



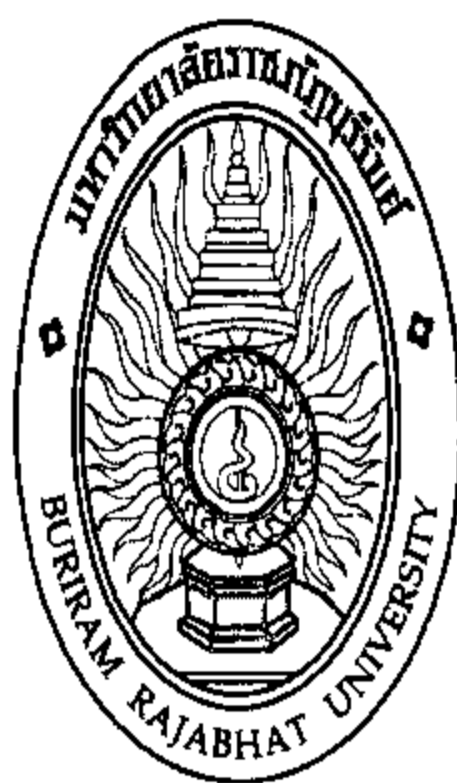
**ENGLISH LISTENING STRATEGIES EMPLOYED  
BY ENGLISH MAJOR UNIVERSITY STUDENTS**

**Nunnarin Prajanban**

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

**July 2016**

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## กลวิธีการฟังภาษาอังกฤษของนักศึกษามหาวิทยาลัยสาขาวิชาภาษาอังกฤษ

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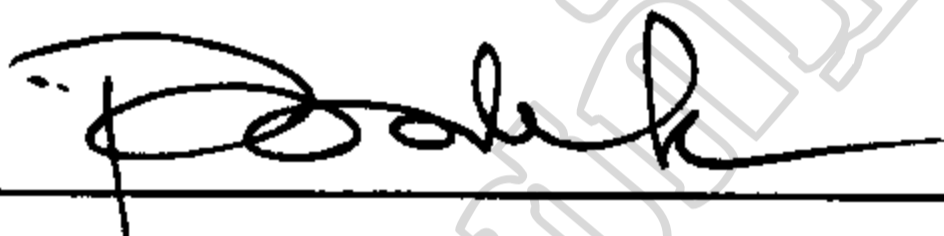
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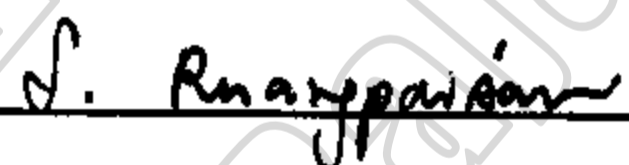



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## บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบการใช้กลวิธีการฟังภาษาอังกฤษของนักศึกษาสาขาวิชาภาษาอังกฤษ โดยจำแนกตามความสามารถในการฟังภาษาอังกฤษระดับสูงและระดับต่ำ กลุ่มตัวอย่างแบ่งเป็นสองกลุ่ม ได้แก่ นักศึกษาสาขาวิชาภาษาอังกฤษคณมนุชยศาสตร์มหาวิทยาลัยราชภัฏบุรีรัมย์ จำนวน 102 คน กำหนดขนาดของกลุ่มตัวอย่างโดยใช้ตารางของเครจซีและมอร์แกน แล้วทำการสุ่มอย่างง่าย เพื่อตอบแบบสอบถาม ส่วนกลุ่มที่สองจำนวน 6 คน ได้มาโดยวิธีการเลือกแบบเจาะจง เพื่อใช้ในการสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าคะแนนที่ที่เป็นอิสระต่อกัน ข้อมูลเชิงคุณภาพทำการวิเคราะห์โดยวิธีการวิเคราะห์เนื้อหา

ผลการวิจัย พบว่า

1. กลวิธีการฟังภาษาอังกฤษของนักศึกษาโดยภาพรวมมีระดับการใช้อยู่ในระดับต่ำ เมื่อพิจารณาเป็นรายกลวิธี ได้แก่ กลวิธีทางอภิปัญญา กลวิธีทางด้านความรู้ความคิดและกลวิธีด้านสังคม พบว่า นักศึกษามีการใช้กลวิธีด้านความรู้ความคิดโดยทั่วไปอยู่ในระดับเห็นด้วยปานกลาง ส่วนกลวิธีด้านอภิปัญญา และด้านสังคม อยู่ในระดับต่ำ

