



กลวิธีการฟังภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5

วิทยานิพนธ์

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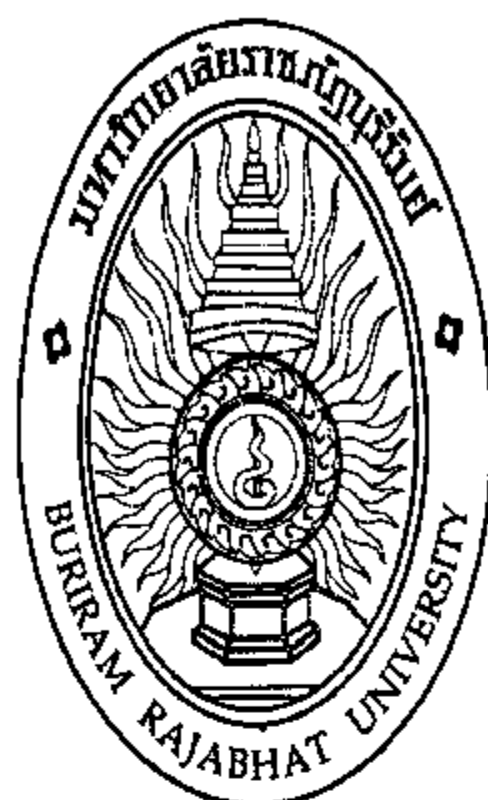
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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา

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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



ENGLISH LISTENING COMPREHENSION STRATEGIES EMPLOYED

BY MATTHAYOMSUKSA 5 STUDENTS

Prathom Pakdee

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

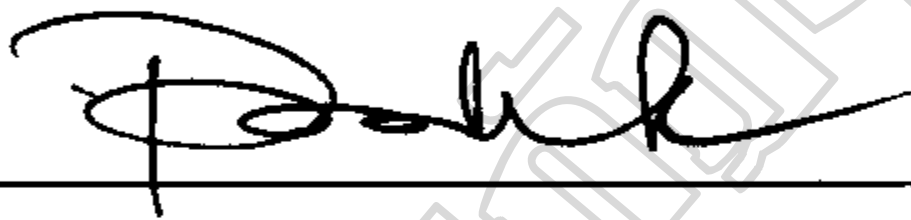
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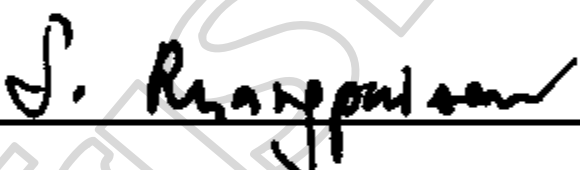


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ชื่อเรื่อง	กลวิธีการฟังภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 5		
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยครั้งนี้เพื่อ ศึกษาและเปรียบเทียบความชอบของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่นำกลวิธีการฟังภาษาอังกฤษเพื่อความเข้าใจไปใช้ในการเพิ่มประสิทธิภาพการเรียนรู้ภาษาอังกฤษ โดยกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ เป็นนักเรียนในระดับชั้นมัธยมศึกษาปีที่ 5 โรงเรียนนางรองพิทยาคม จังหวัดบุรีรัมย์ จำนวน 40 คน ซึ่งกำลังเรียนในรายวิชา ภาษาอังกฤษเพิ่มเติม (อ30309) ภาคเรียนที่ 1 ปีการศึกษา 2558 กลุ่มตัวอย่างที่ใช้ ได้มาโดยการสุ่มอย่างง่าย คือนักเรียนชั้น ม.5/1 เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบการฟังเพื่อความเข้าใจ และแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติที่ใช้ในการทดสอบสมมติฐานใช้สูตร t – test

ผลการวิจัย พบว่า

1. จากการสำรวจความชื่นชอบของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่นำกลวิธีทั้ง 3 วิธีไปใช้ในการฟังภาษาอังกฤษเพื่อเพิ่มประสิทธิภาพในการเรียนพบว่า กลวิธีด้านความรู้ความคิดได้รับความนิยมมากที่สุด ตามด้วยกลวิธีด้านองค์ความรู้ และกลวิธีด้านสังคม
2. จากผลการทดสอบสมมติฐานพบว่า กลวิธีทั้ง 3 วิธีที่นักเรียนชั้นมัธยมศึกษาปีที่ 5 นำไปใช้ในการฟังภาษาอังกฤษเพื่อเพิ่มประสิทธิภาพในการเรียนนั้น มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

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ABSTRACT

The purposes of this study were to identify and compare the preferred English listening comprehension strategies of Matthayomsuksa 5 students in Buriram Province, classified by English proficiency. The samples were composed of 40 Matthayomsuksa 5 students of Nangrongpittayakhom School, Buriram Province who took a Supplementary English course (E30209) in the first semester of academic year 2015. They were selected by simple random sampling using the classroom as the sampling units. The researcher instruments were the listening comprehension test and questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation and independent samples t-test.

The findings were as follows:

1. The result indicated that among the three strategies, cognitive strategy was the highest average frequency, followed by metacognitive strategy and social strategy, respectively.
2. The result indicated that there were statistically significant differences in three strategies perceived by proficient and less proficient students.

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Prathom Pakdee

มหาวิทยาลัยสุโขทัย
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Learning to listen is very important in childhood because it is the foundation for learning. Nowadays, the ability to listen English will be useful as students gain more access to electronic data bases through the internet.

Undoubtedly, English language is currently the most important language for international communication because at least 85% of international organizations in the world use English officially (Crystal. 1997). Moreover, the importance of English as the primary medium for communication in this age of technology can be overemphasized for the overwhelming influence that English has on the internet (Pookcharoen. 2010).

In contemporary education in Thailand, most knowledge resources have been acquired from foreign countries and most of them are in English. The situation in Thailand is language treated traditionally as an academic subject and Thai students have been required to study English as a Foreign Language (EFL) beginning in sixth grade (junior high school). Due to the increasing importance of English as the primary medium of international communication, an importance education year is that all fifth- and sixth-grade primary students study the English language. This reform is, in part, the realization of Ministry of Education (2011)'s policies having three main English instructional objectives: to cultivate students' fundamental communicational competency, to foster students' interest in English learning, and to enhance student

multicultural awareness. Notwithstanding the idealism of Ministry of Education (2006)'s strategy is the pursuit of these objectives feasible when the "learning" taking place to enhance Thai students' English proficiency.

Listening has been regarded as the long-neglected language skill due to the oversimplified assumption that it is acquired automatically and learned once for all. Over the last two decades, however, there has been increasing emphasis on listening comprehension for second language (L2) pedagogy, reflected in several methodologies (e.g., Asher's Total Physical Response, Gattegno's Silent Way, Lozanov's Suggestopedia), numerous listening textbooks, audiotapes, videotapes, and CD-ROMs.

The term 'listening comprehension' used in the field of language pedagogy is matched in communicative and psycholinguistic research by such expressions as 'speech recognition', 'speech perception', 'speech understanding' and 'spoken language understanding'. Chastain (1971) defines listening comprehension as the ability to understand native speech at normal speed in unstructured situations. Morley (1972) defines it as including not only basic auditory discrimination and aural grammar, but also reauditorizing, extracting vital information, remembering it, and relating it, everything that involves processing or mediating between sound and construction of meaning. Neisser (1976) considers listening comprehension as a temporally extended activity in which the listener continuously develops anticipation for what will come next. According to Goss (1982) and Samuels (1984), listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker.

With the curricular changes initiated by Thai Ministry of Education (2006) to a more communicative approach for EFL learning, high schools in Thailand need to adopt the communicative approach in their English classes that involve the improvement of students' level of EFL listening comprehension and speaking proficiency. In pursuit of this objective, it is crucial that teaching EFL listening comprehension is emphasized because listening is a key language skill in the language acquisition process (Pookcharoen, 2010).

Over the years, average high school students' level of EFL communicative competence has always been inadequate for grade 11 students' English classes. This is especially true when students do not improve significantly in their EFL listening comprehension proficiency after their grade 10 required English course. Therefore, research needs to conduct in search of a more effective English instruction in this regard, and one of the research methods is to investigate students' perceptions regarding their EFL listening comprehension proficiency. In particular, students' listening comprehension strategies can be probed for providing useful information for high school English teachers to improve EFL listening comprehension instruction.

The value of learning strategy training has been widely recognized among education researchers. Extensive investigations has shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learners' language use. The benefits of supporting language learners in being more strategic learners and users of a second or foreign language have been firmly established.

Although these definitions are different to some extent, they basically consider listening comprehension as an activity in which listeners employ a variety of mental processes in an effort to comprehend information from oral texts. They focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. However, there is hardly a perfect match between input and knowledge; comprehension gaps often occur and special efforts to reduce meaning are required, especially for second language learners. The mental processes that are activated by listeners to understand learn, or to retain new information from utterances are referred to as listening comprehension strategies.

Since 1980, there have been a number of studies involving the investigation of listening comprehension strategies used by FL/L2 learners. With regard to ESL listening, Conrad (1985) found that as L2 listeners increased in proficiency they relied more on contextual semantic cues than on syntactic or phonological cues. Murphy's study (1985) indicated that more proficient listeners tended to have an open and flexible use of strategies, while less proficient listeners most frequently had a dependence on the text and a consistent use of paraphrase. O'Malley et al. (1989) found that effective listeners used more self-monitoring, elaboration, and inferencing.

As for the study of EFL listening comprehension strategies, Rost & Ross (1991) used EFL students at three different colleges in Japan. Results showed that beginning listeners had a persistent pattern of asking for repetition, rephrasing or simplification, whereas more advanced listeners asked questions using information already given in the story and used backchannel communication. Huang & Naerssen (1987) examined the learning strategies in oral communication used by EFL learners in China. They found that functional practice was the strategy that distinguished

successful Chinese EFL learners from less successful ones, and successful learners more often employed a strategy of a willingness to take risks.

As mentioned above, most studies on the listening comprehension strategies have been conducted in L1 language classrooms. Though some studies have been carried in EFL universities or college classrooms in Thailand, few of them have been conducted on the effects of the listening comprehension strategies on Thai EFL high-school learners. Moreover, the listening comprehension strategies approach showed positive results in L1 for all age groups and in EFL mostly in universities or collage classrooms and might be applied effectively to Thai high-school classrooms. The researcher was interested in adapting listening comprehension teaching approach to teach Thai high-school students to improve their listening proficiency by using listening comprehension strategies.

1.2 Purposes of the Study

1.2.1 To identify the preferred English listening comprehension strategies of Matthayomsuksa 5 students of Nangrongpittayakhom School, Buriram Province.

1.2.2 To compare the English listening comprehension strategies between proficient and less proficient students.

1.3 Research Questions

Based on these purposes above, this study addressed the following research questions:

1.3.1 What are the English listening comprehension strategies used by Matthayomsuksa 5 students?

1.3.2 What are the differences between English listening comprehension strategies used by proficient and less proficient students?

