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RESEARCH ON THE APPLICATION OF ENGLISH LISTENING COMPREHENSION STRATEGIES BY STUDENTS OF THE UNIVERSITY OF MINING AND GEOLOGY

Summary

This study was conducted with the aim of investigating the listening comprehension strategies used by students at the University of Mining - Metallurgy. Survey data collected from 187 students showed that most students recognize the importance of developing listening skills and thus tend to use all strategies in their learning process. The group of cognitive strategies was used most frequently with a score of 3.52, while the lowest was the socio-affective strategy group, with an average score of only 3.33. There is a difference in the frequency of strategy use between male and female students. Female students tend to use metacognitive strategies more, while male students prefer cognitive strategies. The results of the study also help the research team propose the practice of applying summarization strategies in listening exercises as part of the practice for the Preliminary English Test (PET).

Keywords:

listening comprehension; english language learning strategies; summarization strategies.

Introduction

Learning English as a foreign language is one of the top priorities in Vietnam's education system, especially in universities and colleges. How to train students to have good communication skills is considered a fundamental objective in teaching and learning English, attracting the interest of many researchers and educators. Some studies at non-specialized universities and colleges in the country indicate that most students possess a sufficient vocabulary and grammar to understand a reading passage related to everyday life at the A2-B1 level. However, the majority of their listening and speaking skills do not correspond to the A2 level according to the European assessment framework. Therefore, to improve communication ability, it is essential to first enhance the listening skills of foreign language learners.

At the University of Mining and Geology, English lecturers are all aware of the importance of English listening comprehension skills and apply various foreign language learning strategies to increase interest and

effectiveness in teaching and learning English listening skills for students. However, the results after each listening skills assessment still have not reached the expected level set by the teachers. To identify the causes, the authors conducted a survey to study the listening comprehension strategies that students at the university have been applying. The results of the study will help English lecturers at the university devise suitable learning strategies for each level of class.

2. Theoretical Basis and Research Methods

2.1. Listening Comprehension

Listening comprehension is a complex, active process in which listeners decode sounds into meaning through stages such as identifying purpose, predicting content, recalling background knowledge, and verifying information. Unlike passive hearing, listening requires attention to pronunciation, grammar, vocabulary, and implied meaning (Harmer, 2021; Helgesen). Listening can be interactive (e.g., conversations, phone calls) or non-interactive (e.g., speeches, monologues). Learners of English often struggle with factors such as speaker speed, limited vocabulary, and lack of focus. To overcome these, they need solid linguistic and cultural knowledge, as well as appropriate listening strategies suited to different tasks and proficiency levels.

2.2. Listening Comprehension Strategies

Listening strategies are conscious methods learners use to process, store, and understand information (Oxford, 1990; O'Malley & Chamot, 1990; Vandergrift, 2008). Despite differing definitions, scholars agree that these strategies enhance listening comprehension and communication. Various classifications exist: Brown (1988) distinguishes cognitive and metacognitive strategies, while Oxford (1990) proposes direct and indirect strategies with sub-groups such as memory, cognitive, compensatory, metacognitive, affective, and social strategies. Vandergrift (2008) offers a more detailed system of three groups—metacognitive, cognitive, and social/emotional—covering twenty specific activities. Given its comprehensiveness, Vandergrift's framework was adopted as the theoretical basis for this study at the University of Mining and Geology.

2.3. Research Method

This study employed a quantitative survey based on Oxford's (1990) SILL, revised to 30 items covering learning objectives, study time, listening strategies, and self-study. A total of 187 students (100 male, 87 female) from four English groups at the University of Mining and Geology participated in the second semester of 2023–2024. Responses on learning strategies were rated on a 5-point Likert scale, and data were processed in Excel to calculate percentages and mean values (high: 3.5–5, medium: 2.5–3.4, low: 1.0–2.4). Participants had varied English learning experience: 33% (5–10 years), 46% (>10 years), and 21% (<5 years), though most remained at the A2 level of the CEFR.

3. Results and Discussion

3.1. Purpose and Awareness of the Importance of Learning English among Students

Survey results show that most students learn English for employment (61.4%), communication (44.9%), or passing compulsory courses (42.2%), while fewer focus on entertainment or self-study purposes (35.2%). Only 18.7% pursue all four purposes, and very few combine studying for exams with career needs. Although students recognize the importance of English for their future, most spend little time practicing listening and speaking outside class. At the University of Mining and Geology, English courses consist of 3–4 sessions per week across all four skills, yet listening remains the greatest challenge: 73% rated it difficult or very difficult. This aligns with Rost (1994), who emphasized listening as both essential to language learning and predictive of success, suggesting that without greater investment in listening practice, students' proficiency will not improve significantly.