2. การเปรียบเทียบกลวิธีการฟังภาษาอังกฤษของนักศึกษาสาขาวิชาภาษาอังกฤษ เมื่อจำแนกตามความสามารถในการฟังภาษาอังกฤษระดับสูงและระดับต่ำในภาพรวม พบว่า ไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้าน พบว่ากลวิธีการฟังด้านอภิปัญญา ได้แก่ เลือกสนใจ การจัดการตนและการประเมินตนเอง และกลวิธีด้านความรู้ความคิด ได้แก่ การทำซ้ำ การใช้แหล่งความรู้ แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

<b>TITLE</b>	English Listening Strategies Employed by English Major University Students		
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## **ABSTRACT**

The purposes of this study were to investigate and compare English listening strategies employed by English major university students classified by English listening proficiency. The samples were divided into two groups: one group included 102 English major university students selected by the Table of Krejcie and Morgan and a simple random technique for answering the questionnaire, whereas the second group consisted of six students purposively selected for an interview. The statistics used for quantitative data analysis were percentage, mean, standard deviation, independent samples t-test while the qualitative data were analyzed by content analysis. Results revealed the following:

1. The overall English listening strategies employed by English major University students were at the low level. When considering three strategies, metacognitive, cognitive and social affective English listening strategies, it was found that “cognitive strategies” was at the moderate level, while “metacognitive strategies” and “social affective strategies” were at the low level.

2. Comparison of overall English listening strategies employed by English major University students classified by English listening proficiency revealed no differences. However, considering each aspect of English listening strategies, a statistical significance of .05 was found for a) metacognitive strategies such as selective attention, self-management, self-evaluation, b) cognitive strategies such as repetition and resourcing and c) one of the social affective strategies, namely self-reinforcement.

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## **LIST OF ABBREVIATIONS**

<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ELP</b>	<b>English Listening Proficiency</b>
<b>ELSQ</b>	<b>English Listening Strategies Questionnaire</b>
<b>HLPS</b>	<b>High Listening Proficiency Student</b>
<b>LLPS</b>	<b>Low Listening Proficiency Student</b>
<b>LPL</b>	<b>Listening Proficiency Level</b>
<b>OPTL</b>	<b>Oxford Placement Test Listening</b>

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Nowadays the English language is the most universally used language in the world, a lingua franca. More than 83 countries use English as an official language (International Language. 2016) to communicate and learn from other countries about culture, society, business, science, technology, education, tourism and more. Since English is a general language used by many countries, English fluency will facilitate lifelong learning and career development.

Thailand has one official language, Thai, while the English language is viewed as a foreign language. Nonetheless, English is deeply embedded in many parts of the culture, whether education, economics, government, or business. The Thai government emphasizes the importance of English by providing that English be taught as a major core subject in schools. However, although Thai students have been taught English from primary school through secondary school levels, almost 12 years, some students claim that their English proficiency is insufficient, especially in conversation, since they cannot understand what English speakers or English teachers say. The students attribute this deficiency to a lack of opportunity to listen to native speakers.

Listening is an important key for communication in everyday life, as the speaker needs to listen before interacting with others (Aungwattanakul. 1996), while Oxford (1993) estimates that language time spent by an individual in one day consists

# **CHAPTER 1**

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Listening is an important key for communication in everyday life, as the speaker needs to listen before interacting with others (Aungwattanakul. 1996), while Oxford (1993) estimates that language time spent by an individual in one day consists

of: 9% writing, 16% reading, 30% speaking and 45% listening in the second language.

Listening strategies are another way used by teachers and students to improve their listening skills, and much research is conducted on learning strategies and related listening strategies. Oxford (1990) research on learning strategies related to listening has classified strategies into direct and indirect strategies. The indirect strategies involve memory strategies, cognitive strategies and compensation strategies, while indirect strategies support language learning using, for example, metacognitive, affective and social strategies. This classification is similar to Rubin (1981) who divides strategies into direct strategies, such as creating opportunities to practice, and indirect ways, such as clarification and monitoring. In addition, O' Malley & Charnot (1990) focus on three learning strategies: meta-cognitive, cognitive and social affective strategies.

However, some Thai researchers also study listening strategies. Piamsai (2011) studied the use of cognitive and metacognitive strategies on Thai university students by using a listening test adapted from Oxford's (1990) framework, while Watthaharukiat, Chatupote and Sukseemung (2012) investigated listening strategies used by third year English major students in public universities in Songkhla province Thailand. This study has focused on the difference between listening strategies used by proficient and non-proficient students from different universities.