1.4 Research Hypothesis

English listening comprehension strategies of proficient learners are different from those of less proficient students.

1.5 Significance of the Study

This study will be the most valuable in improving high school English teachers.

1.5.1 The findings of the study might be equally valuable for other educational institutions in Thailand where the problem of students' EFL listening comprehension proficiency has always existed to some degree.

1.5.2 The overall improvement of Thai high school students' EFL listening comprehension proficiency can be a prerequisite for the realization of EFL communicative approach instruction proposed by Ministry of Education (2006), and students' effective listening comprehension strategies will be a crucial foundation.

1.6 Scope and Limitation of the Research

1.6.1 Population and Samples

1.6.1.1 The population of this study were 240 Matthayomsuksa 5 students who took supplementary English (E30209) course in the first semester of academic year 2015 at Nangrongpitthayakhom School under the Secondary Educational Service Area Office 32, Nangrong District, Buriram Province.

1.6.1.2 The samples in this study were 40 Matthayomsuksa 5 students who took supplementary English (E30209) course in the first semester of academic year 2015 at Nangrongpitthayakhom School under the Secondary Educational Service Area Office 32, Nangrong District, Buriram Province. All of 2 classes are the class the researcher taught. Class 5/1 is the sample group, selected by using simple random sampling technique. (Sri Sa - ard, 1989)

1.6.2 Variables

1.6.2.1 The independent variable of this study is student's proficiency.

1.6.2.2 The dependent variable is learners' English listening strategies.

1.6.3 Duration

This study was conducted in the second semester of academic year 2015.

1.7 Definitions of Key Terms

1.7.1 Listening Comprehension is a complex process in which listeners has the ability to use information in the oral text or spoken language to guess meaning of new items; predict outcomes; understand and construct meaning; find the specific facts, information or ideas; and determine the central thought or ideas in the text.

1.7.2 Listening Strategies refers to techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies are classified by purposes into cognitive, metacognitive, and social/affective strategies (Cohen, 2008, Fernande, 2008, O'Malley & Chamot, 1991).

1.7.2.1 Cognitive Strategy is a learning strategy that facilitates the comprehension, acquisition, and retention of new skills and concepts.

1.7.2.2 Metacognitive Strategy refers to the actions that learners use consciously while listening to a spoken text attentively.

1.7.2.3 Social Strategy refers to actions involving other people in the language learning process, e.g., questioning, cooperative with other peers and developing empathy.

1.7.3 Matthayomsuksa 5 students refers to the Matthayomsuksa 5 students who enrolled in the Supplementary English (E30209) course in the first semester of the academic year 2015 at Nangrongpitthayakhom School under the Buriram Educational Service Area Office 32, Nangrong District, Buriram Province.

1.8 Summary of the Chapter

In this Chapter, the researcher has given a background of the study. This is followed by purposes of the study, research questions, and research hypothesis. Then, significance of the study, scope and limitation of the study and definitions of the key terms were presented, Chapter two presents the review of the literature.

CHAPTER 2

LITERATURE REVIEW

A literature review and research regarding the problem of the English listening comprehension strategies is provided in this chapter. The purpose of the review is to establish the theoretical framework and the methodology employed for this study. The review of literature and research explores listening comprehension theories, EFL/ESL listening problems, and EFL/ESL listening comprehension strategies. The related literature and research is presented under the following headings: (1) Listening Comprehension Theories, (2) EFL/ESL Listening Problems and Factors Influencing Listener Difficulties, (3) EFL/ESL Listening Comprehension Strategies, (4) EFL/ESL Listening Comprehension Strategies Used by Different Level of Listeners, (5) Enhancing Success in EFL/ESL Listening Comprehension, (6) Related Studies and (7) Summary of the chapter.

2.1 Listening Comprehension Theories

Listening comprehension is a complex process of many dimensions such as the listener must discriminate between sound, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it with in the immediate as well as the larger socio-cultural context of the utterance. Thus, listening compression involves bottom-up and top-down processing of incoming speech.

For Rost (2005), listening comprehension encompasses receptive, constructive, and interpretive aspects of cognition. Therefore, listening comprehension is “a complex cognitive process that allows a person to understand spoken language”. (p. 5)

Further, Caldwell (2008) asserted that comprehension is an unobservable process which is extremely complicated and multifaceted entity. So, he defined listening comprehension as “the process of simultaneously extracting and constructing meaning through interaction with oral language” (p. 4)

Based on the above definitions, the present study researcher defined listening comprehension as “a complex process in which listeners have the ability to use information in the oral text or spoken language to guess meaning of new items; predict outcomes; understand and construct meaning; find the specific facts, information or ideas; and determine the central thought or ideas represented in the text.

Listening comprehension is the receptive skill in the oral mode. When we speak to listener what we really mean is listening and understanding what we heard. In our first language, we have all the skills and background knowledge we need to understand what we hear so we probably aren't even aware of how complex a process it is. Here we will describe some of what involved in Listening Comprehension Theories in a second language.

2.1.1 The Modal Model

A theoretical perspective focusing on understanding human perception, thought, and memory can be established on the basis of cognitive psychology (Bruning, Schraw, Norby, & Ronning. 2004). Learners are portrayed as “active processors of information-a metaphor borrowed from the computer world” (p. 1). The increasing influence of the computer as a metaphor for human cognition has helped the creation of the models

known collectively as information processing models (Atkinson & Shiffrin, 1968) and their common feature as the modal model (Healy & McNamara, 1996).

Since the early 1970s, memory research has developed several distinct branches. One of these has focused on memory performance during the act of learning. Most researchers have referred to this as working memory. A second strand has focused on the contents and functioning of information in permanent storage, often referred to as long-term memory (Bruning et al. 2004). A general model of memory referred to modal model was proposed sensory memory, short-term memory, and long-term memory.

A number of points that most experts agree on the structure and importance of working memory have been proposed and some major aspects of these points are described as follows for their relevance to this study:

1. Working memory is closely tied to long-term memory and is greatly affected by it; thus, what we already know has a direct impact on current processing.
2. Working memory is the place where meaning is made in the information processing system.
3. Working memory is best viewed as a domain-specific rather than a domain-general phenomenon. How well one uses working memory depends on how much one already knows about a domain, as well as the degree to which the skills in that domain are automatized.
4. Working memory develops over time. Changes can occur due to the improved use and regulation of working memory skills.
5. Emotional factors play a role in the efficiency of working memory (Oaksford, Morris, Graingers, & Williams, 1996). Anxiety reduces efficiency because it competes for limited resources that might otherwise be used to solve problems.

(Bruning et al. 2004: 30)

For the above information processing and working memory theories, implications for instruction have been proposed (Bruning et al. 2004: 32) for educational practice. Some of them are listed as follows for their relevance to this study.

1. Prior knowledge is beneficial because students who know more about a topic find it easier to identify and focus on important information.
2. Automaticity facilitates learning by reducing resource limitations. Automatic processes allow students to use fewer cognitive resources in completing the same task. Teachers need to remember that cognitive processes become automatic only after extensive practice. Practice should be regular and varied. Achieving true automatic processing even on simple skills requires hundreds of hours of practice.
3. Perception and attention are guided by prior knowledge. What a person already knows greatly affects the stimuli a person perceives, how easily a person recognizes these stimuli, and even what meaning is given to them. The implication here can be that teachers should carefully match instructional activities with students' current levels of knowledge.
4. Perception and attention are flexible processes. Although human ability to process new information has limits, information processing capacity is not as fixed as it might appear. Skill learners are able to overcome these limits in a number of ways. One of them is to distribute the information processing load strategically across visual and auditory channels.
5. Information processing is easier when to-be-learned information is distributed in working memory. Baddeley's (1986) three-component model of working memory suggests that visual and auditory loads are processed separately in working memory.

Presenting some information to one modality may reduce the burden on another. By their working memory system more efficiently, students may actually process more information with less stress.

2.1.2 The Theory of Schemata

Another theory relevant to information processing is schemata-“mental frameworks that we use to organize knowledge” (Bruning et al. 2004: 48). Schemata theorists have proposed that knowledge is organized into complex representations called schemata that control the encoding, storage, and retrieval of information. Schemata are presumed to serve as “scaffolding” for organizing experience. Schemata contain slots, which hold the contents of memory as a range of slot values. In other words, knowledge is perceived, encoded, stored, and retrieved according to the slots in which it is placed. Whenever a particular configuration of values is linked with the representation variables of a schema, the schema is said to be instantiated. Schemata are instantiated by concepts and events. Once schemata are instantiated, their traces serve as a basis of our recollections-they are part of our long-term memory. “When schemata are not or cannot be activated during learning, new knowledge cannot be assimilated easily” (Bruning et al. 2004: 51). Recall is seen as a reconstructive activity, with schemata providing frameworks that direct the recall process. Schema theory emphasizes the application of what learners already know (Bruning et al. 2004).

Regarding the theory of schemata, the following concepts summarize the research findings:

1. The “search for meaning” as the aim of learners’ attention of the message can be seen as a primary function of working memory where meaning is made.

2. The tasks should be “enjoyable”- this attests that positive mood appears to enhance working memory, and emotional factors do play role in the efficiency of working memory.

3. As the application of the theory of schemata, provision of pre-listening tasks is suggested for building up prior knowledge and expectations. This can be seen as the function to “instantiate” the schema.

4. Exposure to authentic listening texts facilitates an implicit process through which new language and linguistic rules become internalized and can then be automatically reproduced. This is the application of the theory that automaticity facilitates learning by reducing resource limitations. The effect of exposure to authentic listening texts can be related to the effect of extensive practice. The cognitive processes can therefore become automatic, and this consumes fewer cognitive resources in completing the same task in listening comprehension.

5. Second language acquisition theories can be ascribed to “comprehensible input” and to the mechanisms by which such input is modified and made comprehensible to the learner. The function of the “mechanisms” clearly shows the characteristics of working memory: making meaning in any specific and particular situation.

2.1.3 The Three-Phase Language Comprehension Model

Goh (1999) described Anderson’s three-phase model as equally relevant to an understanding of second language (L2) comprehension despite the fact that this model is based on first language (L1) comprehension. Goh also mentioned that the study by O’Malley (1989) and others provide evidence in support of the presence of perception, parsing, and utilization in L2 comprehension.

Tyler (2001) noted that most researchers studying second language (L2) acquisition agree that if people start learning a language in adulthood, their accents would be clearly distinguishable from those of native speakers; further research in the area of L2 speech perception also lead to the idea that non-natives may not only speak with an accent, but also hear with an accent. In example of this Japanese listeners have poorer discrimination of English /r/ and /l/ that do native English listeners.

2.1.4 Working Memory Resources and Constraints

Tyler (2001) suggested that a more recent theory that deals specifically with resources consumption is Just and Carpenter's (1992) theory of working memory (WM). According to this theory, human comprehension ability is constrained by a pool of WM resources that fuel both the computation and storage of information.

