain listening skills. The listening materials should be suitable to the level of our peers rather than being too difficult to listen to. (Line 95-99)

1025 These factors had already been mentioned in Chapter 2 of the paper as the criteria for choosing authentic listening materials suggested by various scholars. In summary, it can be seen that students were all aware of the importance of selecting the most effective listening texts for their facilitations.

4.1.1.4. Types of listening tasks designed based on authentic materials

1030 Based on the authentic listening materials chosen, the types of tasks students designed for their facilitations were summarized in the chart as follows.

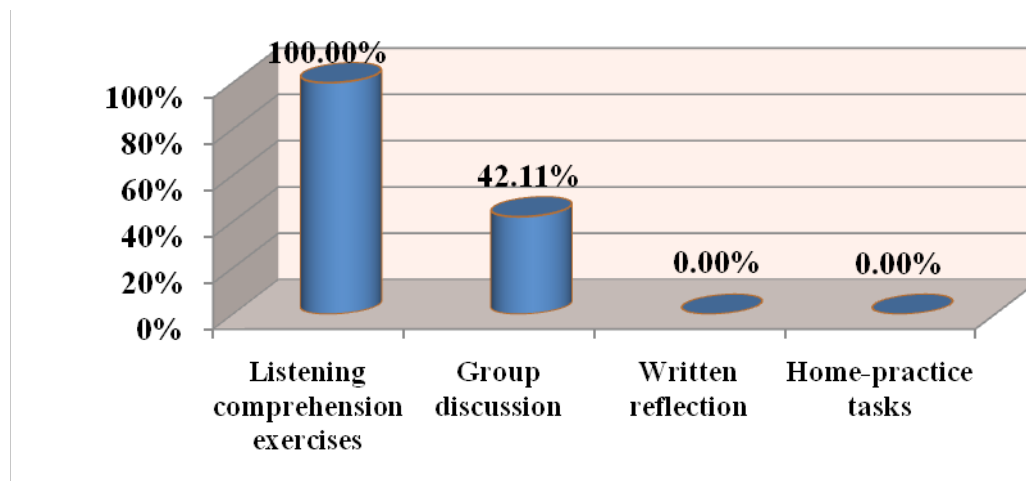


Figure 6. Types of listening tasks designed based on authentic materials

It is undeniable that listening comprehension exercises was the most frequently
1035designed by the students (agreed by 100% of the informants) since as stated in the
syllabus of third-year fast-track students at FELTE, ULIS (Appendix 5, p. 67), it was
compulsory for them to design exercises “with a view to developing a certain listening
skill” for their peers. To be specific, the two interviewed facilitators explained their
choices of task types as follows:

1040 In the second semester, we chose the skill dealing with speed. Hence, we tried to
design gap-filling and matching exercises as the speakers spoke very fast, some words
might be swallowed, then it would be challenging for our peers to do those kinds of
exercise. (Line 26-29)

1045 It depends on the skills that we choose for the facilitation. To be specific, the skills that
our groups chose this semester were note-taking, listening for gist and listening for
details. Therefore, we designed one gap-filling exercise to practice listening for details,
one ordering exercise to practice listening for gist, and one note-taking exercise to
practice note-taking. (Line 108-112)

1050 Obviously, it was the focused listening skills that affected students’ choices of
comprehension tasks designed based on authentic materials.

As for group discussion, it was ranked the second most frequently designed task
agreed by 42.11% of the surveyed students. Specifically, group discussion was mainly
designed in the form of tip-sharing task in which facilitators let their peers “discuss
1055about how to practice the certain skills and then asked them to present their ideas”
(Line 116-117).

At the bottom of the list were written reflection and home-practice tasks which
were not paid attention to by any respondent. This rank, once again, confirmed the
findings discovered by Pham (2008) that comprehension exercises and group
1060discussion were exploited more often than written reflection and home-practice tasks.

4.1.2. Research question 2: To what extent were these listening tasks suitable to students’ level and interests as well as effective in developing their listening skills as perceived by the students?

With the aim of finding the answer to this research question, students were
1065required to act as both roles, namely facilitators and peers, to evaluate the listening

tasks designed by their own facilitation groups and their peers' respectively, basing on the scale from 1 to 5 which indicated their agreement to the given statements from *strongly disagree, disagree, neutral, agree to strongly agree*. Their opinions of each statement could be illustrated with specific mean score in Table 2 below.

1070 **Table 2. Mean score for the effectiveness of the listening tasks designed by third-year fast-track students (reported by the students acting as both roles)**

Assessment of the listening tasks	Mean score	
	Facilitators	Peers
<i>The tasks are challenging enough for peers.</i>	3.63	3.68
<i>The tasks are interesting to peers.</i>	3.68	3.63
<i>The tasks are effective in helping develop the focused listening skill(s) for peers.</i>	3.74	3.63
<i>The tasks are effective in preparing peers for real-life listening.</i>	3.47	3.16
<i>The tasks are effective in helping increase peers' learning motivation.</i>	3.37	3.05

The results revealed that students' assessment when acting as both roles was in the range from 3.05 – 3.74. It should be noted that the average score of every aspect of the listening tasks was always higher than 3 – the “*neutral*” level, which implied 1075 students' overall agreement with the evaluation of the listening tasks.

4.1.2.1. Facilitators' assessment of the listening tasks

As can be seen from Table 2, the aspect of the tasks in *helping develop the focused listening skill(s)* for their peers was acknowledged by the facilitators to be the most effective one in their listening facilitations with the highest mean of 3.74 whereas 1080 those of *preparing peers for real-life listening* and *helping increase peers' learning motivation* were ranked the least effective with the means of 3.47 and 3.37 respectively. Nevertheless, when it comes to the interviews, both of the facilitators admitted that they were not sure whether their peers' listening skills were improved after their facilitations or not. This was then explained by facilitator 2 as “it depends on the way 1085 our peers involve in the facilitation, whether they focus on it or not. As they are those who participate in the facilitation, their attitudes towards learning decide whether it is effective or not” (Line 146-149).

The suitability of the tasks to students' interests also gained positive responses with the mean of 3.68. This result was quite corresponding to the students' responses in 1090 the interviews. Facilitator 2 specified: "I think it could be interesting as well because I saw our peers involve enthusiastically in the last task, namely knowledge-checking. They all competed to raise their hands to answer our questions" (Line 139-142).

As far as the level of difficulty is concerned, it got the mean of 3.63, which could be inferred that students were optimistic about the suitability of their tasks in 1095 terms of content. This was proved by one of the facilitators who took her own case, mentioning her peers' assessments, as an example:

1100 In general, our peers commented that the tasks were quite suitable for their level. Just some of them thought that the note-taking exercise was too difficult and a few more told that they couldn't find the order that we had given in the ordering exercise. But just some people said that, the majority of our classmates still thought that it was okay for them (Line 132-136).

In short, facilitators mostly evaluated their tasks as neutrally effective, yet, it was their peers' views that contributed objectively to the assessment, which was presented in the following part of this section.

1105 **4.1.2.2. Peers' assessment of the listening tasks**

Compared with the mean score of the facilitators' opinions, the most remarkable difference between the assessments of the students acting as two different roles was that the peers ranked the level of difficulty as the most effective aspect of the listening tasks designed by the facilitators with the mean of 3.68 out of 5 whereas the facilitators 1110 only saw it as the third most effective one. As explained by both interviewed peers, namely student 1 and student 2, the types of listening tasks were all familiar to them, hence, they did not find it hard to do the tasks; if yes, then it was the content of the materials that make them difficult to listen to (Line 202-210). At this point, it is clearly seen that students have acknowledged the fact that listening tasks designed based on 1115 authentic materials could be simplified suitably to students' level. This result showed an improvement in third-year fast-track students' perception of the use of authentic

materials in the classroom in comparison with that of first year students participated in Pham's study (2008).

Regarding the suitability of the tasks to students' interests and their effectiveness in helping peers develop the focused listening skills, each aspect accounted for 3.63, which showed only an inconsiderable difference with the first rank. This could be inferred that students' self-designed tasks were quite interesting and effective in helping their peers develop the focused listening skills. Commenting on these aspects, student 1 specified:

1125 The facilitators always designed tasks as the form of a game to check our answers for exercises, so it was quite interesting. And the tip-sharing part was quite effective because we can apply them right after that, and in the following times listening as well (Line 233-236). ... Because each facilitation focused on certain listening skills and during the facilitation session, we all had the opportunity to practice those skills, so it was quite effective for us (Line 255-257).

Besides, student 2 also added that it was "the competition among different groups divided by the facilitators" that "helped involve all students in the class" to the tasks and made it more interesting (Line 237-239).

Similar to facilitators' evaluation, acting as the role of peers, surveyed students still ranked the aspects of the tasks in *preparing them for real-life listening* and *helping increase their learning motivation* as the two least effective with the mean of 3.16 and 3.05 respectively. Nevertheless, in the interviews, both students admitted that these two aspects were effective to them as videos found by the facilitators were "interesting with various topics apart from learning", which could encourage students to listen to and helped them "relax" (Line 263-266). In addition, when being asked whether those tasks were useful for their real-life listening, student 1 responded that:

1145 Yes, they were. Because normally the clips were very difficult for us to listen to, and the level of difficulty and level of speed always increased in the next facilitations, so when we met the foreigners outside the classroom, we often found out that the foreigners seemed to speak slower than normal (speakers in the clips) (Line 268-272).