At the present time in Thailand, there are some studies researching listening strategies with English major university students. Most of the studies seem to focus on proficiency groups across universities, while there a few studies focus on English major university students; therefore, this research attempts to refine the approach by

studying English listening strategies employed by English major university students and to compare English listening strategies employed by those students classified by proficiency levels. It is hoped that this study will be helpful to English teachers who might use the results to develop activities to improve student listening skills. Also, the students and English learners may use these findings to improve their listening strategies.

## **1.2 Purposes of the Study**

1.2.1 To investigate English listening strategies employed by English major university students.

1.2.2 To compare English listening strategies employed by English major university students classified by English listening proficiency.

## **1.3 Research Questions**

1.3.1 What are English listening strategies employed by English major university students?

1.3.2 What are the similarities and differences of English listening strategies employed by English major university students classified by English listening proficiency?

## **1.4 Significance of the Study**

1.4.1 The findings will be useful to English major university students as well as Thai EFL university students in Buriram Province, Thailand, who employ English listening strategies to improve their listening skills.

1.4.2. The findings will be useful to English teachers who are planning to employ listening strategies instructions in their English teaching. The teachers can select listening strategies suitable for individual needs to assist students' learning.

1.4.3. The results of this study will consist of guidelines for the language learners on how to employ listening strategies in order to improve their listening skills. Moreover, it is to be hoped that this study will help students who have difficulty in learning English as a second language to become more effective and independent in language study.

## **1.5 Scope and Limitations of the Research**

1.5.1 The research participants' selection was restricted to a selected group of first year English major students, all non-native English speakers, attending Buriram Rajabhat University, academic year 2015, where English is taught as a foreign language. They had equivalent language learning background and experiences in English and, as volunteers, they represented a selective sample. The subjects, 102 English major university students at Buriram Rajabhat University, were selected by the table of Krejcie and Morgan and a simple random technique was used to collect answers to a questionnaire. The results from this study cannot be generalized to the population of all English major universities in Thailand.

1.5.2 The results in this study were obtained using the English listening strategies questionnaire, Oxford Placement Test: listening (OPTL), and semi-structured interviews depending on how the subjects perceived their own use of listening strategies. Because this research studies first year English major students, generalization is only made to those learners who are at the same level and with similar backgrounds. Because the subjects were selected by the table of Krejcie and Morgan and a simple random technique and are English major students from Buriram Rajabhat University, Buriram Province, therefore, the results of this study does not represent all universities in Thailand.

1.5.3 The Oxford Placement Test is used as a data collection instrument in which only listening, grammar, and vocabulary skills can be assessed. Therefore, the results of this test are unable to indicate student ability in spoken or written in English.

## **1.6 Definitions of Key Terms**

The following terms are used as follow.

**1.6.1 Listening** refers to a complex process of individual perception of the sound, hearing and related mental processes. The listener will select and interpret the information they hear to understand it and store it in short term and long term memory.

**1.6.2 Listening strategies** refers to the activities or techniques an individual uses to comprehend or improve their English listening to become more successful in their listening task. The major listening strategies are three: metacognitive, cognitive and social affective strategies and are derived from the survey of English listening

comprehension strategies questionnaire of Ho (2006) and Chen (2008) used to identify English listening strategies employed by English major university students.

The Listening strategies in the present study are classified as follows:

**1.6.2.1 The metacognitive strategies** refers to the mental process used in learning process of the learners to plan, monitor and evaluate what they have learnt. It includes planning, directed attention, selective attention, self-management, self-monitoring, problem identification, self-evaluation, functional planning (O' Malley & Chamot. 1990).

**1.6.2.2 Cognitive strategies** refers to the operations or techniques learners use to acquire linguistic knowledge while executing tasks. These strategies consist of: repetition, resourcing, directed physical response, translation, deduction, recombination, imagery, auditory representation, keyword method, conceptualization, elaboration, transfer, inference and summarizing (O' Malley & Chamot. 1990).

**1.6.2.3 Social affective strategies** refer to the way that the learners try to interact with the teacher or other learners to solve problems in learning such as: asking cooperation, questioning for clarification, self-talk and self-reinforcement (O' Malley & Chamot. 1990).

**1.6.3 Listening Proficiency Level (LPL)** refers to English major university students' listening ability which is taken from their scores of the Oxford Placement Test: listening (OPTL) and is grouped in two levels: English listening proficiency, and low English listening proficiency.

**1.6.4 High listening proficiency students (HLPS)** refers to the English major university students who get OPTL of at least 60 from 100 score.

**1.6.5 Low listening proficiency students (LIPS)** refers to the English major university students who get OPTL lower than 60 from 100 score.