Difficulty in comprehension occurs when the amount of available WM is too small to cope with the demands of storage and computation. Tyler (2001) explained that in the case of foreign language listening, at the beginning stage of learning, attention is focused on low-level processes such as phoneme discrimination and word recognition. Large amounts of WM resources are required for these unfamiliar tasks, so performance is difficult. For this problem of "overload" of WM, Tyler applied the theories of attention for easing the "strain": with practice and experience, performance in all of these demands should become automatic, and fewer WM resources should be required for L2 listening.

Tyler (2001: 263) also proposed a theory of "comprehension as the formation of a mental model". Tyler explained that mental models are not the same as "schema" construct. Schemata are representations of canonical or stereotypical situations, where mental models are representations of canonical or stereotypical situations in space and

time. Nevertheless, Tyler explained that schemata can be used to aid in the construction of a mental model by providing a framework of expectations for a specific situation.

Thus, less information needs to be provided for the listener to construct a coherent mental model if the listener possesses a schema for a certain topic. Mental models are constrained by WM (Glenberg & Langston. 1992; Zwaan & Brown. 1996). If the processes need to form a coherent mental model require more WM resources than are available, the listener will experience difficulty. A reduction in WM demands can be achieved by the pre activation of relevant concepts, relations, and schemata (Just & Carpenter. 1992). Hence, it is no wonder that cognitive theory focuses on learners' use of various mental techniques for overcoming limit information processing capabilities.

Goh (2002) also mentioned this feature of listening comprehension as it occurs with processing within limit capability of WM. Goh explained that a common feature of listening is that it is transient, and processing often occurs within limit capacity of working memory. Goh suggested that for first language (L1) users, much of the processing (such as recognition or "decoding" of words and parsing of utterances) is automatized, whereas L2 language learners often have to work under the constraints of an overload working memory, and a lack of linguistic, sociolinguistic and content knowledge.

2.1.5 The Sequence of Listening

Berne (2004) described the sequence of listening. Learners generally follow a common sequence of activities when listening. They orient themselves to the listening task by becoming accustomed to various characteristics of the input. Then, they decode input and fit meanings together to determine the main idea, and, thus, they can draw upon their previous knowledge and experience regarding the topic. Finally, learners match the

new information against the perceived main idea or their previous knowledge. Berne also applied Young's (1997) theory for elaboration. Learners tend to follow a specific pattern of strategy use. They first employ either inferencing to guess the topic of the text, or elaboration to activate their background knowledge of the topic. Learners then employ summarization to reinforce their interpretation of the text. They employ strategies such as self-monitoring and self-evaluation to monitor and control comprehension or evaluate strategy use. Afterwards, learners sometimes interact with the text by making comments.

Regarding these theories, Berne emphasized the active nature of listening comprehension. Berne suggested that listening materials should include pre-listening activities that encourage learners to develop their interpretation of the input and compare it with the actual input. Especially, Berne stressed that listening materials need to expand beyond the traditional "listen-to-a-text-and-answer-questions" format (Berne, 2004: 522).

2.1.6 Extracting Meaning from Spoken Discourse

Dunkel (1986) addressed the concept of extracting meaning from spoken discourse. She applied Rixon's (1981) theory to explain that an efficient listener employs four basic steps and applies global cognitive strategies when extracting meaning from spoken discourse. The steps may not be carried out sequentially. The four steps include the following: (1) listeners sort out why they listen and what they want or need to know (a reason for listening); (2) the listener predicts some of the information expected to be included in the utterance and assesses how much of the incoming information will be new and how much will be familiar. These two steps allow the listener to reduce some of the listening to a monitoring task of matching and finding discrepancies in the actual content of the spoken message against the knowledge framework already established; (3) referring back in the initial reason for the listener, the listener decides how much of the

message is likely to be relevant to the purpose of the task or the initial reason for first commencing to listen. This check tells the listener what information in the discourse to ignore and what to select; (4) the listener then checks understanding of the message in a variety of ways. The listener needs to apply cognitive strategies aimed at uncovering a speaker's message.

2.1.7 Listening Comprehension as the Construction of Meaning

Jones and Plass (2002) described listening comprehension in an L2 learning situation as the process of receiving, attending to, and assigning meaning to aural stimuli.

Jones et al. (2002: 547) explained that over the past 30 years, educators have moved away from behaviorist strategies in language teaching and now approach language acquisition from a cognitive and constructivist perspective. "Listening comprehension activities are no longer restricted to passive drill-and-practice strategies but instead emphasize active construction of meaning based on prior knowledge, linguistic knowledge, interaction with and understanding of the text"

2.1.8 Listening, Thinking, and Speaking in Language Learning

Vygotsky (1962) experimentally researched the relationship between thought and language, and discovered principles dominating child language development. He concluded that the speech structures mastered by the child become the basic structures of his thinking. He also argued that "thought development is determined by language, i. e., by the linguistic tools of thought and by the sociocultural experience of the child. A vital point that may render support to this study can be the following argument: "To understand another's speech, it is not sufficient to understand his words-we must understand his thought. But even that is not enough-we must also know its motivation". As stated in the following paragraph, Long (1989) proposed that world knowledge is

organized around scripts. The meaning and function of “thought” and “motivation” can thus be associated with “scripts” as an introduction to the next paragraph.

Long (1989) developed a Schema-Theoretic perspective on second language listening. She described how in recent years theories of comprehension based on learners’ ability to draw on their existing world knowledge have been developed. She wrote that this “has led to the idea of scripts as an essential framework for comprehension” (p. 32). Scholars have suggested that script theories probably apply to the listening process in second language acquisition. Long (1989) elaborated it as follows:

Learners construct meaning during the comprehension process by segmenting and chunking input into meaningful units, actively matching the results, known as intake, with their existing linguistic and world knowledge, and filling in the gaps with logical guesses. Intake is then recoded and stored in long-term memory in the form of propositions, or basic meaning forms. (p. 32)

According to Long (1989), world knowledge is experientially based and enables individuals to make inferences and form expectations. Long stated that world knowledge is organized around scripts, which are also called frames or schemata. Scripts are helpful in understanding input relating to commonplace situations because they fill in the missing information. Two types of schemata essential to comprehension have been identified. Textual schemata relate to the general format or outline followed by specific types of texts. An example of this is making an operator-assisted long distance telephone call. Content schemata, on the other hand, are derived from the individual’s life experiences, such as going to the dentist’s office. Long (1989) argued that the match between a text and an individual determines which type of schemata is more useful. Being able to

“instantiate” an appropriate script provides a frame of reference into which listeners can fit the bits and pieces of input into meaningful units during the comprehension process...until the puzzle is completed” (p. 33).

2.1.9 Short-term Memory Influence

Taguchi’s (2005) findings revealed a short-term memory influence on comprehension accuracy for second language (L2) learners, causing Taguchi to assert that, when implied meaning is less accessible to learners, learners tend to rely on their memory more in order to make choices. The findings of study are helpful for understanding where potential problems lie when learners make a wrong inference. “When the target implied meaning is not salient, learners are confused by other irrelevant and misleading cues, particularly by the words that remain strongest in their short-term memory” (p. 555). This finding reflected Long’s (1989) theory and further attests to it: “learners construct meaning during the comprehension process...and filling in the gaps with logical guesses” (p. 32). The “logical guesses” can be acknowledged as coming from “words that remain strongest in their short-term memory,” or “irrelevant and misleading cues” in general.

The function of short-term memory (or working memory, WM) can also be attested to by referring to Tyler’s (2001) study. Tyler noted that experienced non-natives seem to comprehend effortlessly in everyday situations; one possible explanation is that experienced non-natives use topic knowledge to reduce WM requirements. As Tyler argued, the topic of conversation can provide cues to memory. The finding of Tyler’s study showed a relatively greater WM consumption for non-natives than natives when the topic was unavailable, suggesting that non-natives rely more than natives on topic knowledge in comprehension.

2.1.10 Bottom-up and Top-down

The reason for non-natives to rely more on topic knowledge for listening comprehension is that, as Wolff (1987) argued, the “bottom up” processes that non-native listeners use to decode the speech signal are underdeveloped. Consequently, they must resort to “top-down” processing to achieve comprehension. When the topic is not known, non-native listeners need to rely on their underdeveloped low-level processes for comprehension, but if the topic is known, non-natives need to rely less on low-level processes for comprehension, leaving more resources for higher-level comprehension processes.

This theory is similar to what Just and Carpenter (1992) suggested: a reduction in WM demands can be achieved by the preactivation of relevant concepts, relations, and schemata. In other words, the use of topic knowledge to activate an existing mental model reduces WM demands. On the other hand, if the listener is not aware of the topic, the mental model must be constructed from the beginning, which requires a far greater amount of WM. Tyler (2002) suggested that “if non-natives hear with an accent, then topic knowledge may be more beneficial for non-native comprehension than for native comprehension” (p. 261).

As for the terms “bottom-up” and “top-down” mentioned above, Field (2004) affirmed that they are often used to make a distinction between information derived from perceptual sources and information derived from contextual ones. Yet, Field explained that the terms refer not to particular levels of processing but to directions of processing. “In a bottom-up process, small (lower level) units are progressively reshaped into larger ones; in a top-down process, larger units exercise an influence over the way in which smaller ones are perceived” (p. 364). Field’s example of a top-down process is the

vocabulary effects: “the listener’s interpretation of a string of phonemes is constrained by the knowledge that a particular word exists” (p. 364). Field further noted that the relationship between “bottom-up” and “top-down) processing is a complex one based upon a considerable degree of interdependence, suggesting that “the issue is not which path is chosen but which of the two processing routes is preferred over the other” (p. 364).

2.1.11 Psycholinguistic Principles of L2 Listening and Learning

The following concepts summarize psycholinguistic principles of L2 listening and learning (Vandergrift, 2003a):

1. Listening comprehension is a process of matching speech with listeners’ knowledge about the topic. Listeners can activate prior knowledge and make appropriate inferences.
2. Top-down processes are applied when listeners use knowledge to build a conceptual framework for understanding the meaning of a message. Bottom-up processes are applied when listeners use linguistic knowledge to understand the meaning of a message.
3. Listening comprehension is an interactive, interpretive process where listeners use both prior and linguistic knowledge in understanding messages.
4. Listeners listen selectively according to the purpose of the task. They do not have to pay attention to everything.
5. Metacognitive, cognitive, and socio-affective strategies can be adapted to facilitate listening comprehension. Metacognitive strategies oversee the listening process. Cognitive strategies are mental steps listeners develop for comprehension.

Socio-affective strategies are the techniques listeners use to collaborate with others for better understanding.

6. Metacognitive knowledge is adapted when listeners analyze the requirements of a listening task, activate the appropriate listening process, make appropriate predictions, monitor their comprehension, guess the meaning if necessary, and evaluate the success of their approach.