Obviously, it could be revealed that thanks to listening facilitations, students gained more confidence working directly with authentic materials, which resulted in

the decrease of anxiety when they faced new situations in the target language. This point was also one of the advantages of using authentic materials in the classroom as proposed by Moya (2000).

4.1.2.3. Researcher's assessment of the listening tasks

One observation together with two lesson plan analyses examined by the researcher could prove the answers reported by the students in assessing the self-designed listening tasks. Overall, in both facilitations, students mostly designed pedagogical tasks with the aim of developing their peers' listening skills. It is noted that some tasks were well-designed suitably with their peers' level such as: tip-sharing task in both groups, group A's multiple choice questions and group B's gap-filling task. Others, as pointed out by the researcher in the lesson plan analyses (see Appendix 8), however, still need more adjustments for better effects.

1160 Specifically, in the analysis of group A's lesson plan, the researcher's overall comments was presented as follows:

1165 Generally speaking, students have been aware of designing tasks following the three stages of a listening lesson, namely pre-listening, while-listening, and post-listening. The tasks are challenging enough for their peers and effective in helping develop their peers' listening skills as tip sharing task can prepare students for the focused skills before listening. In addition, listening tasks are mostly presented as the form of games, which can motivate students a lot. However, almost all tasks are pedagogical ones which focus on comprehension exercises with few connections to the real-world situation. Moreover, the content of the video is quite difficult to understand as it contains a lot of terminologies related to the brain, hence, it seems that students design tasks to test their peers' listening skills but training them. It is suggested that students design more authentic tasks based on authentic listening materials such as: discussions or personal experience sharing about the content of the video; problem solving tasks in which students are required to think of solutions to these symptoms, etc. in order to
1170
1175 bridge the gap between the classroom and the real world (Appendix 8A, p.93).

Regarding the situation of group B, the researcher realized that students had designed listening tasks based on their own experience of a listening lesson without considering the three stages. As a result, even though those tasks were suitable to their peers' level, they were not designed logically enough. In addition, similar to group A,

1180rather than designing authentic tasks, group B also emphasized on the comprehension tasks in order to develop the focused listening skills for their peers.

To sum up, the tasks that third-year fast-track students designed for their listening facilitations based on authentic materials were mainly pedagogical ones. With facilitators' careful preparation, these tasks were quite interesting, suitable to their 1185peers' level and effective in helping develop the focused listening skills for their peers. However, due to the lack of authentic tasks, there still existed a gap between the classroom and the real world, which made the tasks less effective in preparing peers for real-life listening and helping increase their learning motivation.

1190 **4.1.3. Research question 3: What are the obstacles to designing listening tasks based on authentic materials in developing listening skills for their peers as perceived by the students?**

The bar chart below represents the obstacles to students' self-designing listening tasks based on authentic materials in developing listening skills for their peers on the vertical axis and the percentage of students considering them major difficulties on the 1195horizontal axis.

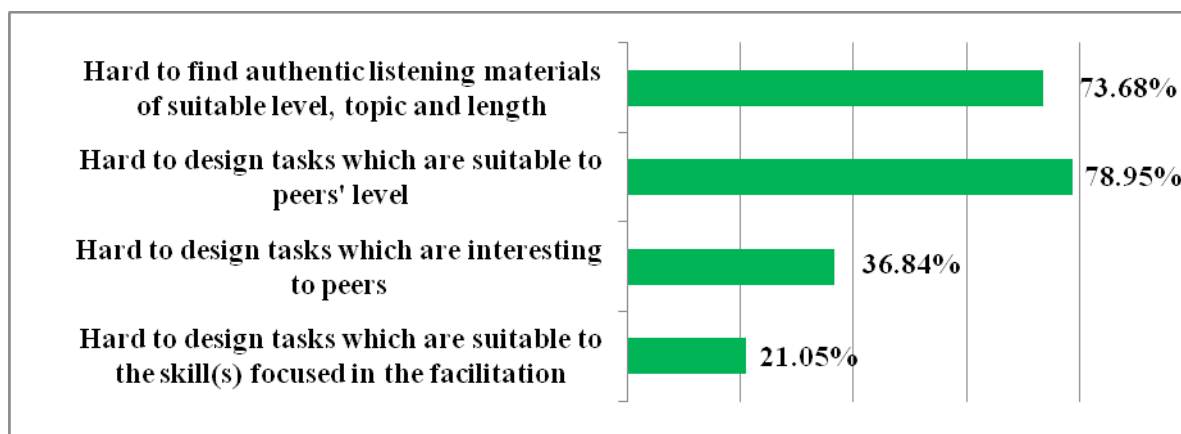


Figure 7. Major obstacles to students' self-designing listening tasks based on authentic materials

It can be seen from the chart that the biggest difficulty as perceived by roughly 120080% of the surveyed students was *designing tasks which are suitable to their peers' level*. During the interview session, both facilitators admitted that it was very hard for

them to know whether their self-designed tasks are suitable to all of their classmates even though they have piloted them with some students before conducting the facilitation. Explaining for this, facilitator 2 stated:

1205 The students who we chose to pilot the exercises with listen to the recording at home with headphone, so it's totally different from listening in class. Therefore, it's very difficult for us to evaluate the appropriateness of our exercises before deliver them in class (Line 161-164).

This obstacle could be understandable since evaluating students' real ability is 1210not easy for teachers, hence, it would be much harder for those who still lack experience like third-year students.

Standing in the second rank was the difficulty in *finding authentic listening materials of suitable level, topic and length*, which was agreed by nearly three quarters of the informants. According to facilitator 2, "choosing the materials of suitable topic, 1215length, and are interesting with high quality" is not easy for "not all materials are able to meet these criteria" (Line 164-166).

Besides the two most noticeable obstacles mentioned above, students' difficulties in designing tasks which are interesting to their peers and suitable to the focused listening skill(s) were also considered disadvantages to more or less 30% of 1220the respondents. This result revealed that peers' interest was one of the important factors concerned by the facilitators in the process of designing tasks based on authentic listening texts.

To conclude, it is noted that the major obstacles to students' self-designing listening tasks based on authentic materials originated from the lack of experience and 1225professional training in task-designing among students. This fact, clearly, implies that more recommendations should be given to students in order to help them design more effective tasks, which would be presented in the next part of this chapter.

4.1.4. Research question 4: What are the recommendations for students to design more effective listening tasks based on authentic materials to develop listening skills for their peers?

So far, a certain number of obstacles encountered by third-year fast-track students at FELTE, ULIS in designing tasks for listening facilitation based on authentic materials for the development of listening skills for their peers has been detected. Thus, in this part, some recommendations for students' more effective self-designed tasks would be suggested from the view of both students and the researcher, which can be categorized and synthesized as follows.

4.1.4.1. Students' preparation for the listening facilitation

As mentioned before, 73.68% of the students claimed that they found it hard to select the authentic materials of suitable level, topic and length. To deal with this difficulty, reflecting on her own case, one of the interviewees suggested that "facilitators should not use the materials that are too professional because they may contain many terminologies which are very difficult for learners to understand and listen to" (Line 65-67). Regarding the topic, she also added that "the theme given in the syllabus should be more specific" in order to make it easier for them to find the materials (Line 69-70). Besides, it is advisable that "students are given complete freedom to choose authentic materials of their favorite topics" (Pham 2008) as the input used for designing listening tasks. By this way, they would have more chances to exploit various types and sources of authentic materials, which, consequently, could bring more fun and excitement to the classroom.

For the matter of designing tasks that are suitable to their peers' level, facilitator 1 advised that:

The facilitators should omit the difficult words in the exercises, try to paraphrase the transcription and mix the information in the video but still keep the order of the information given so that the exercises could be challenging enough for listeners (Line 73-76).

Furthermore, as mentioned by the majority of surveyed students, piloting the tasks with some classmates before the actual facilitation could be one of the best

solutions to this problem. Basing on the results gained from this, facilitators could evaluate their peers' level more precisely. In addition, their peers' comments on the 1260 tasks designed can also help facilitators make better versions of their tasks.

Finally, it is noted that various types of tasks should be employed based on the creativeness of the facilitators, which could result in effective listening facilitations.

4.1.4.2. Teacher's scaffolding and instructions

For the fact that students lack experiences and training in designing tasks, they 1265 always imitated what the professionals did without acknowledging how to design tasks effectively. Regarding this problem, facilitator 2 suggested that:

I think it would be better if the teacher could provide tips and suggestions for the facilitators before they design tasks for the facilitation. However, it's likely that the teachers always assume that we have to achieve these skills ourselves and the more we 1270 do, the more we learn from it. But still, I think the teacher should give us more specific guideline rather than letting us imitate others (Line 185-189).

Besides, since students are required to submit all the materials, lesson plans and exercises to the teacher for feedbacks at least one week before they conduct the facilitation session in class, it is highly recommended that the teacher provide 1275 facilitators with detailed comments and further suggestions for their adjustments so that they could make their tasks more effective.

To sum up, even though one of the aims of fast-track teachers in letting students explore everything themselves is to enhance their learning autonomy, teacher still plays an important role in guiding students. In fact, it is the teacher's guidelines that motivate 1280 students and make them confident about the effectiveness of what they are doing.

