

**MINISTRY OF TRAINING AND EDUCATION
THE UNIVERSITY OF DANANG**



LÊ THỊ NHƯ LIÊN

**AN INVESTIGATION INTO THE LINGUISTIC
DEVICES TO SIGNAL IMPLICATIONS IN THE
CONVERSATION EXTRACTS IN TOEFL iBT**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

While the country of Vietnam has gone through renovation to being a market economy and establishing diplomatic relations with America, as well as signing a trade agreement with them, the people of Vietnam have also gone through various stages, rushing and elbowing their way through to learn English. TOEFL iBT (Test of English as a Foreign Language) that is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success as well as effective communication. So as teachers of English, we have found the test quite challenging, especially the listening task. According to ETS (Educational Testing Service) [4], Listening is one of the most important skills necessary for success on TOEFL iBT and in academics in general. Listening materials in the test include academic lectures and long conversations in which the speech sounds very natural. Moreover, Test-takers may have to infer an opinion, attitude, organization, connection among statements, and purpose are not always stated explicitly. Instead, they are implied. This study on the linguistic units to signal implications, the keys to inference questions in listening passages for TOEFL iBT tests, is therefore conducted in order to help language learners and test takers to successfully deal with this kind of question. Furthermore, recognizing these markers are necessary skills and general study tips that help the learners

optimize their study habits and achieve the highest possible scores with the level of language proficiency they have obtained.

1.2 PURPOSE OF THE STUDY

This study aims at providing an insight into inferences in the Listening section by investigating linguistic units to signal implications in the conversation extracts in the TOEFL iBT and thereby proposing a practical framework for answers to inference questions in the Listening tasks.

1.3 OBJECTIVES

The study is intended to fulfill the following objectives:

- To identify types of implicatures that may be generated in the conversations and lectures in TOEFL iBT;
- To identify linguistic means to signal implicatures used in TOEFL iBT;
- To analyze and interpret the semantic mechanism for deriving the possible implicatures in TOEFL iBT;
- To suggest some solutions to deal with the questions related to implicatures in TOEFL iBT.

1.4 RESEARCH QUESTIONS

To achieve the objectives mentioned above, the following research questions should be solved:

1. What are the common types of implicatures generated in TOEFL iBT?
2. What are the common devices to signal implications used in TOEFL iBT?

3. What is the semantic mechanism for possible implications triggered by each of the devices?
4. What are valuable tips that can help language learners work with inferential questions of TOEFL iBT effectively?

1.5 SCOPE OF THE STUDY

The research focused on the analysis of the transcripts of different types of conversations in campus and lectures. The analysis has only focused on the lexical and grammatical units that trigger the possible implications. The phonological features that may trigger implications are out of scope of the study. Also, the study did not discuss in details the non-conventional implicatures where the analysis was not based on the specific language devices.

1.6 JUSTIFICATION OF THE STUDY

Implication is a notion that the speakers conveys what he/she means linguistically, so it's not very easy for identifying the possible interpretation and discovering the implied meanings of the information in testing English, especially to Listening task in the TOEFL iBT. Therefore, a study of linguistic units to implication is essential and has an important contribution to a thorough grasp of language. The study is expected to help language learners with the procedural functions of words/ expressions used in the TOEFL and to give out some tips that make the learners be aware of how to answer the referential questions correctly and get a possible highest marks in testing.

1.7. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Literature Review & Theoretical Background

Chapter 3: Research Design and Data Collection

Chapter 4: Findings & Discussions

Chapter 5: Conclusions & Implications.

CHAPTER 2

LITERATURE REVIEW & THEORETICAL BACKGROUND

2.1 PRIOR RESEARCH

Grice (1975) is the first person who proposed the theory of implicature. The key ideas of conversational implicature were proposed by Grice and developed in theory of how people use language. The four maxims include the maxims of Quality, Quantity, Relevance, and Manner (Grice, 1989). In addition, it is relatively independent of particular utterance contexts by virtue of being fairly regularly attached to particular expressions, as in Horn's (1984) [cited from 20] account of scalar implicature involving expressions of quantity or degree ranked on a scale of informational strength. The Vietnamese linguist Nguyen Thien Giap (2000) discussed hedges referring to cooperative principles and conversational implicature in *Dung Hoc Viet Ngu* [1].