7. Both language content and learning processing can be taught to foster a greater sensitivity to the learning process over time and raise consciousness of the process of listening.

2.2 EFL/ESL Listening Problems and Factors Influencing Listener Difficulties

Listening is a difficult language skill to practice because it involves a large number of different elements: hearing sounds, understanding intonation and stress, copying with redundancy and “noise,” predicting, understanding colloquial vocabulary, fatigue, understanding different accents, and using visual and aural environment clues.

The causes of these problems, as Ur explained, may be as follows: learners do not perceive certain sounds; the interference of English system of stress, intonation, and rhythms; learners try to understand every single word; learners can't guess what's going to say for easier perceiving; learners are not familiar with the vocabulary used in colloquial speech; and learners lack the ability to use environmental clues (visual or other stimuli).

Rubin (1994) reviewed over 130 studies and concluded there are five major factors that researchers believe affect L2 listening comprehension: (1) text characteristics,

(2) interlocutor characteristics, (3) task characteristics, (4) listener characteristics, and (5) process characteristics. Among these factors, listener and process characteristics are closely associated with the present study.

Listener characteristics include language proficiency level (knowledge of the world for cognitive processing), memory (a relationship between learners' STM and listening comprehension), and background knowledge (prior knowledge can affect listening comprehension).

Process characteristics include top-down, bottom-up, and parallel processing: the use of these relates to learners' proficiency level; listening strategies: different strategy patterns and proficiency levels; note-taking: this is considered an effective strategy for academic listening; and strategy training: it is important to teach cognitive and metacognitive strategies.

Briefly, these factors are closely related to learners' basic L2 proficiency, L2 knowledge, and learners' listening comprehension strategies. This is very similar to Ur and Byrnes' theories.

Goh (1999) identified factors that influence learner listening comprehension. The five most important factors were vocabulary, prior knowledge, speech rate, type of input, and speaker's accent. Goh (2000) also identified language learners' listening comprehension problem related to perception, parsing, and utilization. Goh suggested that the problems could have been the results of some of following related factors:

- . sound-script and word-referent processes were not automatized
- . poor sound representation of familiar words
- . failure to use appropriate comprehension tactics
- . a lack of appropriate schematic knowledge
- . insufficient prior knowledge
- . pre-occupation with knowing the meaning of certain words
- . limited processing capacity in STM and shallow processing. (p. 69)

Again, these factors also are associated with learners' basic L2 proficiency and knowledge and learners' comprehension strategies, in addition to learners' world knowledge and STM capacity.

For identifying listening problems, Berne (2004) researched four studies: Vogely (1995), Goh (1997), Hansan (2000), and Goh (2000). Vogely's (1995) findings indicated an apparent gap between the learners knowing what strategies they should be using and their ability to use those strategies effectively. Vogely suggested that one way to close this gap was through strategy training that emphasizes the process rather than the outcome of listening comprehension.

Hansan (2000) found the learners' false assumption—a need to understand every word and every detail in order to understand a listening text—led to anxiety and frustration and, thus, could impede comprehension. Learners were unable to distinguish key words and usually became overloaded with information which then inhibited their ability to monitor the message and grasp the overall meaning of the text. Hansan suggested that the learners focus on the relevant parts of the messages, on ideas, and on how these ideas are linked to form underlying meanings and conclusions.

Goh (2000) identified ten L2 listening problems: five of the problems correspond to the perception phase of listening, three to the parsing, and two to the utilization phase. Both more- and less-proficient listeners experienced similar problems. However, there were differences in the degree of cognitive constraints experienced by each group. Less-proficient listeners appeared to have more low-level processing problems. Goh recommended that listening comprehension instruction needed to eliminate problems related to perception in addition to strategy training.

According to these studies, Berne (2004) argued that learners were very aware of what they do when listening, what problems they encounter, and what makes a good listener, even though they may not be able to act on that knowledge. This suggests that instructors and listening material designers should consult with learners to better reflect learners' actual needs. Berne also pointed out that many listening problems occur at fairly low levels of processing. Learners tended to resort to bottom-up strategies when communication broke down (Vogely. 1995). Learners seemed to be stuck on analyzing each word individually (Hansan. 2000), and half of the problems identified occurred in the perception, or initial, phase of listening (Goh. 2000). Thus, listening instruction should focus first on helping learners overcome these low-level processing difficulties before encouraging them to use more high-level processing strategies, because, as Berne argued, learners are still having difficulties "chunking" streams of speech (p. 529). Field (2004) also mentioned this problem as he made the following argument:

One established view of the problem faced by the L2 listeners or readers takes the following form: Weaker L2 learners worry about not understanding each word of the input. They focus their attention at word level, and this occupies much working memory capacity, preventing them from building the words into higher level meaning. (pp. 364-365)

Previous studies have shown that anxiety impedes foreign language (FL) listening comprehension (Bacon. 1989; Gardner, Lalonder, Moorcroft & Evers. 1987; Lund. 1991). Listening anxiety occurs when students feel they are faced with task that is too difficult or unfamiliar to them (Scarcella & Oxford. 1992). Research showed that in order to be effective listeners, learners must be able to actively and strategically participate in the listening process within a low-anxiety classroom environment. Recognizing the effect of anxiety on listening is the first step; the next is to uncover the source of listening comprehension anxiety and propose solutions (Vogely. 1998).

Elkhafaifi's (2005) findings indicated that learners with higher levels of FL learning anxiety also tended to have higher levels of listening anxiety. He also emphasized that high levels of anxiety could have adverse effects on students' FL performance overall and for specific language skills. Some pedagogical implications were suggested: instructors need to broaden their understanding to include specific anxiety related to listening comprehension, teach specific listening strategies to help students listen more effectively, provide enough class structure to maintain a basic learner's needs and a supportive and friendly classroom environment, help students cope with anxiety by producing a positive situation and making the learning context less stressful (provide materials that are at an appropriate level of difficulty), encourage student to acknowledge their listening anxiety and to discuss it openly, and give positive feedback and continued encouragement.

Thus, it is very difficult for the students to succeed in language learning because there are various factors affecting the effectiveness of a second language learning in listening. To analyze and understand the details of each factor can help the teacher see the way to solve the students' problems in listening.

2.3 EFL/ESL Listening Comprehension Strategies

Listening comprehension strategies began about two decades ago. In order to identify the range of language learning strategies used by more skilled learners at different levels of language proficiency on a wide range of language tasks (including listening), investigated the strategies of high school learners of English as a second language (ESL). The researchers found that the general learning strategies reported by L2 learners in their study were similar to the learning strategies by students engaged in

general learning tasks. They concluded that strategic processing appears to be a generic activity common to all areas of learning. They proposed a framework of metacognitive, cognitive, and socio-affective strategies grounded in the work of cognitive psychology as a productive framework for classifying L2 learning strategies as well.

A similar pattern of strategy use further validated the framework for classifying L2 strategies (Chamot, et al. 1987). Yet, as Vandergrift (2003b) pointed out, a more fruitful methodology for tapping the more covert processes and strategies in listening is needed. According to research in listening comprehension (Burne. 2004; Flowerdew & Miller. 2005; Goh. 2000; Mendelsohn. 1995) all EFL learners use some strategies to help them understand an oral English text. More proficient EFL learners are more aware of the strategies that they use and employ these strategies more effectively than less proficient EFL learners. Vandergrift (2003b) adds that EFL learners should be encouraged to focus more on metacognitive strategies when they listen to oral English texts, thereby providing them more control over their comprehension.

A think-aloud procedure for L2 listening research was first employed by Murphy (1985) to examine the strategies used by ESL listeners in academic lectures. He labeled and explored a series of 17 individual strategies placed into six broad strategic categories. According to Murphy, "listening strategies should be seen as interweaving components to a single animated language process" (p. 40)

O'Malley, Chamot, and Küpper (1989) investigated the strategies used by ESL listeners during the different phases of the listening process. A qualitative analysis of the listener think-aloud protocol showed that during the first phase, perceptual processing, strategies such as selective attention and directed attention proved to be crucial. During the final phase of utilization, listeners made use of prior knowledge to assist

comprehension and recall. Elaboration seemed to be the dominant strategy. The researchers were able to conclude that listening is an active process of constructing meaning to fulfill task requirements. With the help of strategies, listeners match linguistic cues with existing knowledge.

Bacon (1992) found that during the perceptual processing phase, students were concerned with the speed of the text and made little use of context or advance organizers. During the parsing phase, students tended to focus on individual words rather than segments of words, and they experienced difficulty in holding chunks of meaning in memory. During the utilization phase, students made some use of previous knowledge but, because of time constraints, were not always able to evaluate the appropriateness of their inferences.

From the details mentioned above, many language experts showed their ideas about listening comprehension strategies as follows: Cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning materials. Language learners use cognitive strategies to help process, store, and recall new information. Metacognitive strategies, on the other hand, do not process input directly. They go beyond cognitive manipulation and transformation of incoming information. Metacognitive strategies include the three fundamental executive processes of planning, monitoring and evaluating. Metacognitive strategies, therefore, involve thinking about the way information is processed and stored, and taking appropriate steps to manage and regulate these cognitive processes.

2.4 EFL/ESL Listening Comprehension Strategies Used by Different Levels of Listeners

For identifying strategies used by different levels of EFL/ESL listeners, some of their reviews are addressed below for their relevance to the current subject.

DeFilippis (1980) found that more-proficient learners reported some strategies more often than less-proficient learners: a contextual inferencing strategy, a grammar strategy, a visualization strategy, a cognate (French-English) strategy, and a role identification strategy. On the other hand, less-proficient learners reported using a translation and keyword strategy more often than more-proficient learners (Berne, 2004).

Fujita (1985) identified six factors involved in listening comprehension: (1) self-confidence in listening comprehension; (2) focus/search for meaning; (3) recall notes (mental and/or written); (4) attention to form, self, and others; (5) active participation; and (6) prior experience and language study. Three of the six factors appear to discriminate between more-proficient and less-proficient listeners: self-confidence in listening comprehension, focus/search for meaning, and active participation (Berne, 2004).

Murphy (1985) analyzed cognitive and metacognitive strategies together. He found that the more-proficient listeners tended to use a strategy called “wide distribution,” and the less-proficient listeners most frequently used the “text heavy” strategy. “Wide distribution” refers to an open and flexible use of strategies while “text heavy” refers to a dependence on the text and a consistent use of paraphrase (Rubin, 1994). Murphy also observed that more-proficient listeners used more specific strategies than less-proficient listeners. More-proficient listeners also used a wider variety of strategies and the strategies seemed to interconnect more (Berne, 2004).