4.2. Pedagogical implications

As stated in the aims of the study, one of the reasons for conducting this research was to help third-year fast-track students improve their task-designing. Hence, with the support of the above-mentioned findings, several implications could be drawn.

1285 First and foremost, it was revealed from the survey that students mostly designed pedagogical tasks for their listening facilitations such as: true/false statements, multiple choice questions, gap-filling, matching, etc. These exercises were

of benefit for students to build up their peers' background knowledge and enhance their listening skills. However, as the authentic materials were just exploited limitedly this way, one important objective of the course in developing students' listening competence in the real world could not be achieved successfully. As suggested by Bernard (2002 cited in Pham 2008, p. 24), it was the authentic tasks that should be designed based on authentic texts in order to expose students to real-world situations in the targeted language. Besides, the types of tasks should also be varied to meet students' needs and interests, which could motivate them to participate actively in the listening tasks.

Second, as far as the effectiveness of student's self-designed tasks is concerned, the study has pointed out that even though some aspects of the tasks gained positive responses from students, others still need to be improved. Moreover, students' average assessment of the listening tasks was always in the range of neutral level, which could be inferred that these tasks did bring about definite advantages to the students' learning process but the advantages themselves were not outstanding or obvious to students. As mentioned in the previous section of this chapter, students' lack of experiences and training in designing tasks could account for this problem. Thus, it is suggested that the teacher prepare students with systematic guidelines for designing effective listening tasks based on authentic materials, or at least some criteria of a good listening task should be provided to students with the aim of making them well-informed of what they need to do. This would be of great assistance for students' hands-on experience of designing tasks for their future job as teachers.

Lastly, to contribute to the effectiveness of the listening tasks, students themselves should be well-aware of their peers' level and interest as well as actively searching for guidance from other sources apart from the teacher. It is noteworthy that learning autonomy is one of the best ways that lead to students' success.

CHAPTER 5: CONCLUSION

Previous chapters have thoroughly elaborated on the introduction, the literature, the methodology, and the results of the study. Finally, this concluding chapter will summarize and evaluate the outcomes of the whole paper by summing up the findings, limitations, contributions of the research as well as putting forward several suggestions for further studies.

5.1. Summary of findings

On the whole, this research was carried out among third-year fast-track students at FELTE, ULIS to investigate their actual self-designed listening tasks based on authentic materials in order to develop listening skills for their peers. Through the in-depth discussion of the data collected from questionnaires, observations, lesson plan analyses and interviews, significant findings for four research questions are summarized as follows.

Initially, acknowledging the helpfulness of using authentic materials in listening facilitation, students had exploited various sources and types of this kind of aural input. Among them, internet and documentaries in the form of talks were the two most popular source and type respectively. Based on these real-life materials, a number of tasks focusing on the comprehension of the texts had been designed with a view to increasing their peers' listening skills. Authentic tasks were also employed, but with little attention.

Secondly, regarding the effectiveness of these tasks, the study revealed that students were quite optimistic about the benefits they gained from their peers' self-designed tasks as they were interesting, suitable to their level and effective in helping them develop the focused listening skills. However, due to the lack of authentic tasks, the aspects of preparing peers for real-life listening and helping increase their learning motivation were still less effective.

Thirdly, from the collected data, major obstacles students faced when designing listening tasks based on authentic materials have been detected. It is noted that students

mostly found it difficult to design tasks which are suitable to their peers' level. This could result from the lack of experience and professional training in task-designing among students. Consequently, recommendations for students' more effective self-designing tasks based on authentic materials have been provided regarding both their own preparation and teacher's scaffolding and instructions.

5.2. Limitations of the study

Despite the researcher's great efforts, there still exist certain limitations in the study. Firstly, for the fact that listening facilitation is only run in third-year fast-track group at FELTE, ULIS, the participants involving in the research was limited with 22 students from class 09.1.E1. Secondly, due to time constraint, interviews and lesson plan analyses could not be extended to all listening facilitation groups who participated in the survey. Hence, the actual self-designing tasks of students in this class could not be examined to a larger extent. Besides, regarding the pedagogical implications proposed by the researcher, the recommendations for task designing were not as detailed and systematic as expected. It is noted that these above shortcomings should be taken into consideration when further related studies are conducted in the future.

5.3. Suggestions for further studies

There are several suggestions for further studies related to this topic. For example, researchers who are interested in investigating the students' exploitation of authentic materials in their learning may conduct a study with a larger number of participants. They could also shed more lights on the benefits students might gain from working with this kind of materials.

With regard to the issue of third-year fast-track students' self-designing tasks for their facilitations, further research could expand this scope to other language skills like reading or writing. As a result, more pedagogical implications could be suggested for students' improvement.

Those are some directions future researchers can follow to achieve further understanding of this issue.

REFERENCES

- Berardo, SA 2006, 'The use of authentic materials in the teaching of reading', *The Reading Matrix*, vol. 6, no. 2, pp. 60-69.
- Breen, MP 1985, 'Authenticity in the language classroom', *Applied Linguistics*, vol. 6, pp. 60-70.
- Breen, M 1987, 'Learner contributions to task design', *Language Learning Tasks*, Prentice Hall, New Jersey, pp. 23-46.
- Broughton, G, Brumfit, C, Flavell, R, Hill, P, & Pincas, A 1978, *Teaching English as a foreign language*, Routledge and Kegan Paul, London.
- 1380Brown, JD 2001, *Using survey in Language Programs*, Cambridge University Press, Cambridge.
- Dumitrescu, V 2000, 'Authentic materials', *Selection and Implementation in Exercise Language Training*, vol. 38, no. 2, pp. 20-23.
- Duquette, G, Dunnett, S, & Papalia, A 1987, 'The effect of authentic materials in 1385acquiring a second language', *The Canadian Modern Language Review*, vol. 43, no. 3, pp. 479-492.
- Ellis, R 2000, 'Task-based research and language pedagogy', *Language Teaching Research*, vol. 4, no. 3, pp. 193-220.
- Guariento, W & Morley, J 2001, 'Text and Task Authenticity in the EFL Classroom', 1390*ELT Journal*, vol. 55, no. 4, pp. 347-353.

Hoang, XH & Nguyen, TM 2006, *Research methodology, reading package*, University of Languages and International Studies, Vietnam National University, Hanoi.

Hymes, D 1972, 'On Communicative Competence', *Sociolinguistics*, Penguin Books, Harmondsworth, England.

1395Ji, L & Zhang, Y 2010, 'The use of authentic materials in teaching EFL listening', *Humanising Language Teaching*, vol. 12, no. 4, viewed 1 November 2011, <<http://www.hltmag.co.uk/aug10/mart03.rtf>>.

Karpova, LV 1999, 'Consider the following when selecting and using authentic materials', *TESOL Matters*, vol. 9, no. 2.

1400Kilickaya, F 2004, 'Authentic materials and culture content in EFL classrooms', *The Internet ELT Journal*, vol. 10, no. 7.

Lee, W 1995, 'Authenticity revisited: text authenticity and learner authenticity', *ELT Journal*, vol. 49, no. 4, pp. 323-328.

Martinez, AG 2002, 'Authentic materials: an overview', *Karen's Linguistics Issues*, 1405February 2002, viewed 1 November 2011, <<http://www3.telus.net/linguisticsissues/authenticmaterials.html>>.

Miller, L 2003, *Developing listening skills with authentic materials*, viewed 1 November 2011, <www.elthillside.com/up/files/article4.doc>.

Mackey, A & Gass, SM 2005, *Second language research – methodology and design*, 1410Lawrence Earlbaum Associates, London.

Moya, LM 2000, *Using authentic materials in the foreign language classroom to meet the needs of sojourners*, viewed 1 November 2011, <<http://www.caleuche.com/Lily?Thesis.htm>>.

Musallam, EA 2007, 'Using Authentic Materials in the Foreign Language Classroom: Teachers' Perspectives in Saudi Arabia', *Language Teaching Materials*, viewed 1415 November 2011, <<http://ebookbrowse.com/using-authentic-materials-in-the-foreign-language-classroom-teachers%E2%80%99-perspectives-in-saudi-arabia-doc-d79979906>>.

Nguyen, MT 2005, 'Designing listening tasks using authentic materials with CLT orientation in teaching listening skills to first-year students at English Department, CFL, VNUH', BA thesis, University of Languages and International Studies, Vietnam National University, Hanoi.

Nunan, D 1989, *Designing tasks for the communicative classroom*, Cambridge University Press, Cambridge.

1425 Nunan, D 1999, *Second language teaching and learning*, Heinle and Heinle Publishers, Boston.

Nuttall, C 1996, *Teaching reading skills in a foreign language (New Edition)*, Heinemann, Oxford.

Oura, GK 2001, *Authentic task-based materials: bringing the real word into the classroom*, viewed 1430 November 2011, <<http://www.jrc.sophia.ac.jp/kiyou/ki21/gaio.pdf>>.

Oxford, RL 1990, *Language learning strategies: what every teacher should know*, Heinle & Heinle, Boston.

Pawłowska, A 2007, *Using authentic materials in developing receptive skills*, viewed 1435 November 2011, <<http://www.publikacje.edu.pl/publikacje.php?nr=4775>>.