The most closely related study the researcher has approached is "An Investigation into Means to Signal Presuppositions and

Implicatures in English Spoken Discourse” by Nguyen Thi Hong Nhan (2007)[11].

In summary, as has been mentioned in prior studies, implicature is not a new notion in linguistics. It is only analyzed in different aspects within the limited field of research. Up to now, there has been no research on linguistic units that trigger implications in the conversation extracts in TOEFL iBT.

2.2 THEORETICAL BACKGROUND

2.2.1 The Notion of Implicature

An implicature is anything that is inferred from an utterance but that is not a condition for the truth of the utterance [© 2004 SIL International]

2.2.2 Conversational Implicature

Conversational Implicature can be interpreted as what is implied, suggested, or meant by saying something, studied by linguists such as Grice (1975), Searle (1969), and Austin (1962).

In brief, *“unlike presuppositions and entailments, conversational implicatures are inferences that cannot be made in isolated utterances. They are dependent on the context of the utterance and shared knowledge between the speaker and the hearer.”* [18]

2.2.3 Conventional Implicature

Unlike conversational implicatures, conventional implicatures or (non-truth-conditional inferences) as Grice envisaged that they are not derived from super-ordinate pragmatic principles like the maxims, but are simply attached by convention to particular lexical items or

expressions. Among these words are *and, but, even, and yet* [16]. In the following examples,

2.2.4 Potential and Actual Implicature

A potential implicature is an implicature that would arise from any of the components of a given utterance if that component were uttered in some linguistic or extra-linguistic context, whether or not the implicature is an actual implicature of the given utterance.

2.2.5 Generalized and Particularized Implicature

A generalized implicature is a conversational implicature that is inferable without reference to a special context. For instance, expressions with the form “an X” usually imply that X is not closely related to the speaker or subject, as in the following expression: *“John walked into a house yesterday and saw a tortoise”*. This expression implies that the house is not John’s house.

In contrast to particularized implicature that is derivable only in a specific context [22]

2.2.6 Scalar Implicature

In pragmatics, scalar implicature (also known as quantity implicature) is a conversational inference that attributes an implicit meaning beyond the explicit or literal meaning of an utterance, and which suggests that the utterer had a reason for not using a more informative or stronger term on the same scale.

2.2.7 Inference

A process of inference arrives at interpretation for utterances or for the connections between utterances. The process by which the hearer/ reader arrives at the intended meaning of the speaker/ writer.

2.2.8 Relevance

Relevance is a vital theory developed by Sperber and Wilson (1986) [13]. With this concept the theory confirms the essential role of Maximal Principle of Relevance (Communicative Efficiency): this contribution is vital for the optimal rate optimal effect for context with treatment efforts.

2.3. SUMMARY

This chapter has presented some aspects of implicatures in the light of some linguists' point of view on implicatures such as conventional and conversational implicatures. Additionally, Cooperative principle, Gricean maxims and some related theories relevant to implicature such as relevance theory were mentioned.

CHAPTER 3

RESEARCH DESIGN & DATA COLLECTION

3.1 RESEARCH DESIGN

This is a descriptive study conducted to seek qualitative and quantitative information about the types of implicatures, linguistic units to trigger possible implicatures, and cognitive and pragmatic process to derive a relevant implication behind an utterance in conversations and lectures in TOEFL iBT.

3.2 DATA COLLECTION

The data for analysis were mainly collected from transcripts of the listening passages taken from TOEFL materials such as: Building Skills for the TOEFL iBT (Beginning); Developing Skills for the TOEFL iBT (Intermediate); Mastering Skills for the TOEFL iBT (Advanced); How to Master Skills for the TOEFL iBT (Intermediate Listening); Barron's TOEFL iBT (12th edition); iBT TOEFL Listening Breakthrough.

3.3 DATA ANALYSIS

In order to achieve the set goal, the study has been carried out by the combination of descriptive, quantitative and qualitative approaches based on the analysis of frequencies of the linguistic units that signal implicature and its semantic function in the material.

3.4 RESEARCH PROCEDURE

3.5 SAMPLING

3.6 RELIABILITY AND VALIDITY

The data collection was mainly based on the materials from TOEFL iBT and the population was not big enough. Accordingly, this may lead to the limitation in generating the conclusion over a larger population of those who are dealing with TOEFL iBT concerning the identification and interpretation of implicatures.