O'Malley et al. (1989) observed that in the initial (perceptual processing) phase of listening, more-proficient listeners were better able to monitor their attention and redirect attention to the task if distracted. In the second (parsing) phase, they attended to larger chunks of information and attended to individual word only when comprehension broke down. They also used inferencing strategy very effectively at this stage. On the other hand, less-proficient listeners focused on individual words and relied more heavily on translation. During the final (utilization) phase, more-proficient listeners used different types of elaboration, made inferences, related information. In contrast, less-proficient listeners made fewer elaborations, and they did not verify their assumptions about the text nor relate the new information to their own experience (Berne, 2004). Rost and Ross (1991) described that beginning-level students were found to have a persistent pattern of global queries (lexical reprise and global reprise)-asking for repetition, rephrasing, or simplification-across settings, speakers, and topics; whereas more advanced students used forward inference and continuation signals-background communication (Berne, 2004).

Proposing a model of less skilled listeners, Vandergrift (2003a) described that they appear to translate, and this is indicative of a bottom-up approach. They translate on-line and are incapable of keeping up with the incoming input. They have a problem in holding meaning in memory. Their interaction with the text remains superficial because translation only involves surface mapping between languages and, thus conceptual processes can not be activated. Therefore, new input can not be interpreted (questioning elaboration), and conceptual framework can not be maintained in memory to monitor new incoming input (a solid mental representation of the text in memory can not be developed). The conceptual framework can not be well developed to suppress irrelevant information and, consequently, elaborations and inferences remain superficial, and a

robust, coherent mental representation of the text can not be formed. Moreover, they also fail to provide direction to the listening process (through monitoring and planning strategies). The ultimate result can be sparse and disjointed summarizations.

As state above, Goh (1998) found that the more-proficient listeners employed ten cognitive and eight metacognitive tactics. The less-proficient listeners employed four cognitive and two metacognitive tactics.

Becoming a good listener a foreign language requires using listening strategies when their listening skills fail (White. 2006: 128). Textbooks developers when attempting to incorporate teaching listening skills and strategies, they should realize that listening comprehension, thinking, and remembering all go together. Besides, it is important to realize that the learning goals related to listening are to develop an awareness of skills and strategies related to listening and to use a variety of listening skills effectively (Flowerdew & Miller. 2005: 16).

2.5 Enhancing Success in EFL/ESL Listening Comprehension

In this study, the purpose of listening task is aimed at a simple object-one-way listening, which is the most important skill in the current English classroom. It is not to enhance the success in interactive (or two-way) listening. For example, for real-life social interaction.

To enhance success in listening comprehension, the question is how to make input Comprehensible. This can not be achieved by slowing the speed of instructor's speech as some EFL/ESL students may desire. If we decrease the speed at which we speak, we end up supporting the belief that listening comprehension is equivalent to word-for-word translation.

Vogely (1998) argued that rather than slowing down speech, a more effective technique for making input comprehensible would be to break the discourse down into natural segments, or phrases, and deliver them as chunks of speech that present an idea unit and maintain all to the natural intonations, emphases, and pauses. Vogely suggested understanding the nature of the listening comprehension (LC) process because the very nature of the LC process can evoke anxiety in learners. Vogely also suggested using clear and concise structure task.

In addition, Vogely (1998) suggested introducing students to LC strategies. She argued that for learners to become effective listeners, they must actively and strategically participate in the listening process. "The hypothesis that systematic instruction in the use of cognitive and metacognitive strategies will result in the improvement of LC was confirmed" (Thompson & Rubin, 1996: 336).

Goh (1998) found that high-ability groups had been able to successfully use strategies and tactics from their L1. So, there is a need for teachers to help learners become aware of the strategies they use in their L1. Some cognitive strategies seemed to have made the transition without explicit instruction. These notable examples were inferencing, elaboration, and predicting, which learners adopted frequently. In view of this, more time should be spent on metacognitive strategy instruction so that weaker listeners would be able to better manage their listening processes. On the other hand, learners should be trained not only to adopt broad strategic approaches, but also to use specific tactics. A faculty needs to raise students' awareness about listening strategies and tactics that they are already using and how their existing repertoire can be further improved. Thus, the curriculum should include both direct strategy training and awareness raising, incorporating special activities for learner training. Faculty should give

learners some guidelines and provide an opportunity for meaningful practice. Goh emphasized that metacognitive aware learners are also more successful at transferring strategies that are appropriate to new learning tasks. A Faculty needs to help learners have a better understanding of how their LC is affected by their listening strategies and tactics, personality, cognitive style, motivation, confidence, and other personal factors.

Consequently, Goh (2000) suggested two teaching strategies. The first is a direct strategy, which makes use of listening exercises for improving perception and activities for learner to use specific comprehension tactics. The second aims to indirectly improve learners' listening ability in all three phases of comprehension by raising their metacognitive awareness about L2 listening. This is because a strong relationship seems present between learners' metacognitive knowledge and strategy use (Goh, 2002). This increase metacognitive awareness about students' learning processes could cause them to take a more active part in overcoming some of their listening difficulties.

Vandergrift also emphasized the importance of metacognitive knowledge. Vandergrift (1996) concluded that the instruction and fostering of metacognitive strategy which can enhance success is listening.

Furthermore, Vandergrift (2003a) proposed two tasks (see Appendix G) designed to teach students how to listen. Students completed each task and then reflected on its usefulness in facilitating comprehension and its effectiveness in raising their awareness of the listening process. Students' responses highlighted the benefit of predictions, the usefulness of discussions with a partner, and the benefit of predictions, the usefulness of discussions with a partner, and the motivational effect of focusing attention on the process as well as the product of listening. Vandergrift argued that the study illustrates the potential of applying current knowledge in L2 listening pedagogy. The study also

affirms the benefit of promoting language classrooms with a dual focus where students are taught learning process as well as language content.

Coskun (2010) investigated the effect of metacognitive listening strategy training on the listening performance of a group of beginner preparatory school students at a university in Turkey. The CALLA approach strategy phase were applied for the metacognitive listening strategy training. It was conducted that the CALLA approach five phases had a positive impact on the listening performance of EFL students.

In conclusion, on enhancing listening comprehension the need for recognizing strategy development as an important learning tool, and teachers need to incorporate strategy training into their activities.

2.6 Related Studies

Since 1980, there have been a number of studies involving the investigation of listening comprehension strategies used by FL/L2 learners. With regard to ESL listening,

Conrad (1985) found that as L2 listeners increased in proficiency they relied more on contextual semantic cues than on syntactic or phonological cues.

Murphy's study (1985) indicated that more proficient listeners tended to have an open and flexible use of strategies, while less proficient listeners most frequently had a dependence on the text and a consistent use of paraphrase.

O'Malley, et al. (1988) explored listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks. This study focused on the

mental processes second language learners use in listening comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and ineffective listeners. The students in this study were all from Hispanic backgrounds, intermediate in English proficiency, and were enrolled in ESL classes at the secondary level. Data were collected using think-aloud procedures in which students were interrupted during a listening comprehension activity and asked to indicate what they were thinking. Findings indicated that mental processes students use in listening comprehension paralleled three theoretically-derived phases of the comprehension process: perceptual processing, parsing, and utilization. Each phase was characterized by active processing and by the use of learning strategies. Three predominant strategies which differentiated effective from ineffective listeners were self-monitoring, elaboration, and inferencing. The findings were related to implications for instructional practice.

O'Malley et al. (1989) found that effective listeners used more self-monitoring, elaboration, and inferencing.

Lee's study (1997) showed that the four EFL listening comprehension strategies most often used by subjects included asking speakers for repetition or paraphrasing, trying to understand each word, self-questioning for comprehension, and checking comprehension.

2.7 Summary of the Chapter

Information processing theory can be used to illustrate listeners as active processors of information. Cognitive psychology can also be applied to explain listening comprehension, and a model of memory can be proposed: sensory memory perceives the

initial stimuli (aural input), short-term memory (STM) is responsible for meaning-making, and information is stored in long-term memory (LTM) which influences the initial perceptual processing and directs the function of STM (Bruning, Schraw, Norby & Ronning, 2004). The three-phase mode of language comprehension is perception, parsing, and utilization; with each phase interrelated and recursive. Two different directions of listening comprehension processing are bottom-up and top-down. Bottom-up is the fundamental linguistic processing initiated from the word level, and top-down is a metacognitive function stems from prior knowledge (O'Malley & Chamot, 1990). Prior knowledge can be in the form of schemata (Rumelhart, 1981) or mental models (Tyler, 2001).

Listening problems mainly come from learners' L2 proficiency, the interference of learners' L1 knowledge, and lack of effective L2 listening comprehension strategies (Byrnes, 1984; Rubin, 1994; Ur, 1984). Major factors affect L2 listening comprehension strategies, world knowledge, and STM capacity (Goh, 1999: 2000). Anxiety can also impede listening comprehension (Bacon, 1989; Gardner, Lalonde, Moorcroft & Evers, 1987).

CHAPTER 3

RESEARCH METHODOLOGY

The research methodology and procedures for conducting the study are presented in Chapter 3. The procedures consist of sequential steps including: (1) population and samples, (2) research instruments, (3) data collection, and (4) data analysis and statistics used for data analysis.

3.1 Population and Samples

3.1.1 Population

The population of this study were 240 Matthayomsuksa 5 students who took supplementary English (E30209) course in the first semester of academic year 2015 at Nangrongpitthayakhom School under the Secondary Educational Service Area Office 32, Nangrong District, Buriram Province.

3.1.2 Samples

The samples in this study were 40 Matthayomsuksa 5 students who took supplementary English (E30209) course in the first semester of academic year 2015 at Nangrongpitthayakhom School under the Secondary Educational Service Area Office 32, Nangrong District, Buriram Province. One class of Matthayaomsuksa 5 students was selected as the samples by using simple random sampling technique. (Sri Sa-ard,1989)

3.2 Research Instruments

In this section, two instruments were utilized to collect the data for this study: an EFL listening comprehension test and a listening strategy questionnaire. The details of each instrument and how they were implemented are described as the following:

3.2.1 An EFL Listening Comprehension Test

The EFL listening comprehension test was constructed by the researcher by focusing on the contents and learning objectives for Matthayousuksa 5 students. The construction of the EFL listening comprehension test is explained as follows:

- 1) The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards of foreign languages, indicators, learning areas, and strands and learning standards of foreign languages.
- 2) The researcher studied methodologies, principles, theories, and listening comprehension strategy.
- 3) The researcher analyzed the strand and curriculum for informative use. The test was constructed by the researcher to measure the level of listening comprehension of the sample group. The contents were taken from English newspapers and the Internet.
- 4) The researcher constructed the listening test in a form of multiple choice test composing of 30 items. The questions were designed by focusing on listening comprehension skills—asking for main idea, and important supporting details.