3.2. Frequency of using listening strategy groups

Table 1 statistics the frequency of using cognitive strategy groups, meta-cognitive strategy groups,

social/emotional strategy groups. Overall, all strategy groups are used by students at a medium to high level.

Table 1

Frequency of use of strategic groups

No.	Strategy Group	Average Value	Frequency of Use
1	Metacognitive Strategy	3.52	High
2	Super Metacognitive Strategy	3.48	Average
3	Social/Affective Strategy	3.33	Average

Survey data show that students use cognitive strategies the most ($M = 3.52$) and social strategies the least ($M = 3.33$). Within cognitive strategies, listening for main ideas and summarizing had the lowest score ($M = 3.25$), while focusing on each word was most frequent ($M = 3.79$). Metacognitive strategies were applied but limited, with self-evaluation after listening at only $M = 3.22$, reflecting students' habit of studying only in class without self-practice. In social/emotional strategies, seeking help from friends and teachers was most common ($M = 3.84$), while lack of confidence in comprehension scored lowest. These findings highlight that psychological factors strongly affect listening performance: positive attitudes enhance motivation and progress, whereas negative beliefs hinder learning.

Table 2

Percentage of listening comprehension strategies used the most and the least.

No.	Strategy	Percentage %
1	I try to translate each word or sentence into Vietnamese when listening to the lesson	72%
2	I hope teachers provide many skills to improve listening comprehension	66%
3	I focus intensely when listening.	66%
4	I try to understand each word during the listening process.	64%
5	I look for the main ideas by answering questions.	42%
6	I check back on parts I don't understand during the listening process.	41%
7	I self-monitor my concentration during the listening process.	30%
8	I regularly listen to radio broadcasts, watch movies, and listen to English music on media platforms.	18%
9	I feel confident when I can understand the entire content of the listening material.	17%

The survey shows that most students rely on word-for-word translation (72%) and intense concentration (66%) while listening, reflecting limited vocabulary, weak sentence structure, and a lack of cultural-linguistic knowledge to infer meaning. Confidence in understanding the overall message is very low (17%), while 66% of students seek teacher support and nearly 60% avoid self-practice or post-listening review. Although teachers provide strategies, the absence of regular practice and self-assessment prevents improvement. Only 18% of students immerse themselves in English through tapes, films, or music, indicating a serious gap in exposure to authentic listening input.

3.3. The difference in the use of strategy groups by male and female students

Table 3

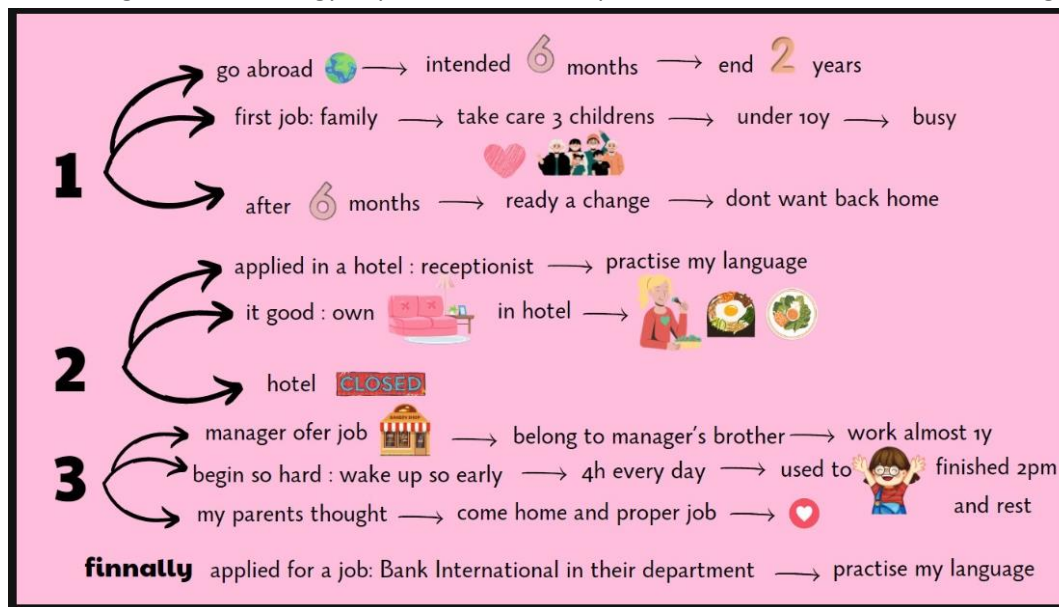
Frequency of use of listening comprehension strategy groups by students by gender