CHAPTER 4
FINDINGS & DISCUSSIONS

4.1. THE STANDARD AND NON-STANDARD IMPLICATURES USED IN TOEFL iBT

As mentioned in the previous sections, standard conversational implicatures arise from the addressee's assumption that the speaker is being cooperative by directly observing the conversational maxims. The term "relevance/relevant here is understood in the light of Relevance Theory.

4.1.1. Quantity-Based Implicature (Observing the Conversational Maxim)

The Gricean Maxim of Quantity is believed to govern linguistic performance. Speakers are expected to provide as much information as required for referent identification and no more, and listeners are believed to expect unambiguous brief descriptions. Let us consider the following samples.

(13) M: *Hi, Bard! How was your vacation?*

W: *Great! We went to New Mexico.* [31, p.240]

In the above adjacency pair, both the speakers obey the cooperative principle.

4.1.2 Quantity-Based Implicature (Violating the Conversational Maxim)

The conversational maxims are not always fulfilled. A speaker may exploit the maxim to give rise to a conversational implicature by violating the maxim in such a way that the listener can be assumed to understand that this is being done. For instance:

(14) W: *we start the purpose and outline the procedure.*

M: *OK, so I start with the purpose.*

[29, p 701]

4.1.3. Quality-Based Implicature (Observing the Conversational Maxim)

Grice proposes this maxim as an explanation for a certain kind of regularity in conversational behavior with respect to the authenticity of information provided at each turn of a conversation. For instance:

(16) W: *Excuse me, could you tell me where **the campus post office** is located?*

M: *It's on the first floor of the student union building...*

[29, p.704]

In the conversations (16) it is clear that the speakers completely believe in what they utter because of the linguistic devices that give factual information such as: simple present, simple past and some pronouns that are obviously referent to the discussing matter. However, in some cases the speakers are not really believable in the truth-conditional of the utterances. So they often use some linguistic units that denote uncertainties as the compensation or redress, as in the following case:

(24) W: *Are you skiing this afternoon?*

M: *I **doubt it**. The weather forecast is pretty bad.*

[28, p.209]

In (24), we can realize that the speakers do not completely believe in the truth-condition of the utterances by using some linguistic units that are concerned to the speakers' attitudes to factuality of the assumptions.

4.1.4. Quality-Based Implicature (Violating the Conversational Maxim)

In contrast to the above case, by flouting the maxim of

quality speakers may quite simply say something that obviously does not represent what they think. Let us take an example

(27) *A: Hey Frank. If you could be any person in the world, who would you be?*

B: That's easy. Bill Gates!

A: Why?

B: I'll give you 30 billion reasons. Ha, ha.

A: Ah, so it's the money. [cited from 2]

It is clear that the utterance *I'll give you 30 billion reasons* is odd as far the literal meaning is concerned. On uttering (27) the speaker by no way believed that he could have 30 billion reasons. Accordingly, the speaker must have manifested an implication in his message. The encyclopedic knowledge allows us to match 30 billion reasons with 30 billion US dollars. This implicature stays behind the joke which manifests itself with the speaker's laughter.

4.1.5. Relation-Based Implicature (Observing the Conversational Maxim)

The maxim of relevance/relation requires you to be relevant. Grice proposes this maxim as an explanation for a certain kind of regularity in conversational behavior with respect to the relevance of information provided at each turn of a conversation.

(28) *W: Dr. Shin, how long have you been a university professor?*

M: Eighteen years, Sandra [31, p. 649]

4.1.6. Relation-Based Implicature (Violating the Conversational Maxim)

In a particular situation, the speaker may provide a response which is far from the thing being mentioned previously by the first

speaker. On the surface of the locution, what is said in the two utterances have thing to do as far as the topic of conversation is concerned. Let us consider the following:

(31) *A: Hi, I need to get a parking sticker.*

B: Well, you've come to the right place. Let me ask you a few questions. First, are you a student?

[30, p. 119]

4.1.7. Manner-Based Implicature

Being orderly in the presentation of information is important in conversations. This is an effect of the maxim of manner.

(33) *M: Do you think Mary will get there on time?*

W: No way [28, p.221]

In the conversation, the woman is supposed to be certain that Mary will be late. But both the man and the woman try to be tactful in this conversation. While the man chooses to flout the maxim of manner by giving an indirect order, the woman has to flout the maxim of quality.