5) The test was approved by the 3 experts who experience teaching English more than 10 years and the advisors' suggestions. The experts were as follows:

1) Dr. Khampeeraparb Inthanu, an English lecturer at English Program,
Buriram Rajabhat University

2) Mrs. Jarunee Kanrum, an English teacher at Nangrong School, Buriram
Province

3) Miss Kanokrat Jaturapho, an English teacher at Srisomdetpimpattana
wittaya School, Roi Ed Province

The test was checked by the researcher advisors. The pilot test was administered to 20 Matayomsuksa 5 students of Nangrongpitthayakhom School, Buriram Province, in the second semester of academic year 2015. 20 students were chosen randomly to do the trial test. They were informed the purpose of the study and the instruction of the test. After the trial test, the item analysis was used to analyze the indices of difficulty and discrimination of each test item, and the reliability value of the whole test. It was found that there were 3 'very difficult' and 2 'very easy' questions.

The test was then improved by the researcher and checked by the research advisors again.

The Statistics Used for Testing the Index of Difficulty

The index of difficulty of each item was computed by using the statistics below:

$$p = \frac{r_h + r_l}{n_h + n_l}$$

- p = The index of difficulty at each item
- n_h = The number of the participants of the high group
- n_l = The number of the participants of the low group
- r_h = The number of the participants in the high score group who choose correct answer at each item
- r_l = The number of the participants in the low score group who choose correct answer at each item

The Statistics Used for Testing the Index of Discrimination

The obtained data were analyzed to determine the index of discrimination of each item of the listening comprehension test. The statistic used is:

$$r = \frac{r_h - r_l}{n_h}$$

- r = The index of discrimination at each item
- n_h = The number of the participants of the high group
- r_h = The number of the participants in the high score group who choose correct answer at each item
- r_l = The number of the participants in the low score group who choose correct answer at each item

The Statistics Used for Testing the Reliability of the Test

The reliability of the test was measured by using Kuder Richardson

Formula 20 (KR-20)

$$KR-20: r_{tt} = \frac{K}{K-1} \left(1 - \frac{\sum pq}{S^2} \right)$$

r_{tt} = The reliability of the test

K = The number of items on the test

p = The index of difficulty of the test

q = $1 - p$

S^2 = The variance of the total score

It was found that the difficulty (p) of the listening Comprehension Test was between 0.10-0.75 and the discrimination (r) was between 0.20-0.85. The reliability value of the test was 0.84. The results were shown in Appendix C.

3.2.2 A Listening Strategy Questionnaire

The main survey instrument was the listening strategy questionnaire which included 30 Likert Scale items of three categories, Metacognitive, Cognitive and Social Strategies. The survey instrument was adapted from the website: English language Teaching (<http://www.ccsenet.org/elt>). The main survey instrument was translated into Thai by the researcher. The language used in the questionnaire is easy and clear. The questionnaire was checked by 3 experts and advisors. It was divided into three parts:

Part I: Personal Data

Part II: Rating scale questions asking the students' opinions about the levels of preferred listening strategy utilization on listening comprehension

Part III: Open-ended questions about suggestions on the listening strategies, And listening comprehension

There are 2 types of questions in the questionnaire (31 items).

1. The first type is a five-point Likert rating scale, comprising 30 items, to allow the sample group to rate the level of their opinions on the scale of 1-5 as follows:

Never = 1

Seldom = 2

Sometimes = 3

Usually = 4

Always = 5

Part A contains 14 items utilized to measure subjects' individual Cognitive Strategies. Part B contains 11 items measuring individual Metacognitive Strategies.

Part C contains 5 items for individual Social Strategies.

A mean score derived from the students' opinions was interpreted by the following range:

F: Frequent (Usually 4 /Always 5) = 3.50-5.00

M: Moderate (Sometimes 3) = 2.50-3.49

I: Infrequent (Never 1/Seldom 2) = 1.00-2.49

2. The second type is open-ended question (1 item) provided at the end of the questionnaire to allow the participations to express their suggestions to the researcher.

This questionnaire was constructed based on the listening Comprehension the strategies. The research advisors and three experienced teachers in English listening examined it for any ambiguous wording, the appropriateness of its content, and whether the content of each item was related to the purpose of the research. To establish its validity and reliability, the Listening Strategy Questionnaire was piloted with 20 Matayomsuksa 5/2 students of Nangrongpitthayakhom School who did not take part in this study.

3.3 Data Collection Procedures

Data was collected to find out 2 types of information: English listening comprehension strategies and the differences between English listening comprehension strategies used by proficient and less proficient learners. To answer these 2 research questions, the study was divided into 3 main stages: pre-survey, survey and post-survey. They were presented as the following:

1. Before the survey period, on December 2015, the listening ability of the subjects was assessed by using listening comprehension test lasting 50 minutes. The students were equally divided into three groups: the proficient, moderate and the less proficient learners. Only the proficient and less proficient learners were chosen to be the subjects of the study.

2. During the second semester of the academic year 2015, after getting the permission from the Dean of Graduate School, the researcher returned to the school to conduct a study. Three students were asked to participate in the pilot study and the researcher explained how to answer the survey items for the subjects to check their understanding of the real meaning of each item before administering the survey.

3. Next, the researcher was an intact teacher as follows:

3.1 A cover letter was provided to each student to understand the purpose of the study, and the researcher explained the students concerning the research instruments.

3.2 The students were assured that all data collected would be kept anonymous.

3.3 The test was conducted first and then the survey would be given to subjects to complete. All these procedures would take approximately 60 minutes.

3.4 The researcher collected the responses and put into a file for analysis.

3.4 Data Analysis and Statistical Procedures

Data collected from completed survey instruments were tabulated and analyzed to respond to the research questions posed in Chapter 1. Descriptive and inferential statistical analysis were applied. The means, standard deviations, and ranking were computed. As for the listening strategy questionnaire, the scale range for each question was 1-5. Frequency counting, t-test and chi-square test were conducted to analyze the questionnaire scales. This test, by comparing the actual frequencies given by subjects, was closer to the raw data than comparisons based on average responses

for each item. To analyze the answers of the second questions, a series of independent samples t-test was computed to determine if there are significant differences between proficient and less proficient learners regarding their listening strategy. The .05 level of significance was used for all t-tests. The Statistical Package for Social Sciences (SPSS) was used for all data analysis.

3.5 Summary of the Chapter

Chapter 3 has presented the methodology used to conduct this study including the methodology for a description of the population and survey sample. An explanation of the survey instruments used to collect data, the data collection process, and a description of the data analysis procedures has been provided.

CHAPTER 4

RESULT OF THE STUDY

The main intent of the present study is to systematically investigate the English listening comprehension strategies employed by Matthayomsuksa 5 students. Based on the frequency counting of each item, the results of the listening strategy questionnaire completed by subjects are described below.

4.1. What are the English listening comprehension strategies used by Matthayomsuksa 5 students?

In order to find English listening comprehension strategies used by Matthayomsuksa 5 students, the results are presented below.

Table 4.1

Descriptive Statistics of Listening Comprehension Strategy Categories

Strategy Categories	N	\bar{x}	S.D.	Meaning	Rank
1. Cognitive	40	3.15	0.56	Moderate	1
2. Metacognitive	40	3.00	0.54	Moderate	2
3. Social	40	2.62	0.56	Moderate	3
Total	40	2.92	0.55	Moderate	-

Table 4.1 shows the descriptive statistics of the three strategy categories used by subjects. Among the three strategy categories, 'cognitive' strategy is the highest average frequency ($\bar{X} = 3.15$, S.D = 0.56), followed by 'metacognitive' ($\bar{X} = 3.00$, S.D = 0.54) and 'social' strategies ($\bar{X} = 2.62$, S.D = 0.56) respectively.

Next, the following three tables show the results of individual items within three strategy categories.

Table 4.2

Chi-square Test for Individual Cognitive Strategy

Cognitive Strategy	I (%)	M (%)	F (%)	X ²
	(Infrequent)	(Moderate)	(Frequent)	
Repeating	10	39	51	13.77**
Formally practicing with sounds and writing systems	12	37	51	12.12**
Recognizing and using formulas and patterns	37	45	18	6.12*
Practicing naturalistically	30	45	25	3.29
Getting the idea quickly	18	51	31	8.59*
Using resources for receiving and sending messages	30	27	43	2.24
Reasoning deductively	31	35	33	0.12
Analyzing expressions	30	43	27	2.24
Analyzing contrastively across languages	49	35	16	8.59*
Translating	12	27	61	19.18**
Transferring	8	3	35	18.47**

Table 4.2 (Continued)

Taking notes	51	43	6	17.77**
Summarizing	31	41	27	1.53
Highlighting	22	39	39	3.18

Table 4.2 shows that among the 14 strategies of the 'cognitive' category, 'repeating', 'formally practicing with sounds and writing systems', 'translating' and 'transferring' are strategies of frequent use. 'Recognizing and using formulas and patterns' and 'getting the idea quickly' are of moderate use. 'Analyzing contrastively across languages' and 'taking notes' are of infrequent use.

Table 4.3**Chi-square Test for Individual Metacognitive Strategy**

Metacognitive Strategy	I (%) (Infrequent)	M (%) (Moderate)	F (%) (Frequent)	X ²
Overviewing and linking with already known material	33	49	18	753*
Paying attention	10	30	61	20.24**
Delaying speech production to focus on listening	12	31	57	15.65**
Finding out about language learning	12	39	49	11.41**
Organizing	49	45	6	17.41**
Setting goals and objectives	49	37	14	9.88**

Table 4.3 (Continued)

Identifying the purpose of a language task	22	53	20	9.29**
Planning for a language task	63	31	6	24.82**
Seeking practice opportunities	37	31	31	0.35
Self-monitoring	22	39	39	3.18
Self-evaluating	39	43	18	5.77

Table 4.3 indicates that among the 11 strategies of the 'metacognitive' category, 'paying attention', 'delaying speech production to focus on listening', and 'finding out about language learning' are frequently used strategies. 'Overviewing and linking with already known material' and 'identifying the purpose of a language task' are of moderate use 'Organizing' and 'setting goals and objectives' are of infrequent use.

Table 4.4**Chi-square Test for Individual Social Strategy**

Social Strategy	I (%)	M (%)	F (%)	X ²
	(Infrequent)	(Moderate)	(Frequent)	
Asking for clarification and verification	12	45	43	10.71**
Cooperating with peers	55	29	16	12.12*
Cooperating with proficient users	84	14	2	60.71**

Table 4.4 (Continued)

Developing cultural understanding	63	27	10	22.24**
Becoming aware of others' thoughts and feelings	27	43	29	2.24

Table 4.4 indicates that among the five strategies in the 'social' category, 'asking for clarification and verification' is the strategy of moderate use. 'Cooperating with peers', 'cooperating with proficient users', and 'developing cultural understanding' are of infrequent use.

4.2. What are the differences between English listening comprehension strategies used by proficient and less proficient students?

