



Curtin University

*8th International Conference on TESOL:
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: **Thursday, Aug 10, 2017**

Time: **16:15-16:45**

Presenter/s: **Ms. LE Thi Kim Thu**

Bio:

Ms. LE Thi Kim Thu started teaching at Ton Duc Thang University in 2011. She is an enthusiastic and patient teacher with good communication skills. For the past five years, she has gained essential knowledge of the principles of effective English teaching and developed a range of practical skills for teaching English to adult learners in a variety of ESL teaching contexts. Apart from being a teacher, between 2010 and 2011 she worked as a translator for Farnet Trannet Company to translate environment projects for the Institute of Water and Environment Research (IWER). Also, she assisted the director to collect a set of specialized vocabulary for different specific purposes. She is single and loves to challenge herself with new opportunities to promote her career.

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Title: **The Impacts of Rhetorical Schema on English Majors' Listening Comprehension in Academic Situations at University of Technology and Education HCMC**

Abstract:

Listening is a basic language skill in language learning which involves the interaction of diverse factors affecting learners' listening comprehension. Language learners often encounter various difficulties in listening to an oral text with a little knowledge of the reasons why it occurs. However, teachers mainly pay more attention to it as a product rather than as a process. Normally, listening comprehension problems originate from factors which are divided into two main groups: internal and external (Hedge, 2005; Luchini, 2009). The factors about listening strategies have been under-researched although they play a significant role in guiding learners through what to listen to and how to listen to it effectively. This study sought to investigate the effects of rhetorical schema including note-taking and four listening strategies, and the extent to which students change as regards strategy use and listening achievement in academic settings. 40 second-year EFL students from the two listening classes, one treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of Foreign Language of the University of Technology and Education Ho Chi Minh City (HCM UTE) were invited to participate in the study. Data were collected from questionnaire sent to EG and listening tests taken from IELTS listening part 4 to both EG and CG. The findings substantiated that EG students are more open to use the strategies introduced so rhetorical schema positively enhance their listening comprehension. Notably, the scores of the rank high of distinction appeared for the first time albeit its small percentage in EG. Students also express their significant attitudinal changes towards rhetorical strategies in terms of more awareness of its importance, more frequent use, and confidence in listening to lectures in the future.