4.2 THE LINGUISTIC UNITS USED IN UTTERANCES FOR TRIGGERING IMPLICATURES

4.2.1 Determiners

Determiners are groups of words that trigger scalar implicature. The pragmatic meaning of these words is to express quantity the terms of which are listed from highest to the lower value. These values are well expressed on a scale of implicatures called scalar implicatures.

(38) *There are several theories. Some of these are superstitions- that is, things that many people believe but that aren't really true.* [31, p.254]

The potential implicatures of Determiners in TOEFL iBT can be summarized in table 4.1 below.

Table 4.1 The potential Implicature of Determiners used in TOEFL iBT

Implicature trigger	Semantic mechanism	Potential Implicature	E.g.
<i>some</i>	<i>Negation of higher value</i>	(+> <i>not many/ not most</i>)	<i>Some</i> of these are superstitions
<i>sometimes</i>	<i>Negation of higher value</i>	(+> <i>not usually/ not always</i>)	He was <i>sometimes</i> violent
<i>should</i>	<i>Negation of higher value</i>	(+> <i>not must/ sometimes</i>)	Students <i>should</i> carry their ID card

4.2.2 Adverbs

Adverbs also have conventional implicatures such as: *only, mainly, especially, actually, even, yet, soon, just, already, also, at first, at least,.....* that can be used to emphasize that only one particular thing is involved in what we are saying. For instance:

(41) *Some people **once** thought that **only** four things made up the Earth: earth, water, air and fire.* [31, p.210]

The potential implicatures of Adverbs in TOEFL iBT can be summarized in table 4.2 below.

Table 4.2 The potential Implicature of Adverbs used in TOEFL iBT

Implicature trigger	Semantic mechanism	Potential Implicature	E.g.
<i>once</i>	<i>Emphasizing</i>	<i>At some time in the past/ formerly</i>	Some people <i>once</i> thought that <i>only</i> four things made up the Earth: earth, water, air and fire
<i>only</i>	<i>Emphasizing</i>	<i>No one or no thing else/ solely</i>	He was the <i>only</i> one who knew Batman and Robin's real names

4.2.3 Linking words

The three central coordinators (*and, but, or*) can function as a sentence connector. For instance:

(48) *Well, she covers all the same basic material, but you'll find the lectures won't be exactly the same. **And** you'll have some writing assignments.* [31, p.320]

The potential implicatures of Linking words in TOEFL iBT can be summarized in table 4.3 below.

Table 4.3 The potential Implicature of Linking words used in TOEFL iBT

Implicature trigger	Semantic mechanism	Potential Implicature	E.g.
<i>and</i>	<i>Logical operator/connector</i>	<i>Plus/ in addition to</i>	You'll find out how different governments were formed. <i>And</i> you'll learn how technology has changed us
<i>or</i>	<i>Introducing an alternative</i>	<i>If not/ otherwise</i>	Should I get the plaid shirt <i>or</i> the striped one
<i>but</i>	<i>Logical operator/connector</i>	<i>In contrast to/ however</i>	Earth, water and air are all forms of matter, <i>but</i> fire is really different.

4.2.4 Verbs

Verbs involve the use of a wide range of factive verbs: *realize, recognize, forget, regret, know, remember, learn, find out,.....* , non-factive verbs: *believe, claim, say, assert, think, is possible, is likely.....*, and verbs of feelings: *like, love, hate, dislike, fear, mind,.....*

4.2.5 Adjectives

One part of speech is especially suited for demonstrating the phenomenon of implicature: the adjectives. It is well-known that gradable adjectives as large, short, quick, and the like appear to take a fixed denotation only with respect to a certain class of objects. However, not only gradable adjectives but also adjectives that are commonly considered as metaphorical show a dependence upon the objects class. One apparent problem with the following cases:

(60) *M: All right. Saturday's the **big** day. Are you ready?
Yes, Susan?*

W: Tests make me nervous. What can I do?

[31, p. 275]

. The potential implicatures of Adjectives in TOEFL iBT can be summarized in table 4.5 below.