In order to compare the differences of listening comprehension strategy used between proficient and less proficient students, the results are presented below:

Table 4.5

T-test for Strategy Categories by High Proficient and Low Proficient Students

Strategy Category	High Proficient		Low Proficient		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Cognitive	3.31	0.64	2.89	0.45	2.25*
Metacognitive	3.25	0.60	2.73	0.36	3.05**
Social	2.82	0.59	2.33	0.39	3.53**
Total	3.12	0.61	2.65	0.40	2.94*

(* = .05, ** = .01)

One of the purposes of the current study is to examine the differences between proficient and less proficient students in the perceived use of EFL listening comprehension strategies. Table 4.5 shows the descriptive statistics for the three strategy categories used by high proficient and low proficient students. Results indicate that both proficient and less proficient students use 'cognitive' strategies most often and use 'social' strategies least often. Besides, the average frequencies of strategy categories used by proficient students are significantly higher than those used by less proficient students in three categories, i.e., 'cognitive', and 'metacognitive' and social strategies.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1 Summary of the Findings

The purpose of this study was to identify the preferred English listening comprehension strategies of high school students (M 5) of Nangrongpitthayakhom School, Buriram Province and to compare the English listening comprehension strategies between proficient and less proficient learners. The participants in this study were composed of 40 Matthayomsuksa 5 students who were divided into proficient learners and less proficient learners. Both groups took Supplementary English course (E30209) in the first semester of the academic year 2015 at Nangrongpitthayakhom School.

The results indicated that among the three listening comprehension strategy categories, 'cognitive' is the highest average frequency, followed by 'metacognitive' and 'social strategies' respectively. As for the differences between proficient and less proficient learners in the perceived use of EFL listening comprehension strategies, the results indicate that both proficient and less proficient learners use 'cognitive' strategies most often and use 'social' strategies least often. Their listening strategies were significantly different in three categories.

5.2 Discussion of the Findings

In the current study, results indicate that 'cognitive' and 'metacognitive' have the first and second highest average frequency among the three listening strategy

categories. The results support Vandergrift's study (1992) which revealed that FL learners mainly depended on cognitive and metacognitive strategies to comprehend oral message. On the other hand, the findings are not consistent with Lee's (1997) which suggested that Taiwanese college students used the social/affective category most often. Such inconsistency may be accounted for by two reasons. First, the subjects in Lee's study (1997) are English majors, while those in the present study are not. Second, the questionnaire was adopted.

Besides, the present study found that subjects always used 'Cognitive' strategies for EFL listening comprehension. This finding is closely related to the study environment in Thailand and students' learning style. In Thailand, English learning is commonly regarded as a difficult and painful task because of the heavy pressure of joint entrance exams. Therefore, Thailand college students are not used to employing cognitive strategies to making EFL listening enjoyable learning activity. As a result, such cognitive strategies as 'transferring', 'repeating', 'translating' is listed among the strategies least often used by subjects. Moreover, Thai students' learning style tends to be passive and unreflecting. Thus, the cognitive strategies 'using resources for receiving and sending messages', 'analyzing expressions' and the metacognitive strategy 'planning for a language task' are also ranked quite high for the infrequent use of strategies.

For the past decade, several listening studies (Markham & Latham. 1987) have suggested that FL listeners would apply their prior or background knowledge to expect the incoming text during the listening comprehension process. The result of the present study is consistent with that of the previous research. In the study, the listening strategy related to schema theory, i.e. 'transferring'. Thus, the current study suggests

that Matthayomsuksa 5 students employ their pre-existing knowledge on text content for EFL listening comprehension.

Furthermore, the study found that proficient listeners got significantly higher average frequency in two of the three listening strategy categories than less proficient listeners did. This finding implies that the difference in listening proficiency between proficient and less proficient listeners seems to be related to the quantities of listening strategies they employed. Each use of listening strategy is not necessarily successful or efficient, but it represents the listener's ability of actively solving problems. Such learning attitudes of 'learning by doing' plus 'trial and error' are the necessary qualities that a successful FL learner should have. In their study of investigating Chinese EFL learners' learning strategies of oral communication, Huang & Naerssen (1987) also found that distinguished successful learners were more willing to take risks for employing strategies than less successful learners were.

In the present study, effective listeners also had significantly higher frequent use on the strategy of 'seeking practice opportunities'. This result collaborates Huang & Naerssen's (1987) finding which shows that successful listeners used more strategies of functional practice, including activities which mainly focused on using language for communication, such as speaking with other students and native speakers, attending lectures, watching films and TV programs, and thinking or talking to oneself in English.

Finally, the current study reveals that effective listeners had significantly higher frequency of frequent use on the strategy of 'summarizing'. This finding confirms Murphy's (1985) which indicate that more proficient listeners drew conclusions more often than less proficient listeners. Besides, effective listeners had

significantly more frequent use on the strategy of 'highlighting'. The result suggests that effective listeners tend to pay more attention to important message in the text than ineffective listeners did.

5.3 Pedagogical Implication

The finding of this study offer many vital pedagogical implications for teachers, students, and educators in an EFL listening context. The most obvious pedagogical implications are that the cognitive is one of the listening strategies which, through proper training on English listening comprehension, best enhances the students listener and cognitive awareness. In practice, these findings can be applied in English classrooms as follows:

5.3.1 The students have to know what the key strategies are and when, why, and how to use them. They need a lot of time to practice each strategy and they need consistent practice of all of them. Time is also a concern when learning is involved. Students should be given enough time to practice listening comprehension. In addition, the teachers could help the students to understand the process and procedure of learning listening comprehension strategies.

5.3.2. In the present study, the proficient and less proficient learners gained greater benefits from English listening comprehension strategies. The teachers need to adjust English listening comprehension strategies to fit their students' ability, schooling grade, interest, and environment.

5.4 Suggestions for Further Research

5.4.1 The findings of this study point to the positive impact of listening strategies on the participants' English listening comprehension strategies. Since the number of participants was rather small, further studies on a greater number of participants should be pursued.

5.4.2 Other studies should be conducted with participants from different levels of learning such as students from primary or junior-high schools or gifted students. It would be interesting to see whether the cognitive strategy would still be beneficial to these groups.

5.4.3 This study focused on the listening skill. It would be worth exploring if English comprehension strategies could be successfully applied to other language skills including reading and writing.

5.4.4 This study can be replicated with other groups of lower secondary school students.

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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A
THE LIST OF EXPERTS

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/C2

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

December 28, 2015

Dear Dr. Kampeeraphap Intanoo,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Prathom Pakdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“English Listening Comprehension Strategies of Matthayomsuksa 5 Students, Nangrongpittayakhom School, Buriram Province.”** under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C2

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

December 28, 2015

Dear Miss Kanokrat Jaturapho,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Prathom Pakdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“English Listening Comprehension Strategies of Matthayomsuksa 5 Students, Nangrongpittayakhom School, Buriram Province .”** under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C2

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

December 28, 2015

Dear Mrs. Jarunee Kanram,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Prathom Pakdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“English Listening Comprehension Strategies of Matthayomsuksa 5 Students, Nangrongpitthayakhom School, Buriram Province.”** under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX B

THE FORMAL LETTERS



No. 0545.11/934.3

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

November 24, 2015

Dear Director of Nangrongpitthayakhom School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, the Director of Nongrongpitthayakhom School, and asks your permission to allow Mr. Prathom Pakdee to tryout the research instrument. I wish to inform that Mr. Prathom Pakdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“English Listening Comprehension Strategies of Matthayomsuksa 5 Students, Nangrongpitthakhom School, Buriram Province”** under the supervision of Dr. Saowarot Ruangpaisan, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C955.1

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, HAILAND

January 25, 2016

Dear : Director Nangrong Pitthayakhom School

Subject: Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the Head of English Program to asks permission to collect the research data. I wish to inform you that Mr. Prathom Pakdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "English Listening Comprehension Strategies of Matthayomsuksa 5 Students, Nangrongpittayakhom School, Buriram Province." under the supervision of Dr. Saowarot Ruangpaisan, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from the Head of English Program to allow him to collect the research data from students who study English for Academic 2 by responding to his research methodologies.

Please accept, the Head of English Program, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax. 0 4461 2858

APPENDIX C

LISTENING COMPREHENSION TEST

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Listening Comprehension Test

Directions : You will hear the conversations. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

Conversation 1

Man: Shall I lock up the computer lab now before I go home?

Woman: Don't bother. I'm not leaving for a while, I can check it on my way out.

1. What will the woman probably do?
 - a. Lock the computer lab later.
 - b. Leave with the man.
 - c. Buy a new lock for the computer lab.
 - d. Show the man where the lab is.

Conversation 2

Man: Do you mind if I turn the television off?

Woman: Well, I'm in the middle of watching a program.

2. What does the woman imply?
 - a. The man should watch the program too.
 - b. The man should leave the television on.
 - c. The program will be over soon.
 - d. She'll watch television later.

Conversation 3

Woman: I heard the math requirements for graduation are being changed.

Man: Yes. And I may be short one course.

3. What does the man mean?

- a. He isn't sure what course to take.
- b. The math course is too short.
- c. He may not meet the graduation requirements.
- d. The graduation date has been changed.

Conversation 4: Listen to a conversation about a trip. (Items 4-7)

Man: Are you ready for "The Big Apple"?

Woman: Excuse me?

Man: You know, New York City. You are going to New York with us, aren't you? I wanted to show everybody around my old neighborhood.

Woman: Oh...sure! I wouldn't miss it especially when the tour guide is a native New Yorker.

Man: I thought we could start at the Museum of Modern Art. Right now there's an exhibit on twentieth-century American painters.

Woman: Fine with me...but what were you saying about...a big apple?

Man: "The Big Apple." It's a nickname for New York. I think I heard once that it started with jazz musicians in the 20's.

Woman: Oh.

Man: Whenever they played a concert in a city, they called that city an "apple." In those days, New York was the biggest city in the country, so they called it "The Big Apple."

Woman: Hey, I have an idea! Let's go to a jazz club while we're there.

Man: Sounds good.

4. What is the man planning to see?

- a. An art exhibit.
- b. A Broadway play.

- c. A modern dance production.
 - d. An opera.
5. What can be inferred about the man?
- a. He is a jazz musician.
 - b. He wants to join the woman's club.
 - c. He is in his twenties.
 - d. He was born in New York.
6. What does the word "Apple" in the phrase "The Big Apple" refer to?
- a. An instrument.
 - b. A city.
 - c. A theater.
 - d. A concert.
7. Who gave New York its nickname?
- a. Painters.
 - b. Tour guides.
 - c. Musicians.
 - d. Grocers.

Listening Script

8. Situation : Your friend is complaining about the traffic jam in Bangkok. You also agree with her that the traffic in Bangkok is terrible. What would you say?
- a. I'm afraid I agree a lot.
 - b. That's believable.
 - c. That's agreeable.
 - d. I couldn't agree more.