- Peacock, M 1997, 'The effect of authentic materials on the motivation of EFL learners', *ELT Journal*, vol. 51, no. 2, pp. 144-156.
- Pham, TTH 2008, 'Designing listening tasks based on authentic materials for the development of listening skills for first-year students at English department, VNU-1440CFL', BA thesis, University of Languages and International Studies, Vietnam National University, Hanoi.
- Rankin, PT 1952, 'The measurement of the ability to understand spoken language', *Dissertation Abstracts*, vol. 12, pp. 847-848.
- Richards, J, Platt, J and Weber, H 1986, *Longman dictionary of applied linguistics*, 1445Longman, London.
- Richards, J and Rodgers, T 2001, *Approaches and methods in language teaching*, Cambridge University Press, Cambridge.
- Rixon, S 1986, *Developing listening skills*, Macmillan Publishers Ltd, London.
- Robinson, PC 1991, *ESP today: a practitioner's guide*, Prentice Hall.
- 1450Rogers, CV & Medley, FW 1988, 'Language with a purpose: Using authentic materials in the foreign language classroom', *Foreign Language Annals*, vol. 21, no. 5, pp. 467-478.
- Sanderson, P 1999, *Using newspaper in the classroom*, Cambridge University Press, Cambridge.
- 1455Scarcella, RC and Oxford, RL 1992, *The tapestry of language learning: The individual in the communicative classroom*, Heinle & Heinle, Boston.

Seliger, HW & Shohamy, E 1989, *Second Language Research Methods*, Oxford University Press.

Su, SC 2009, *Attitude of Students and Instructors toward Authentic Materials in Selected Adult TESL Programs*, viewed 1 November 2011, <http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008_su01_01.pdf>.

Thanajaro, M 2000, *Using authentic materials to develop listening comprehension in the English as a second language classroom*, viewed 1 November 2011, <<http://scholar.lib.vt.edu/theses/available/etd-03012000-00590032/unrestricted/Metinee1.pdf>>.

To, TH, Nguyen, TMH & Nguyen, TTM 2006a, *An introduction to language teaching methods*, University of Languages and International Studies, Vietnam National University, Hanoi.

To, TH, Nguyen, TMH, Nguyen, HM, Nguyen, TTM & Luong, QT 2006b, *ESL/EFL classroom techniques and practices*, University of Languages and International Studies, Vietnam National University, Hanoi.

Underwood, M 1989, *Teaching listening*, Longman, New York.

Ur, P 1984, *Teaching listening comprehension*, Cambridge University Press, Cambridge.

Vandergrift, L 1997, 'The comprehension strategies of second language (French) listeners: A descriptive study', *Foreign Language Annals*, vol. 30, pp. 387-409.

Willis, J 1996, *A framework for task-based learning*, Oxford University Press.

Wilson, JJ 2008, *How to teach listening*, Pearson Longman.

1480Wolvin, AD & Coakley, CG 1979, *Listening instruction*, ERIC Clearinghouse on Reading and Other Communication Skills, Urbana, IL.

- 5. Upper-Intermediate
- 6. Advanced

1515

- 7. Proficient

EXPLOITATION OF AUTHENTIC LISTENING MATERIALS

5. Do you think that using authentic materials in listening facilitation is helpful for your peers? *Please choose the reasons for your option (You can choose **MORE***

1520 **THAN ONE REASON)**

YES

Because:

A. It prepares our peers for real-life listening outside the classroom.

B. It helps develop our peers' listening skills.

1525 C. It increases our peers' learning motivation.

D. It enhances our peers' cultural understanding and background knowledge.

E. Others:

Please specify:

NO

1530 *Because:*

A. Authentic listening materials are too difficult for our peers to listen to.

B. Authentic listening materials do not help develop our peers' listening skills much.

C. Others:

1535 Please specify:

NOT SURE

6. What sources of authentic materials did you use in your listening facilitation(s) in this academic year? *(You can choose **MORE THAN ONE OPTION**)*

1540 A. TV

B. Radio

C. Internet

D. Videos and DVDs

E. Others

Please specify:

1545 7. What types of authentic materials did you use in your listening facilitation(s) in this academic year? *(You can choose **MORE THAN ONE OPTION**)*

A. News reports

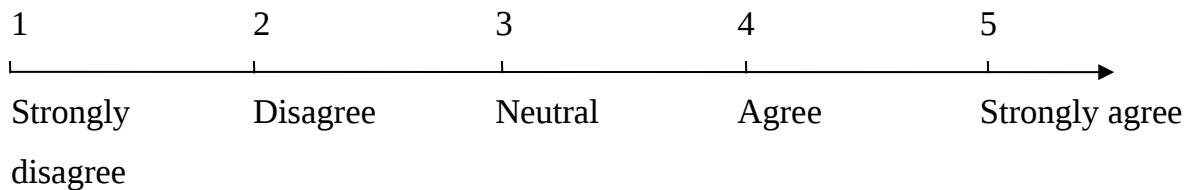
B. Radio/TV programs

- C. Advertisements
- 1550 D. Talks/Lectures
- E. Conversations/Meetings/Interviews
- F. Movies/Plays
- G. Audio-taped stories/novels
- H. Others:
- 1555 Please specify:

DESIGNING LISTENING TASKS

8. What types of listening tasks did you design based on authentic materials to develop listening skills for your peers in this academic year? (*You can choose MORE THAN ONE OPTION*)
- A. Listening comprehension exercises (Gap-filling, True/False statements, Multiple choices, Table/Diagram completion, Giving short answers, etc.)
 - B. Group discussion about the content of the recordings
 - C. Written reflection about the content of the recordings
 - 1565 D. Home-practice tasks (ask your peers to listen to the recordings at home and write down the transcript or summarize the main ideas)
 - E. Others:
 - Please specify:

9. Answer two questions below by circling the number that best describes your opinion for each statement.



9a. *As a facilitator*, how do you assess the tasks that you have designed for your listening facilitation(s) based on authentic materials in this academic year?

1	The tasks are challenging enough for my peers.	1	2	3	4	5
2	The tasks are interesting to my peers.	1	2	3	4	5
3	The tasks are effective in helping develop the focused listening skill(s) for my peers.	1	2	3	4	5
4	The tasks are effective in preparing my peers for real-life listening.	1	2	3	4	5
5	The tasks are effective in helping increase my peers'	1	2	3	4	5

learning motivation.					
----------------------	--	--	--	--	--

1575 9b. **As a peer**, how do you assess the tasks that your friends have designed for their listening facilitations based on authentic materials in this academic year?

1	The tasks are challenging enough for me.	1	2	3	4	5
2	The tasks are interesting to me.	1	2	3	4	5
3	The tasks are effective in helping me develop the focused listening skill(s).	1	2	3	4	5
4	The tasks are effective in preparing me for real-life listening.	1	2	3	4	5
5	The tasks are effective in helping increase my learning motivation.	1	2	3	4	5

10. What are the major obstacles to your self-designing listening tasks based on authentic materials? (*You can choose **MORE THAN ONE OPTION***)

- A. It is hard to find authentic listening materials of suitable level, topic and length to design tasks.
- 1580 B. It is hard to design tasks which are suitable to the level of my peers.
- C. It is hard to design tasks which are interesting to my peers.
- D. It is hard to design tasks which are suitable to the skill(s) focused in the facilitation.
- E. Others:
- 1585 Please specify:

11. What would you recommend for facilitators' more effective designing listening tasks based on authentic materials to develop listening skills for their peers?

1590

.....

.....

.....

Thank you very much for your help!

APPENDIX 2: CLASSROOM OBSERVATION SCHEME

1595 **CLASS PROFILE**

1. Location:
2. Time:
3. Expected level:
4. Theme:
- 1600 5. Focused listening skill(s):

II. TASK PROFILE

1. Goals:
2. Inputs:
- 1605 3. Activities:
4. Teacher's role:
5. Learner's role:
6. Settings:

1610 **OBSERVATION AND ASSESSMENT OF AUTHENTIC LISTENING MATERIALS AND THE DESIGNED TASKS**

1. totally inappropriate 2. slightly inappropriate 3. moderately appropriate 4. appropriate 5. extremely appropriate

CRITERIA	SCALE	
----------	-------	--

		1	2	3	4	5	OBSERVER'S NOTES/ COMMENTS	
Listening materials	Suitability of content							
	Exploitability							
	Listenability							
Designed tasks	Pre-listening	Suitability to students' level						
		Suitability to students' interests						
		Level of effectiveness						
	While-listening	Suitability to students' level						
		Suitability to students' interests						
		Level of effectiveness						
	Post-listening	Suitability to students' level						
		Suitability to students' interests						
		Level of effectiveness						

IV. OVERALL COMMENTS

.....
1615.....
.....
.....

APPENDIX 3A: INTERVIEW SCHEDULES FOR FACILITATORS (*English version*)

1. Do you think that using authentic materials in listening facilitation is helpful for your peers? Why/Why not? How did you choose authentic materials for your listening facilitations (criteria)? What sources of authentic listening materials did you use? What types of authentic listening materials did you use?
2. What types of listening tasks did you design based on authentic materials to develop listening skills for your peers? What were the purposes of the tasks? To what extent do you think these listening tasks were suitable to your peers' level and interests as well as effective in developing their listening skills?
3. What are the major advantages when you design the tasks?
4. What are the major disadvantages when you design the tasks?
5. What have you learnt after two times designing tasks for the listening facilitations in this academic year? To what extent do you think they are helpful for your future job as a teacher?
6. What would you recommend for facilitators' more effective designing listening tasks based on authentic materials to develop listening skills for their peers?