Table 4.5 The potential Implicature of Adjectives used in TOEFL iBT

Implicature trigger	Semantic mechanism	Potential Implicature	E.g.
<i>big</i>	<i>Showing metaphor</i>	<i>Busy/ important</i>	All right. Saturday's the <i>big</i> day
<i>real</i>	<i>Showing metaphor</i>	<i>Actual / true</i>	A <i>real</i> challenge can occur
<i>readable</i>	<i>Showing metaphor</i>	<i>Easily / enjoyably read/ understandable</i>	The essay is not organized yet, but it is <i>readable</i>

4.2.6 Set phrases

A set phrase is a well-known word or group of words that have a particular meaning for a circumstance. A set phrase may be a phrasal verb, idiomatic phrases, or idioms typically refer to expressions where we cannot guess the figurative meaning of the statement from the individual words. But habitually, the speaker uses it as a regime. Let us decode the speaker's messages as follows:

(64) *W: I'm not allowed to check out any books for you without it.*

M: Oh, that's great! What should I do now?

[31, p.302]

W: Today, we'll talk about the most important things in management. In a nut shell, that means

(70) *M: Is the lecture tonight worth attending?*

W: Without doubt.

[28, p.206]

4.2.7 Interjections

Interjections do not encode *conceptual* but *procedural* meaning. Interjections are known as '*hesitation devices*'. We should learn to recognize them when we hear them and realize that they have no real meaning. For instance:

(74) **Hey**, Tony. Want to go play basketball? [31, p. 228]

(75) **Hey, that's awesome!** I'll try it tomorrow.

[31, p.255]

4.2.8 Discussion on the quantitative results

Table 4.8 below shows information about occurrences of linguistic units that trigger implicatures or conventional triggers.

Table 4.8 Occurrences of conventional implicature triggers

Linguistic units	Raw numbers	Percentage (%)
Determiners	542	15
Adverbs	481	13.2
Linking words	1533	42.3
Adjectives	103	2.8
Verbs	506	13.9
Set phrases	50	1.4
Interjections	412	11.4
Total	3626	100.0

The result presented in the following table 4.9 can serve as a justification for the use of implicature in lectures and conversations.

Table 4.9 Distribution of conventional implicatures in lectures and conversations

Order	Linguistic units	Lectures (Frequency)	Conversations (Frequency)	Total (Frequency)
1	Linking words	25.2 %	16.8 %	42.0%
2	Determiners	9.0 %	5.2 %	14.2 %
3	Verbs	5.9 %	7.8 %	13.7 %
4	Adverbs	6.4 %	6.9%	13.3 %
5	Interjections	3.0 %	9.0 %	12.0 %
6	Adjectives	1.7 %	1.3 %	3.0 %
7	Set phrases	0.6 %	1.2 %	1.8 %

4.3 POSSIBLE STRATEGIES TO BE APPLIED FOR WORKING OUT THE IMPLICATURES IN QUESTIONS IN TOEFL iBT

4.3.1 An Overview of Inferential questions

The inferential question therefore is not form based but meaning based and is used to test the listener's knowledge of comprehension. The questions are typically phrased as follows:

- What does the professor imply when he says this: (replay) 🎧
- What can be inferred from the professor's response to the student? (replay) 🎧
- What is the purpose of the woman's response? (replay) 🎧
- Why does the student say this: (replay) 🎧

4.3.2 Tip for Understanding the Function of What Is Said Questions

This question type often involves replaying a part of the listening passage. So we should practice reading between the lines, try to take notes of the context of a lecture or conversation.

4.3.3 Tip for Understanding the Speaker's Attitude Questions

With this kind of question, we should pay attention to adjectives and verbs of feelings.

4.3.4 Tip for Connecting Content Questions

With this kind of question we should pay attention to the way learners format their notes, identify terms and their definitions as well as steps in a process will help us answer questions of this type.

4.3.5 Tip for Making Inferences Questions

With this kind of question, we should focus on the answers that use vocabulary not found in the listening passages.

4.3.6 Some Possible Strategies for Working with Inferential Questions

4.3.6.1 *Listening for Pragmatic Understanding*

- Notice the way each speaker talks. Is the level of language formal or casual? How certain does each speaker sound? Is the speaker's voice calm or emotional?
- Listen for changes in topic or side comments in which the speaker briefly moves away from the main topic and then return (digressions).

4.3.6.2 *Listening for Connecting Ideas*

- Think about how the lecture is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Identify the relationships between ideas in the information being discussed. Possible relationships include: cause-and-effect, compare-and-contrast, steps in a process.