9. Situation : You want to persuade your American friend to visit a discotheque. What would you say ?
- Let's go to a discotheque, shall we ?
 - Can I go to a discotheque ?
 - Couldn't come round to a discotheque ?
 - Will we be going to a discotheque ?
10. Situation : Your English teacher invites you to his birthday party. You can't go because you'll have a job interview on the day. What would you say ?
- I'm afraid I don't want to. I have to go for a job interview.
 - That's really very kind of you but I have to go for a job interview.
 - Frankly, I have to go for a job interview.
 - I must go for a job interview but I love to.
11. Situation : A friend suggests a weekend camping in Num Nao District. You are not sure that this is a good idea and are undecided. You say :
- That's a good idea.
 - It's a thoughtful suggestion.
 - I'll think about it.
 - That's great.
12. Situation : You are the host of a party. What would you say in reply if your guest is leaving and saying good-bye to you.
- What a pity! It's too early.
 - You mustn't really go.
 - I'm glad you could come.
 - Why on earth must you be off !

In the restaurant

Chai : Could you have a menu please?

Waiter : Do you wish to order right away?

Chai : Yes, please, ...13... Pranee?

Pranee : I'd like a salad plate ...14...

Chai : I wouldn't say you needed it.

Pranee : You flatter me ...15...

Chai : Anyway. What will you have for dessert?

Pranee : I want some fruit instead.

13. a. What will you have

b. What did you have

c. What can you like

d. What do you have

14. a. I'm on dieting

b. I'm diet now

c. I'm being diet

d. I'm on diet

15. a. I'm sorry

b. I appreciate it

c. I know that

d. I don't believe it

16. Situation : Your friend is complaining about the traffic jam in Bangkok.

You also agree with her that the traffic in Bangkok is terrible.

What would you say?

a. I'm afraid I agree a lot.

- b. That's believable.
- c. That's agreeable.
- d. I couldn't agree more.

17. **Situation** : At school

Mark : Can I help you with your assignment ?

Ann :

- a. Yes, I'd love to.
- b. Don't mention it.
- c. No, thank you. Help yourself.
- d. Thank you. But I can manage it.

18. Nena : Do you mind if I borrow your umbrella for a while ?

Jira :

- a. Never mind.
- b. You're welcome
- c. No, here you are.
- d. Yes, and bring it back.

19. A : Could I borrow your typewriter ?

B :I'm using it at the moment.

- a. All right.
- b. I'm sorry.
- c. Excuse me.
- d. Here you are.

20. A : I'll come and fetch you from the air port.

B :, but there's really no need to. I can easily take a taxi.

- a. OK.
- b. Sorry.
- c. All right.
- d. Thank you.

21. A : Hi ! it's John. Listen , would you like to go and see " MI 2" this afternoon?

B : Yes,.....I haven't seen a movie in ages.

- a. I'd like.
 b. You are right.
 c. That's be nice.
 d. do you like.
22. **Situation** : You are in the bookshop. You want a book on top of shelf but you can't reach. The assistant comes up with a step ladder.
 A : "Let me get it for you"
 B : "....."
 a. Don't worry.
 b. You're welcome.
 c. That's very kind of you.
 d. None of your business.
23. **Situation** : In a shop.
 Salesgirl : May I help you?
 Customer :
 Salesgirl : If you find anything you want, please let me know.
 a. No, don't bother.
 b. Yes, that one is nice.
 c. Nothing at all. I can help myself.
 d. Thanks, but I am just looking around.
24. A: Are you coming back next year?
 B :, but I'm not sure.
 A : I hope you will come back again.
 a. I don't think.
 b. I hope so.
 c. I'd like.
 d. I hope not.
25. A : Hello B. You're looking well. Let me carry those bags.
 B :I can manage all right, thanks.
 a. Oh! Sorry to hear that.
 b. Oh no, please don't worry.
 c. Oh no , please don't bother.
 d. Oh no, please don't trouble me.

26. After you trying on a shirt, the sale Perong asks you “.....”.

- a. How many shirts do you want?
- b. Would you like to buy one?
- c. What size do you want?
- d. How does it fit?

Directions : Read the dialogue and choose the best answer to complete each item.

Louise : Mother. This is Ricky.

Anna : Hello Ricky.27.....

Ricky : Yes, that's right. At the squash club.

Anna : I don't think we've met before.

John : No, that's right. I'm a friend of Mark.

Louise : Susan. Have you met my mother?

Susan : No, I haven't, Hello Mrs. Johnson.

Anna Johnson :28.....

27. a. Can you recognize?

b. I think I know you.

c. I think we've met before.

d. I think you resemble with someone. I know.

28. a. Nice to meet you, Susan.

b. How are you, Susan?

c. How is your mother?

e. I'm glad to bring you here.

- Jessica :29.....
- Mr.Peterson : No, I haven't. But I've been to Edinburgh.
- Jessica : Do you like it?
- Mr.Peterson : No, I was disappointed, I didn't like it very much.
- Jessica : It's a grey city, isn't it?
- Mr.Peterson : Have you been there?
- Jessica : Yes, I have30.....

29. a. Have you ever been to Edinburgh?
b. Have you never gone to Glasgow?
c. Have you ever been to Glasgow?
d. Have you never gone to Edinburgh?

30. a. I can't tell you why.
b. I wasn't impressed either.
c. I don't know what to say.
d. I don't think so.

Answer Key for Listening Comprehension Test

1. a	2. b	3. c	4. a	5. d
6. b	7. c	8. c	9. a	10. b
11. a	12. c	13. d	14. b	15. c
16. c	17. d	18. c	19. b	20. d
21. a	22. c	23. d	24. b	25. b
26. d	27. c	28. a	29. c	30. b

APPENDIX D
DIFFICULTY AND DISCRIMINATION INDEX OF
LISTENING COMPREHENSION TEST

Table 4.6

Difficulty and Discrimination Indices of Listening Comprehension Test

Item	p	r	Item	p	r
1	0.45	0.36	16	0.55	0.31
2	0.45	0.41	17	0.50	0.31
3	0.45	0.70	18	0.50	0.20
4	0.30	0.60	19	0.40	0.31
5	0.75	0.31	20	0.55	0.41
6	0.30	0.54	21	0.40	0.31
7	0.20	0.49	22	0.10	0.24
8	0.40	0.78	23	0.25	0.45
9	0.55	0.67	24	0.35	0.85
10	0.30	0.47	25	0.35	0.58
11	0.20	0.57	26	0.60	0.34
12	0.20	0.57	27	0.45	0.24
13	0.65	0.35	28	0.25	0.39
14	0.55	0.31	29	0.30	0.23
15	0.20	0.27	30	0.30	0.25

APPENDIX E
LISTENING STRATEGIES QUESTIONNAIRE

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX

Listening Strategies Questionnaire

(English Version)

Directions:

1. The purpose of this questionnaire is to investigate the students' preferred strategies towards listening comprehension.
2. The survey has 3 parts: Personal Information, Students' opinions, and other suggestions or comments.
3. Your answers will be only used in academic purposes, especially to solve the problems of listening comprehension of Thai EFL students. This will not at all affect your fame, studying, career, or ways of life.
4. Please answer truly and accordingly to your opinions and data.

Part 1: Personal Data

Directions: Answer the following questions about your personal data and attitude towards English learning and reading by putting the / sign in the bracket in front of the information.

Gender: () Male () Female

1. English is an important language and I like studying English. () Yes () No
2. English is useful to me. () Yes () No
3. What is your first language? _____
4. Do you speak any language other than your first language and English () Yes () No

If so, what other language(s) do you speak? _____

5. How long have you been studying English? _____

Part 2: Students' Preferred Strategies

Directions: Please tick / in that corresponds to your opinions about the listening comprehension strategy utilization on listening comprehension

Students' preferred Level Meaning

5	means	always
4	means	usually
3	means	sometimes
2	means	seldom
1	means	never

No.	Text	Students' Preferred level				
		(5)	(4)	(3)	(2)	(1)
	Part A					
1.	Before I start to listen, I have a plan in my head for how I am going to listen.					
2.	I translate in my head as I listen.					
3.	Before listening, I make predictions about the listening material based on the title.					
4.	I focus harder on the text when I have trouble understanding.					
5.	I use the words I understand to guess the meaning of the words I don't understand.					
6.	When my mind wanders, I recover my concentration right away.					
7.	As I listen, I compare what I understand with what I know about the topic.					
8.	As I listen, I encourage myself through positive self-talk.					
9.	I try to get back on track when I lose concentration.					
10.	I use my experience and knowledge to help me understand.					
11.	Before listening, I think of similar texts that I may have listened to.					
12.	I use my knowledge of the text organization to understand the text.					
13.	When there's something I don't understand, I pursue trying to compensate for it.					
14.	Before listening, I try to predict the words I am likely to hear based on the title.					
	Part B					
15.	When there's something I don't understand, I pursue trying to compensate for it.					
16.	I identify my problems in listening and work on solving them.					
17.	After listening, I think back to how I listened, and about what I might do differently next time.					
18.	After listening, I make a mental summary of what I have listened to.					
19.	As I listen, I try to predict incoming content using the information being delivered.					
20.	I use the main idea of the text to help me guess the meaning of the words that I don't understand.					
21.	I skip over words that I do not understand so that I don't miss what is said next.					
22.	As I listen, I try to think in English without having to translate into my own language					
23.	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.					
24.	As I listen, I quickly adjust my interpretation if I realize that it not correct.					
25.	After listening, I reflect on the listening task with my classmates.					

No.	Text	Students' Preferred level				
		(5)	(4)	(3)	(2)	(1)
	Part C					
26	I use pronunciation aspects like stress and intonation to enhance my understanding.					
27	Before listening, I concentrate my mind on the listening task and keep away things that distract my attention.					
28	I listen to what is said without paying much attention to every new word.					
29	As I listen, I quickly adjust my interpretation if I realize that it is not correct.					
30	As I listen, I repeat important words mentally.					

Part 3: Suggestions

Thank you very much!

CURRICULUM VITAE

Name : Prathom Pakdee

Date of Birth : January 1, 1962

Place of Birth : Bantabak, Chandum Sub-District, Plabplachai District,
Buriram Province, Kingdom of Thailand

Address : 156 Moo 3, Ban Nhongsamet, Nangrong District,
Buriram Province, Kingdom of Thailand

Education : 1968-1972 Primary School Level 1-4 from Bantabak School,
Chandum Sub-District, Plabplachai District,
Buriram Province, Kingdom of Thailand

1972-1976 Primary School Level 5-7 from Prakhnochai
Prakhonchai District Buriram Province
Kingdom of Thailand

1976-1979 High School Level 1-3 from Prakhonchaipitthayakhom School
Prakhonchai District Buriram Province, Kingdom of Thailand

1979-1981 High School Level 4-5 from Prakhonchaipitthayakhom School
Muang District Buriram Province, Kingdom of Thailand

1981-1985 Bachelor of Thai, Buriram Teacher Collage
Kingdom of Thailand

2001-2004 Bachelor of English, Rajabhat Institute Buriram
Kingdom of Thailand

2011-2016 Master of Arts in English, Buriram Rajabhat University,
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Working Place : English Teacher at Nangrongpitthayakhom School,
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The Secondary Educational Service Area Office 32