No.	Strategic Group	Male		Female	
	Cognitive Strategy	3.5	High	3.58	High
	Metacognitive Strategy	3.37	Average	3.62	High
	Social/Affective Strategy	3.26	Average	3.4	Average

3.4. Proposing a listening summary exercise using mind maps to enhance listening skill learning effectiveness.

The survey revealed that few students used summarization as a listening strategy, despite its effectiveness in helping learners with limited vocabulary focus on main ideas, analyze, evaluate, and retain information while developing critical thinking. To address this, the researcher conducted an 8-week experiment with

about 40 students, applying a summarization strategy through mind maps using PET 1–3 listening texts (500–600-word monologues on daily-life topics). The process involved group work, generating guiding questions, listening for keywords, note-taking, summarizing, and presenting results, both in class and via ZALO groups. Although no statistical data is available yet, initial feedback from students was positive, indicating that the strategy improved focus, comprehension, and collaborative learning.



4. Conclusion

Through the survey of English listening comprehension strategies among students at the University of Mining and Geology, several key findings can be highlighted:

Psychological factors strongly influence students' academic performance. Positive attitudes toward learning enhance motivation and self-confidence.

Limited exposure to English: Students do not actively create opportunities to immerse themselves in English-speaking environments, which restricts both practice time and listening skill development.

Gender differences in strategy use: Male students tend to employ cognitive strategies more frequently, while female students make greater use of metacognitive strategies.

Overall strategy use: Female students generally apply learning strategies more effectively than male students.

Based on these findings, the research team proposed applying the listening summarization strategy in Section 3 of the PET book for classes currently enrolled in English Modules 2 and 3.

Although the study followed a quantitative design, the sample was limited to four groups of students enrolled in English Modules 1, 2, and 3 during the 2023–2024 academic year. Therefore, the results are somewhat limited in scope and cannot be fully generalized to all English learners at the university. The research team intends to expand the survey in upcoming semesters to achieve a more comprehensive understanding of this issue.

Reference materials

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УПОТРЕБЛЕНИЕ ПОВЕЛИТЕЛЬНОГО НАКЛОНЕНИЯ ГЛАГОЛА В ПЕРСИДСКОМ ЯЗЫКЕ

Аннотация

Данная работа посвящена всестороннему анализу морфологических, синтаксических и прагматических особенностей употребления повелительного наклонения (императива) в современном персидском языке (фарси). Исследование охватывает правила образования утвердительной и отрицательной форм повелительного наклонения от корня настоящего времени, а также детально рассматривает его функционирование в различных речевых ситуациях: от прямых приказов и запретов до вежливых просьб, пожеланий и выражений необходимости.

Ключевые слова:

императив, персидский язык, форма наклонения.

Введение

Повелительное наклонение (перс. *фе'ль-е амр*) является одной из наиболее частотных и функционально нагруженных категорий глагола в любом языке, и персидский язык не является исключением. Его изучение имеет не только чисто морфологическую, но и **глубокую прагматическую ценность**, поскольку употребление императива тесно связано с социокультурными нормами **тарофа** (система персидского этикета и вежливости). Понимание того, как формируются и используются команды, просьбы, советы и запреты, является ключом к эффективной коммуникации на фарси.

Морфологические и синтаксические основы образования императива

Повелительное наклонение в персидском языке, в отличие от многих индоевропейских языков, имеет **только одну форму лица и числа — второе лицо единственного числа**. Эта особенность упрощает морфологию, но усложняет прагматику, поскольку для обращения к нескольким лицам или для вежливого обращения необходимо использовать синтаксические дополнения. Базовое правило образования утвердительной формы императива является строго **корневым**. Глагольная форма образуется путем взятия **корня настоящего времени** (*рише-йе хол* или *бан-е хол*) и добавления к нему префикса «**би-**». *Пример:* Глагол «идти» — *рафтан* (رفتَن). Корень настоящего времени — *ров* (رو). Повелительное наклонение — **биров** (برو), что означает «иди!». Префикс «**би-**» является неотъемлемой частью повелительного наклонения и обычно не несет самостоятельного лексического значения.