4.4 THE PROCEDURES OF ANALYZING AND INTERPRETING THE SEMANTIC MECHANISM FOR DERIVING IMPLICATURES

With the assumptions about the implicatures and the initial results of data analysis, we would like to present the analysis of the procedures for the interpretation of the semantic mechanism for generating Implicatures in TOEFL iBT. This is done with the reference to the Relevance Theory by Sperber & Wilson who propose that the comprehending of a specific utterance should go through the steps in the inference process before it can come to the most relevant implication which is treated as a conclusion

4.5. SUMMARY

This chapter has presented the types of implicatures in terms of the observation or violation of the maxims of conversation. Apart from the specific conversational implicatures, the chapter focused on the conventional implicatures which are triggered by the distinctive linguistic units such as determiners, adverbs, verbs, set phrases ... In this part of study, the kinds of pragmatic understanding questions to comprehend the speaker or lecturer's purposes and implications are also presented. Especially, the procedures of comprehending and interpreting the semantic mechanism for deriving the possible implicatures are discussed with details.

CHAPTER 5 CONCLUSIONS & IMPLICATIONS

5.1 CONCLUSION

The study gives an overall look into implicature triggers which are called conventional implicatures and conversational implicatures in the Listening section of TOEFL iBT.

The goal of this research paper was to examine whether or not the strategy training applying implicature analysis to the Listening comprehension in TOEFL iBT is feasible for Vietnamese learners of English, whether or not the strategies can help them understand speaker intention in conversations in the TOEFL iBT Listening Section, and whether or not the understanding of speaker intention will contribute to choosing the correct answers in the TOEFL iBT Listening Section. We hope that with the helpfulness of the strategies, Vietnamese learners of English will be likely to understand and become able to use the strategies to some degree.

Through analyzing the implicature cases in TOEFL iBT and the ability on determining implicature of Vietnamese learners of English, we summarize the following key points.

In most implicature cases recorded in the analysis of data from documents in Toefl iBT is a function of the standard language conversation, observed four conversational maxims: Quality - Quantity - Manner - Relevance. This may be due to the circumstances of this language function more or less influenced by the nature of communication- academic setting. The data recorded very little cases which violate and less collaboratively contribute to conversations.

The study has identified a number of language units involved in the tectonic language function as adverbs, prepositions, conjunctions, adjectives, interjections and some set phrases. In the process of decoding semantic representations, these language units show the role of meaning - in terms of their orientation to the listener as a way for cognition, explanation implicatures and selection relevant conclusions.

We can combine theoretical model of conversation Grice Collaboration and relevance theory of Sperber & Wilson for a model with derivative actions to identify and explain the implicatures of language learning with pedagogical purpose and language learners who use English in the school environment and the workplace, through the use of school rules, the base assumptions from encyclopedic knowledge, and common sense, and knowledge of language with a minimum vocabulary decoding by the speakers.

This final chapter will also refer to the implications of the findings in semantic and pragmatic aspects of implicatures in communication as well as the teaching and learning of English.

5.2 IMPLICATIONS TO LANGUAGE LEARNING AND TEACHING

The teaching of Listening section in most foreign languages classes in Vietnam often focuses on vocabulary and pronunciation. So when teaching TOEFL iBT listening section we should focus learners to vocabulary analysis based on their features for recognizing implicatures easily.

TOEFL iBT listening section is really difficult because there are a lot of referential questions. With this kind of questions, we

should help learners to eliminate choices that refer to only small portions of the listening passage. We encourage learners to take notes while listening, and then use the notes and decide what overall theme ties the details in the notes together. Choose the answer that comes closest to describing this overall theme. Moreover, teaching the strategy of listening lesson is very crucial. The strategy employed in correct phases of listening activities can facilitate the learners' understanding in listening lesson. We (the teachers) should not only judge the successful listening simplistically in terms of correct answers to comprehension answer. An emphasis on acquiring successful strategy will be helpful for the learners' listening skill. By raising learners' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, we help our students develop both the ability and the confidence to handle communication situations they may meet out of the classroom. In this way, we (the teachers) give learners the foundation for communicative competence in second language.

5.3 SUGGESTIONS FOR FURTHER STUDY

Implication in listening section is a very complicated and difficult phenomenon, involving many linguistic units and the speaker's tone of voice. Within the limitation of an M.A. thesis, a full description of all of them cannot be done. Further study is expected to deal with the speaker's tone of voice which helps a lot to understand the speaker's attitude or opinion.