APPENDIX 3B: INTERVIEW SCHEDULES FOR FACILITATORS (*Vietnamese version*)

1. Em có nghĩ rằng việc sử dụng ngữ liệu thực tế trong listening facilitation là có ích cho các bạn của em không? Tại sao? Em đã chọn ngữ liệu thực tế cho các buổi listening facilitation của nhóm như thế nào? Các tiêu chí để lựa chọn tài liệu là gì? Em đã lựa chọn tài liệu từ những nguồn nào? Những tài liệu đó là thuộc thể loại gì?
2. Em đã thiết kế các loại hoạt động nghe nào dựa trên ngữ liệu thực tế nhằm phát triển các kỹ năng nghe cho các bạn của em? Mục đích của những hoạt động đó là gì? Em đánh giá những hoạt động đó như thế nào trên 3 khía cạnh: mức độ phù hợp với trình độ và sở thích của các bạn trong lớp cũng như hiệu quả của hoạt động trong việc nâng cao kỹ năng nghe cho các bạn?
3. Những thuận lợi của em trong việc thiết kế những hoạt động này là gì?
4. Những khó khăn của em trong việc thiết kế những hoạt động này là gì?
5. Em học được gì sau 2 lần thiết kế hoạt động cho listening facilitation trong năm học này? Em nghĩ điều này sẽ giúp ích cho công việc tương lai của em là một người giáo viên như thế nào?
6. Em có thể gợi ý gì cho việc tự thiết kế hoạt động nghe dựa trên ngữ liệu thực tế của sinh viên được hiệu quả hơn?

APPENDIX 4A: INTERVIEW SCHEDULES FOR PEERS

(English version)

- I. Questions set #1 (Suitability of the tasks to students' level)**
 - 1. Were the tasks difficult for you?
 - 2. If yes, what were your biggest difficulties?
 - 3. What did you do to overcome such difficulties?
 - 4. If possible, what do you want the facilitators to help you?
- II. Questions set #2 (Suitability of the tasks to students' interests)**
 - 1. What were the tasks that you found interesting to do?
 - 2. In which way did you find them interesting?
 - 3. What were the tasks that you found uninteresting to do?
 - 4. In which way did you find them uninteresting?
 - 5. Do you have any suggestions for the facilitators to make those tasks more interesting?
- III. Questions set #3 (Effectiveness of the tasks)**
 - 1. Did those tasks help develop your listening skills? In what way?
 - 2. Did those tasks increase your learning motivation? In what way?
 - 3. Were those tasks useful for your real-life listening? In what way?

APPENDIX 4B: INTERVIEW SCHEDULES FOR PEERS

(Vietnamese version)

- I. Nhóm các câu hỏi số 1 (Mức độ phù hợp của các hoạt động với trình độ của sinh viên)**
1. Những hoạt động mà 2 nhóm listening facilitation thiết kế có khó đối với em không?
 2. Nếu có thì những khó khăn lớn nhất là gì?
 3. Em đã làm gì để vượt qua được những khó khăn đó?
 4. Nếu có thể thì em muốn các facilitator sẽ giúp em điều gì?
- II. Nhóm các câu hỏi số 2 (Mức độ phù hợp của các hoạt động với sở thích của sinh viên)**
1. Những hoạt động nào em thích làm vì thấy hay?
 2. Em thấy chúng hay ở chỗ nào/theo cách nào?
 3. Những hoạt động nào em không thích làm vì không thấy hay?
 4. Em thấy chúng không hay ở chỗ nào/theo cách nào?
 5. Em có gợi ý gì cho các facilitator để họ làm cho những hoạt động đó thú vị hơn không?
- III. Nhóm các câu hỏi số 3 (Mức độ hiệu quả của các hoạt động)**
1. Em có thấy những hoạt động này giúp em phát triển các kỹ năng nghe không? Nếu có thì như thế nào?
 2. Em có thấy những hoạt động này làm tăng động lực học tập của em không? Nếu có thì như thế nào?
 3. Em có thấy những hoạt động này có ích cho khả năng nghe của em ngoài thực tế cuộc sống không? Nếu có thì như thế nào?

APPENDIX 5A: LISTENING 5 SYLLABUS OF THIRD-YEAR FAST-TRACK STUDENTS AT FELTE

(...)

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).

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

(...)

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	

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.

FRAMEWORK FOR LISTENING 5 SYLLABUS

Weeks	Theme/ Skills/ Activities
1-2	Ambition

	<p>Introduction to Listening Program: Objectives, Outline, Assignment.</p> <p>News sharing 1 (Week 2)</p> <p>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)</p> <p>Facilitation: Group 1 (Week 4)</p> <p>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)</p> <p>Facilitation: Groups 2 & 3(Week 5 & 6)</p> <p>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)</p> <p>Facilitation: Group 4 (Week 7)</p> <p>Midterm test (Week 8)</p> <p>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>

	Travel
13-14	News sharing 11 (Week 13) Facilitation: Groups 9-10 (Week 13- 14) Skills: Making inferences, Understanding idiomatic expressions Exam Practice: Test 1 (Week 11)
15	Facilitation: Group 11 Exam Practice: Test 2 (Week 15) Review

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 50 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 your 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?

APPENDIX 5B: FRAMEWORK FOR LISTENING 6
SYLLABUS OF THIRD-YEAR FAST-TRACK STUDENTS
AT FELTE, ULIS

Weeks	Skills / Contents
1-2	<p>CREATIVE TALENTS</p> <p>Week 1: Introduction to listening program: Objectives, Outline, Assignments</p> <p>Week 2: New activity Group 1 CAE listening skill</p>
3-4	<p>THE MIND</p> <p>Week 3: New activity Group 2 CAE listening skill</p> <p>Week 4: Facilitation: Group 1 CAE listening skill</p>
5-6	<p>SCIENCE</p> <p>Week 5: New activity Group 3 CAE listening skill</p> <p>Week 6: Facilitation: Group 2 New activity Group 4 CAE listening skill</p>
7-8	<p>NATURE</p> <p>Week 7 Mid-term test Facilitation: Group 3</p> <p>Week 8: Facilitation: Group 4 CAE listening skill</p>

<p>9-10</p>	<p>GLOBAL CONCERNS</p> <p>Week 9: New activity Group 5 CAE listening skill</p> <p>Week 10: Facilitation Group 5 New activity Group 6 CAE listening skill</p>
<p>11-12</p>	<p>MONEY MATTERS</p> <p>Week 11: New activity Group 7 CAE listening skill</p> <p>Week 12: Facilitation Group 6 New activity Group 8 CAE listening skill</p>
<p>13-14</p>	<p>CULTURE</p> <p>Week 13: New activity Group 9 CAE listening skill</p> <p>Week 14: Facilitation Group 7 New activity Group 10</p>
<p>15</p>	<p>FASHION</p> <p>Facilitation: Group 8 New activity Group 11</p>

1620 **APPENDIX 6: TRANSCRIPTIONS OF THE INTERVIEWS**

Following are extracts from the original. There were four interviews with four students from class 09.1.E1 in total. The interviewees were classified into 2 groups, namely facilitators and peers. Specifically, the former, which consisted of two representatives, facilitator 1 and facilitator 2, of the first two listening facilitation groups in the second semester of this academic year, was asked the questions in Appendix 3 and other related ones if necessary in order to help the researcher gain detailed findings. Meanwhile, two students, student 1 and student 2, in the latter were asked three sets of questions in Appendix 4. It is notable that:

- All the transcriptions were originally in Vietnamese. Provided below are the English translation.
- I is abbreviated for Interviewer; F is abbreviated for Facilitator; S is abbreviated for Student in the role of peers.
- [...] denotes extracts that were cut out from the translation due to its relevance to the general content

The interviews were held at B2 building, University of Languages and International Studies, VNU on 10th April, 2012.

INTERVIEW 1: With facilitator 1

Introduction about the researcher and the research topic

(...)

I: Do you think that using authentic materials in listening facilitation is helpful for your peers? Why/Why not?
1625

F₁: Yes, I do. But I think it also depends on the materials themselves. (...) For example, last semester, I chose a video that was too lengthy, so our peers lost their interest in the video, just looking at the screen but listening.

I: So how did you choose authentic materials for your listening facilitations? I mean the criteria.
1630

- F₁:** Actually, in the first semester, we chose the materials according to our interest. As for the second semester, with more various topics and the skills were not assigned but we have the chance to choose the skills ourselves, then we chose the materials that contained interesting and updated information.
- 1635I:** What sources of authentic listening materials did you use?
- F₁:** I like choosing documentaries from BBC, CNN, NatGeo, and many other interesting channels on Youtube. Among them, I like BBC most.
- I:** So they are all from the internet?
- F₁:** (...) From videos and DVDs as well.
- 1640I:** What types of authentic listening materials did you use? Are they talks?
- F₁:** Yes. Actually, they are documentaries in the form of talks. And if the focused skill is note-taking, then I choose interviews from BBC Morning. (...)
- I:** What types of listening tasks did you design based on authentic materials to develop listening skills for your peers?
- 1645F₁:** In the first semester of this academic year, we often chose the skill listening for details. In the second semester, we chose the skill dealing with speed. Hence, we tried to design gap-filling and matching exercises as the speakers spoke very fast, some words might be swallowed, then it would be challenging for our peers to do those kinds of exercise. (...)
- 1650I:** What were the purposes of those tasks?
- F₁:** Improving our peers' listening skills. However, I think only the facilitators' were improved. (...)
- I:** How effective they were in your facilitations in terms of level of difficulty, interest, and effectiveness?
- 1655F₁:** I'm not sure about whether they are interesting or not because the format of the tasks was always gap-filling, multiple choice questions, true/false, matching, etc. As for the effectiveness, I'm not sure, either. Even when we are able to understand the authentic materials while listening, we still find it hard to do the

CAE listening tests. So I don't know whether our peers' listening skills are improved or not. (...)

I: That's about the level of interest and effectiveness. So what about the level of difficulty of your self-designed tasks?

F₁: Well, our peers thought that those tasks were difficult but I thought they were not. Maybe it's because listening at home and listening in class are different. (...)

I: What are the major advantages when you design the tasks?

F₁: First, we could choose the video of our interest. Second, the teacher also suggested and commented on the length of the video. Moreover, as the format of the exercises is limited, so we were too familiar with those kinds of exercise, then it was easier for us to design them.

I: What are the major disadvantages when you design the tasks?

F₁: I think it's our evaluation of our peers' level. We often assumed that they were as good as us. But then, after we conducted the facilitation, our peers said that those tasks were difficult for them to do. (...)

1675I: What have you learnt after two times designing tasks for the listening facilitations in this academic year?

F₁: I can gain some experiences in making the tasks more interesting in the following times.

I: To what extent do you think they are helpful for your future job as a teacher?

1680F₁: I know how to motivate the learners, that is by using game and snacks together with doing the exercises, then students will be more eager to answer the questions. I think I could use this strategy in the future.

I: What would you recommend for facilitators' more effective designing listening tasks based on authentic materials to develop listening skills for their peers?

1685F₁: I think the facilitators should not use the materials that are too professional because they may contain many terminologies which are very difficult for

learners to understand and listen to. (...) My advice is: do not choose too complicated listening materials, especially those related to biology. (...) Moreover, the theme given in the syllabus should be more specific so that it would be easier for us to find the materials. (...)

1690

I: So that's the recommendation for choosing more effective authentic materials. How about designing tasks?

1695

F₁: Well, the facilitators should omit the difficult words in the exercises, try to paraphrase the transcription and mix the information in the video but still keep the order of the information given so that the exercises could be challenging enough for listeners. Moreover, the exercises should be designed following the format of CAE or FCE tests so that they would be more effective for our peers to prepare themselves for the tests.

I: Thank you very much for your time.

1700 **INTERVIEW 2: With facilitator 2**

Introduction about the researcher and the research topic

(...)

I: Do you think that using authentic materials in listening facilitation is helpful for your peers? Why/Why not?

1705

F₂: Yes, I do. I think authentic materials can provide the terms and slangs that native speakers often use in their daily communication. Moreover, they have to be suitable to the theme of the week we conduct the facilitation, so the materials could give our peers a lot of background knowledge related to that theme.

1710

I: How did you choose authentic materials for your listening facilitations? I mean the criteria.

F₂: You know, we often find the materials on Discovery Channel and we always consider whether they are easy to listen to or not. The quality of the recordings is usually prioritized. Actually, before designing tasks, we don't intend to use authentic materials because they are helpful for our peers, like providing them

1715 with background knowledge. In fact, we often focus on the language and quality of the recordings to know whether they are easy to listen to or not so that it is helpful for our peers to practice certain listening skills. The listening materials should be suitable to the level of our peers rather than being too difficult to listen to.

1720I: What sources of authentic listening materials did you use?

F₂: The source here is normally TV, especially Discovery Channel and NatGeo because the listening materials from these channels are quite easy to listen to, and we can easily find them on Youtube as well.

I: What types of authentic listening materials did you use?

1725F₂: Documentaries

I: What types of listening tasks did you design based on authentic materials to develop listening skills for your peers?

F₂: It depends on the skills that we choose for the facilitation. To be specific, the skills that our groups chose this semester were note-taking, listening for gist and

1730 listening for details. Therefore, we designed one gap-filling exercise to practice listening for details, one ordering exercise to practice listening for gist, and one note-taking exercise to practice note-taking.

I: That's about designing exercises. So what about other tasks?

F₂: We had two more tasks in the wrap-up part, namely tip-sharing and knowledge-checking. Tip-sharing task was designed as a group discussion and presentation.

1735 We let our peers discuss about how to practice the certain skills and then asked them to present their ideas. In the knowledge-checking task, we had a small game for them to recall what they had listened to in the video.

I: How do you assess these tasks in terms of level of difficulty, interest, and effectiveness?

1740 F₂: It's hard for me to assess the effectiveness of the tasks. You know, we often try to pilot the exercises with one or two students in our class before conducting the

1745 facilitation. However, in this second time doing the facilitation, they were too busy, so we had to self-evaluate the exercises that we had designed. As for us, as facilitators, we thought that these exercises were challenging enough. They were not too difficult. They were not too easy, either. Of course, we had listened to the video too many times, because you know, we were required to write the transcriptions of the recording before designing exercises, so we think that our self-designed exercises were suitable for our level.

1750I: What about the assessments of your teacher and peers in the feedback section after the facilitation?

F₂: In general, our peers commented that the tasks were quite suitable for their level. Just some of them thought that the note-taking exercise was too difficult and a few more told that they couldn't find the order that we had given in the ordering exercise. But just some people said that, the majority of our classmates still
1755 thought that it was okay for them.

I: How about the level of interest?

F₂: Actually, in the evaluation sheets that our peers gave us, I saw that they all assess the content of the material as appropriate. I think it could be interesting as well because I saw our peers involve enthusiastically in the last task, namely
1760 knowledge-checking. They all competed to raise their hands to answer our questions, which could be seen as they had understood the content of the video clearly.

I: What about the effectiveness in developing the certain listening skills for your
1765 peers?

F₂: I think I can't assess that aspect because it depends on the way our peers involve in the facilitation, whether they focus on it or not. As they are those who participate in the facilitation, their attitudes towards learning decide whether it is effective or not.

1770I: What are the major advantages when you design the tasks?

F₂: We have been familiar with designing exercises based on authentic materials and conducting facilitation in class as we have done it since the first year in many subjects, so it can be one important advantage. Moreover, the exercises that we designed all based on those we had done thousands times in class, so it's easy for us to imitate to design the similar exercises. Normally, we imitated the format of CAE and FCE exercises. You know, we don't have any class teaching us how to design tasks, so everything we have done so far was just imitating what the professionals did.

I: What are the major disadvantages when you design the tasks?

1780**F₂:** It's very hard to know that the self-designed tasks are suitable to all of our classmates. The students who we chose to pilot the exercises with listen to the recording at home with headphone, so it's totally different from listening in class. Therefore, it's very difficult for us to evaluate the appropriateness of our exercises before deliver them in class. Moreover, choosing the materials of suitable topic, length, and are interesting with high quality, is another disadvantage. Not all materials are able to meet these criteria. So it's not easy to choose the suitable materials and design suitable tasks based on those inputs are difficult as well. You know, sometimes, we could find a very interesting video, but then we couldn't design the suitable tasks for that video.

1785

1790**I:** What have you learnt after two times designing tasks for the listening facilitations in this academic year?

F₂: When we write the transcription for the recording, we can gain a lot of background knowledge, the language use of native speakers, and practice our listening skills as well. With regard to designing tasks, I'm not sure whether we can learn anything from that because as I have mentioned above, no one taught us how to do, so we just imitate what professionals do. We don't really know what to do but using our experiences.

1795

I: To what extent do you think they are helpful for your future job as a teacher?

F₂: Of course. When conducting the facilitation in class, we can improve our presentation skills and class management skills as well. I'm sure that we are confident enough to stand in front of many people acting the role of a teacher. As for designing tasks, I think we still have to learn more.

I: What would you recommend for facilitators' more effective designing listening tasks based on authentic materials to develop listening skills for their peers?

1805F₂: I think it would be better if the teacher could provide tips and suggestions for the facilitators before they design tasks for the facilitation. However, it's likely that the teachers always assume that we have to achieve these skills ourselves and the more we do, the more we learn from it. But still, I think the teacher should give us more specific guideline rather than letting us imitate others. Moreover, I think the facilities in the classroom should be improved because sometimes the bad quality of the loudspeaker of the computer makes it difficult for us to listen to in class, even when the quality of the recordings is very good.

I: Thank you very much for your time.

INTERVIEW 3: With student 1 and student 2

1815Introduction about the researcher and the research topic

(...)

I: Both two of you have attended the first two listening facilitations in the second semester of this academic year. Now I would like you to assess the effectiveness of the tasks designed by the facilitators based on authentic materials in these two facilitations in terms of level of difficulty, interest, and effectiveness. First is the level of difficulty. Were the tasks difficult for you?

S₁: We were quite familiar with these tasks, so they were not too difficult. If yes, then it was just about the content of the recordings. For example, the video of group A about déjà vu was more difficult to listen to than that of group B about 2012 apocalypse because it contained many terminologies related to the brain.

For the first time listening after reading through the new word list quickly, we were not able to get all the content of the recording.

S₂: Yes, I also think that all the tasks were familiar to us, so they were not difficult. However, the vocabulary was a problem, especially when the recording was about biology and it contained a lot of terminologies like the video of group A.

I: What about the materials?

S₁: Well, the speed in group A's video was very fast because it was about science and the speaker was quite funny, so sometimes, he spoke very fast. As a result, the speed of the speed of the speaker was a problem, too. Due to the fast speed, we couldn't hear the difficult terms in the new word list even if we had read through the list before.

S₂: I think beside the fast speed, the characteristic of the speaker's voice was also a problem. As in group A's video, the speaker was a man and his voice was quite low, which made it difficult for us to catch the messages.

I: What did you do to overcome such difficulties?

S₂: I listened to the recording again and again and again. Actually, we couldn't catch all the content of the video after the first time listening. We could only try to find which part the given information was in. Then in the second time, we tried to listen for more details. (...)

I: If possible, what do you want the facilitators to help you?

S₂: I think before listening, they should help us with the vocabulary as a form of warm-up activity, not just give us a list of new words and let us read ourselves. It would be easier for us to remember the new words.

S₁: And they can also give us some more background knowledge or guidelines about the content of the video before letting us listen to it.

I: Next, I would like you to assess the level of interest of those tasks. The first question is: what were the tasks that you found interesting to do?

S₁: I think the facilitators always designed tasks as the form of a game to check our answers for exercises, so it was quite interesting. And the tip-sharing part was quite effective because we can apply them right after that, and in the following times listening as well.

1855

S₂: In my opinion, the competition among different groups divided by the facilitators was quite interesting because it could help involve all students in the class.

1860I: What were the tasks that you found uninteresting to do?

S₁: (...) I think the question 4 in exercise 2 designed by group A was quite difficult, so I didn't like doing it. (...) Moreover, with only two times listening, it was too difficult for us to distinguish the characteristics of each "vu", especially when Presque vu and Jamais vu were quite similar.

1865S₂: I also think that this question was very difficult. Luckily, we were required to do it in groups, so it was much easier for us.

I: What about the level of interest of the materials?

S₁: I think they were all interesting because the facilitators always found the up-to-date videos. (...)

1870S₂: The facilitators all have experiences in choosing the materials of the suitable topic and focused skills, so the authentic materials were quite suitable to our interest.

I: About the level of effectiveness, do you think that those tasks could help develop your listening skills? In what way?

1875S₁: Yes, I do. Because each facilitation focused on certain listening skills and during the facilitation session, we all had the opportunity to practice those skills, so it was quite effective for us.

S₂: Yes. I think doing the tasks in groups had two advantages. First, as for each individual, we all had to listen to the recording actively similar to what we did at

1880 home. Second, as for the group work, discussing with our peers could help us understand the video more clearly. (...)

I: Did those tasks increase your learning motivation? In what way?

S₁: Yes, they did. Because the facilitators often found very interesting videos with various topics apart from learning, so we were quite likely to listen to those videos.

S₂: Moreover, I think these clips also helped us relax as well.

I: Were those tasks useful for your real-life listening? In what way?

S₁: Yes, they were. Because normally the clips were very difficult for us to listen to, and the level of difficulty and level of speed always increased in the next facilitations, so when we met the foreigners outside the classroom, we often found out that the foreigners seemed to speak slower than normal (speakers in the clips).

(...)

I: Thank you very much for your time.

1895

APPENDIX 7: CLASSROOM OBSERVATION

I. CLASS PROFILE

1. Location: Room 107C2 – French Department – ULIS - VNU
2. Time: March 5th, 2012
3. Expected level: Advanced (Third-year Fast-track students at FELTE, ULIS)

1900

4. Theme: The mind
5. Focused listening skill(s): Dealing with speed

II. TASK PROFILE

1. Goals

Students should be able to:

1905

- ✓ develop some particular listening skills: listening for basic comprehension and details
- ✓ develop one focused skill: dealing with speed
- ✓ gain information about some brain symptoms such as Déjà vu, Presque vu and Jamais vu

2. Inputs

1910

- ✓ A video clip: “*What is déjà vu?*”
- ✓ Length: 06:35
- ✓ Source: www.youtube.com

3. Activities

- ✓ Pre-listening:

- o Warm-up: students guess the topic of the video through a picture
- 1915 o Students read the list of new words
- o Students share tips for dealing with speed while listening
- ✓ While-listening:
 - o Students watch the video and do comprehension exercises
 - o Students play a game to give answers
- 1920 ✓ Post-listening: Students recall the main ideas of the video by answering facilitators' questions
- 4. Teacher's role (facilitators' role)
 - ✓ Facilitators
- 5. Learner's role
 - ✓ contribute to the tips for dealing with speed 1925 ✓ receive and react to facilitators' direction
- 6. Settings
 - ✓ Pre-listening:
 - o Warm-up: whole class
 - o Students read new word list individually
 - 1930 o Whole class share tips for dealing with speed
 - ✓ While-listening:
 - o Students watch the video and do comprehension exercises individually
 - o Students play the game in groups

✓ Post-listening: whole class

1005 OBSERVATION AND ASSESSMENT OF AUTHENTIC LISTENING MATERIALS AND THE DESIGNED TASKS

1. totally inappropriate 2. slightly inappropriate 3. moderately appropriate 4. appropriate 5. extremely appropriate

CRITERIA		SCALE					OBSERVER'S NOTES/ COMMENTS
		1	2	3	4	5	
LISTENING MATERIALS	Suitability of content		✓				<ul style="list-style-type: none"> - Relevant to the assigned theme: <i>"The mind"</i> - Not suitable to students' needs and interests because they are not medical students and they don't need to understand clearly these brain symptoms - Contain too many terminologies which are totally new to students and difficult for them to understand and remember, even in Vietnamese
	Exploitability				✓		<ul style="list-style-type: none"> - Various types of listening tasks could be designed based on this video

		Listenability		√			<ul style="list-style-type: none"> - Good quality of sound and images - Appropriate length - American accent is familiar and comprehensible to students - The speaker talks too fast as the focused skill is dealing with speed - The information come thick → students have to listen all the time without any moment for relaxing
DESIGNED TASKS	<i>Pre-listening</i>	Suitability to students' level		√			<ul style="list-style-type: none"> - Warm-up: although an interesting picture is shown, the topic is still difficult for students to guess because “<i>déjà vu</i>” is not familiar to the majority of them. However, it is still effective in giving students overall content of the video
		Suitability to students' interests		√			<ul style="list-style-type: none"> - New word list is provided without any pre-teach vocabulary technique → it might be boring for students to read the list themselves (some students turn to private talk in class)

		Level of effectiveness			√			→ it's difficult for students to understand and remember the new words in order to catch them while listening
	While-listening	Suitability to students' level			√			<ul style="list-style-type: none"> - Comprehension task with two exercises in the format of true/false statements and multiple choice questions is familiar to students. However, some questions are difficult because some students have the wrong answers even they have discussed among their group. - The game used for checking answers is interesting and motivated with a gift for each correct answer - Group work is effective for students to discuss their answers
		Suitability to students' interests				√		
		Level of effectiveness			√			
	Post-listening	Suitability to students' level			√			<ul style="list-style-type: none"> - Wrap-up questions in the form of a game is interesting and motivated with a gift for each correct answer - Questions are all about the content of the video that have been mentioned in the exercises before → suitable to recall students' memory
		Suitability to students' interests				√		

		Level of effectiveness			√			
--	--	------------------------	--	--	---	--	--	--

IV. OVERALL COMMENTS

- 1940 - The content of the authentic listening material is difficult to understand and not suitable to students' needs and interests. Some students even lose their concentration and turn to private talks in the class.
- Some tasks designed as the form of game are interesting and motivating. However, some tasks are still difficult for students.
- The tasks are mainly pedagogical ones, which hinder students from improving their real-life skills.
- 1945 → Not a very effective listening facilitation based on authentic input.

APPENDIX 8A: ANALYSIS FOR LESSON PLAN OF LISTENING FACILITATION GROUP A

LESSON PLAN

Week 4: The Mind

1950 **1. LEARNERS**

Third year students from Fast-track group who:

- ✓ have been exposed to different types of listening material (from course books, video clips, native speech etc.);
- ✓ have equipped themselves with basic comprehensive listening skills such as listening for gist and details, making inferences etc.; and
- ✓ have some certain background knowledge of the theme “the mind” through reading activities.

1955

2. OBJECTIVES

By the end of the lesson, students will be able to

- 1960
- ✓ develop some particular listening skills: listening for basic comprehension and details
 - ✓ develop one focused skill: dealing with speed
 - ✓ gain information about some brain symptoms such as Déjà vu, Presque vu and Jamais vu

1965 **3. MATERIALS**

- ✓ One video clip titled *What is déjà vu?* on Youtube.com;
- ✓ Two exercises to check peers’ comprehension;
- ✓ Games included in the facilitation to excite the students; and
- ✓ Visual aids.

1970 **4. ANTICIPATED PROBLEMS**

The problems that may happen during the facilitation are that:

- ✓ the students could not catch up with the speed of the speaker;

- ✓ the questions may be hard for students to answer;
 - ✓ the students may not be clear about the rule of the game; and
- 1975
- ✓ the game may distract the class from the main focus of the facilitation.

5. PROCEDURE

TIME (Minutes)	STEPS	CLASS ARRANGEMENT
4	<p style="text-align: center;">WARM-UP</p> <p>In this part, a picture related to déjà vu is shown in order for the students to guess the topic.</p> <p>Then, a gift is given to a student that gives correct answer.</p> <p>Next, facilitators present the outline of the facilitation and state the objectives.</p> <p>Finally, one facilitator gives some general information about the video clip: length, general content</p>	Whole class
8	<p style="text-align: center;">BEFORE LISTENING</p> <p>First, the facilitators will introduce the new word list to the students and together with them to discuss these words.</p> <p>Next, one facilitator will share some tips that help improve focused listening skill.</p> <p>Then, one facilitator explains the rules of the games to students while the other facilitator distributes the hand-out of Exercise 1.</p>	Individual/ Whole class
16	<p style="text-align: center;">WHILE LISTENING</p> <p>Exercise 1: True/False statement (8)</p> <ul style="list-style-type: none"> - Time to look through all the questions in Exercise 1 (2) 	Individual/ Pairs/ Whole class

	<ul style="list-style-type: none"> - Play the video clip ONCE from beginning to 3'07" and ask the classmates to complete the exercise (3) - Correct the exercise (3) <p>Exercise 2: Listening for basic comprehension (8)</p> <ul style="list-style-type: none"> - Take some time for classmates to look through all the questions (2) - Listen to the second part of the video clip from 3'08" to the end (4 MC questions) (3) - Facilitators check the answers for exercise 2. If there is any controversial answer, stop the video clip where the correct answer can be found (3) 	
5	<p style="text-align: center;">Wrapping up</p> <p>Read out loud the questions and students say "Vu" to wrap the chance to answer</p> <ol style="list-style-type: none"> 1. What is déjà vu? 2. When does it most frequently happen? 3. What are the major causes of déjà vu? 4. Where are images processed? 5. What the blind can see obstacles on the ground? 6. What is Presque Vu? 7. What is the cause of Presque Vu? 8. What is Jamais vu? 9. What is the cause of Jamais vu? 	Whole class

	10. What does “taper off” mean? 11. What does “bizarre” mean? Conclusion One facilitator gives closing statement	
--	---	--

NEW WORD LIST

No.	New words	Meaning	Vietnamese meaning
1.	Taper off (v)	To become gradually less in number, amount or degree	Làm giảm
2.	Apoplectic (adj)	Having symptoms of a stroke	Có triệu chứng đột quỵ ngâp máu
3.	Hypnogogic (adj)	Relating to the state of drowsiness before sleep	Mơ ngủ, buồn ngủ
4.	Jerk (v)	To pull somebody or something with a strong movement	Giật mình
5.	Imposture (v)	Act of pretending to be somebody else to trick people	Mạo danh
6.	Occipital lobe (n)	The visual processing center of the mammalian brain	Thùy chẩm
7.	Tectum (n)	A region of the brain which is responsible for auditory and visual reflexes.	thính giác và phản ứng trực quan
8.	Temporal lobe (n)	A region of the cerebral cortex which is involved in auditory perception	Thùy thái dương
9.	Trip (10)	To stumble, or fall as a result of catching the foot on something	Ngáng, ngoéo chân
10	Bizzare (adj)	Very strange or unusual	Kì lạ, kì dị

Ex.1. Decide whether each of the following statements is true (T) or false (F)

1980 1. Déjà vu is the feeling that we have previously experienced something which is happening to us now.

2. Scientists have successfully studied Déjà vu.
3. When we are younger, we are more likely to experience déjà vu than when we are older.
- 1985 4. The cause of déjà vu is similar to that of stomachache.
5. One cause of déjà vu is the disconnect between parts in the structure of the brain.
6. Images are processed by the occipital lobe, which is in the visual cortex.
7. Information stops in several parts of the brain before coming to the visual cortex.
8. The blind can still define odds and obstacles on the ground thanks to the so-called
- 1990 blindsight.

EXERCISE 2: MULTIPLE CHOICES

Question 1: According to the speaker, what **ARE** the possible **CAUSES** of déjà vu?

- A. Apoplectic episode
- 1995 B. Hypnogogic jerk
- C. Neurological abnormality
- D. Strong neurological activities

Question 2: According to the speaker, the patients who experience persistent déjà vu are likely to have brain damage in the _____ of their brain?

- 2000 A. Occipital lobe
- B. Temporal lobe
- C. Visual cortex
- D. None of the above

Question 3: Why does the speaker mention hypnogogic jerk?

- A. to recall a fancy name
- B. to illustrate the similar major apoplectic event
- 2005 C. to contrast two events caused by brain damage
- D. to explain that both déjà vu and hypnogogic jerk events are common and not serious

Question 4: On the following table, click on the characteristics of each “vu”

	Types	Déjà vu	Presque vu	Jamais vu
Characteristics				
1. Although you’re familiar with something, you know you know it, you can’t recall it at one specific moment				
2. Although you’re familiar with something, all of a				

sudden it seems brand new and weird to you.			
3. It is believed to be caused by the continuation of exciting the neurons responsible for things you are trying to recall which makes further use less intense			
4. You know those moments where the current situation feels like it happens before			

2010

Overall comments of the researcher:

Generally speaking, students have been aware of designing tasks following the three stages of a listening lesson, namely pre-listening, while-listening, and post-listening. The tasks are challenging enough for their peers and effective in helping 2015develop their peers' listening skills as tip sharing task can prepare students for the focused skills before listening. In addition, listening tasks are mostly presented as the form of games, which can motivate students a lot. However, almost all tasks are pedagogical ones which focus on comprehension exercises with few connections to the real-world situation. Moreover, the content of the video is quite difficult to understand 2020as it contains a lot of terminologies related to the brain, hence, it seems that students design tasks to test their peers' listening skills but training them. It is suggested that students design more authentic tasks based on authentic listening materials such as: discussions or personal experience sharing about the content of the video; problem solving tasks in which students are required to think of solutions to these symptoms, 2025etc. in order to bridge the gap between the classroom and the real world.

APPENDIX 8B: ANALYSIS FOR LESSON PLAN OF LISTENING FACILITATION GROUP B

LESSON PLAN

Week 6: Science

2030

I. **Objectives**

- Be able to tell briefly two theories about Apocalypse, what is CME and how it affects the Earth
- Identifying strategy for note-taking, listening for gist and listening for details

2035

II. **Material**

- 3 pieces of the documentary named “2012 Apocalypse” broadcasted by Discovery Channel
- Length: 1st piece – 1 minute; 2nd piece – 3 minute and 30 seconds; 3rd piece – 4minutes

2040

III. **Anticipated problems**

- Students may face difficulties in taking notes.
- Students may not know one scientific term – CME as well as encounter some new words in the recordings.

2045

- Students may not be well-aware of the strategy for note-taking and listening for gist

IV. **Solutions to the anticipated problems**

- Providing the outline of the listening content to help the students find it easier to take notes.
- Spending time clarifying the term CME and distributing new words lists.
- Identifying the strategy for taking notes and listening for gist.

2050

V. **Procedure**

Part	Step		Time
1 (Ánh)	Greeting & Warm-up	<ul style="list-style-type: none"> • Greeting and introducing the clip (1’) • The students watching a clip and finding out the topic (2’) 	4’

	Introducing Objectives and Ex. 1 (1')	<ul style="list-style-type: none"> • Be able to tell briefly two theories about Apocalypse, what is CME and how it affects the Earth • Identifying strategy for note-taking and listening for gist 			
2 (Mai)		Exercise 1	Students listening for the recording (2 times) & doing exercise	7'	
			Students discussing in group	3'	
		Checking	Facilitators replaying the clues to the gaps if necessary	Students checking the other group's answers	2'
		Background knowledge (Ánh)	Clarifying the term CME and how it reaches the Earth	3'	
		Exercise 2	Students listening for the recording (2 times) & taking notes	8'	
			Students doing exercise individually	3'	
			Students discussing in group	3'	
Checking	Facilitators showing an illustration of the sequence	Students checking the other group's answer	3'		

3 (HA)	Wrap-up	Skills	<ul style="list-style-type: none"> • Students discussing (3') and presenting (3') <ul style="list-style-type: none"> ▪ Would the note-taking have been more difficult if the outline hadn't been provided? Why? ▪ How can we distinguish between a main idea and a supporting idea? • Facilitators summing up (1') 	7'
		Knowledge	Name the images	2'

EXERCISES

2055 **Task 1: Fill in the blank with NO MORE THAN TWO WORDS or NUMBERS to complete the summary**

One of the most popular theories about Apocalypse on (1) _____ December 21st, 2012 is the (2) _____ among the Earth, the Sun and the center of the galaxy. On that day the Earth will not be energized by the (3) _____ – the galaxy heart
2060 any more, therefore life on earth will be (4) _____ entirely. Besides, ash, rivers of lava, (5) _____ and a cataclysm are what some people expect to see. Another reason for the belief of (6) _____ scenario is the (7) _____ finishing on 21st December 2012. However, some people disagree with this theory. According to Dr. Holly Gilbert, the alignment once happened in
2065 (8) _____ and caused no damage, so there is no evidence showing that the coming one on December 21st, 2012 will cause any sort of destruction. In conclusion, a lot of conflicts have happened around the topic Apocalypse in 2012.

Task 2: Put the sentences below into the correct order describing how CME affects the Earth.

A. The movement of magnetic field causes electric currents on the ground