**1.6.6 English major university students** refer to the first year English major students studying in the second semester 2015 in Buriram Rajabhat University, Buriram Province, Thailand.

## **1.7 Overview of the Research**

This research is based on a survey that collects the English listening strategies employed by English major university students. This study contains five chapters. Chapter one consist of the introduction to the study, background, the purpose of the study, research question, and limitations of the study. Chapter two presents a literature review. Chapter three presents the research methodology consisting of: population and samples, participants, research instruments, data collection, data produces and data analysis. Chapter four presents the research results related to all research questions while chapter five discusses the results and suggestions recommendation for further studies.

## **1.8 Summary of the Chapter**

This chapter shows the background, research objective, research questions, significance of the study, scope and limitation and definitions of key terms, and overview of the research. A brief overview of the existing literature related to the study will be presented in the next chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter introduces the theoretical framework of the present study and the relevant research studies related to listening strategies. It consists of seven sections which are 1) listening comprehension, 2) language learning strategies, 3) listening strategies, 4) factors affecting learners' listening, 5) differences between high and low proficient listeners, 6) research in listening strategies in foreign countries and research in listening strategies in Thailand and 7) summary of the chapter.

#### **2.1 Listening Comprehension**

##### **2.1.1 The Importance of Listening**

Listening seems to be the language skill most used in everyday life, with people spending approximately 60% of their time listening (Rubin & Thompson 1994: 85). Oxford (1993) states that learners spend their time doing various tasks, namely listening 45%, reading 30%, speaking 16%, and writing 9%. In addition, the Learning Assistance Center of City College of San Francisco (2005) reports that the students spend 20% their time listening at school and 50% listening while watching television and in conversation during working hours. Wolvin & Coakly. (1992) believes that language learning begins with listening, followed in turn by speaking, reading and writing, respectively. Wolvin and Coakley (1991) studied the leaders of Fortune 500 companies in the United States, by asking their opinions about the most

important skill in one's career growth. The result reports that listening comprehension is a necessary skill in communication at every level. Furthermore, Doff (1991) states that effective communications help listeners understand the meaning of the sender's message. This understanding leads to good communication.

### **2.1.2 Definitions of Listening and Listening Comprehension**

Oxford (1990: 206) defines listening as "a complex problem-solving skill and it is more than just perception of sounds. Listeners engage a variety of mental processes in an effort to comprehend what they are exposed to".

Chamot (1995) indicates the concept of listening as "a cognitive process in terms of stages where information in the form of sounds reaches the listener's auditory or visual receptors and then filters through the listener's short term memory, working memory and long term memory".

Moreover, Rivers and Temperley (1978) define the listening comprehension is "an active process of constructing a message from a stream of sounds with what one knows of the phonological semantic and syntactic potentialities of the languages".

O'Malley, Chamot and Kupper (1989) view listening comprehension 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".

From the definitions above, listening is seen as a complex process by which the individual person perceives the sound then relates using a mental process while hearing. The listener will select and interpret the information they hear to understand and to store their understanding in short term and long term memory.

Elilis (1994) defines listening strategies as the particular approaches or techniques that learners use to improve their listening comprehension.

Moreover, Vandergrift (1999) points out that listening comprehension is a complex and active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain the data collected in the above process and interpret it within the immediate as well as the larger sociocultural context of the utterance.

### **2.1.3 Listening Comprehension Process**

Although some researchers define the listening comprehension process in different ways, they share some conceptual similarities.

Anderson (1983) mentions that listening comprehension consists of three processes: perception, parsing and utilization. In the perception phase, the listeners focus on the sounds of the oral text and store them in short-term memory. Because the capacity of short-term memory is limited, listeners can only hold word sequences for a few seconds. While in the parsing phase, the listeners encode the words and phrases to construct meaning mentally then decode the information into meaningful units that are stored in short-term memory. Short term memory stores knowledge of language, the topic and other meaningful aspects. Meaning is usually generated by the listeners with simple representations of the oral text. Finally, in the utilization phase, listeners combine what they hear with that which they already know in long-term memory in order to help them achieve fuller comprehension.

#### **2.1.3.1 Bottom-Up Process**

O'Malley and Chamot (1990) depict a bottom-up model as the way that learners focus on linguistic features and analyze these linguistic features in individual words, meaning, and grammatical structures. In this bottom-up process, the listeners pay much attention to the meanings of the words as well as the grammatical characteristics.

The implication of a bottom up process in teaching English is to focus on sound, words, intonation, grammatical structures, and other components of spoken language.

Techniques for improving listening in bottom up process are: listening to key words, listening for details, and dictation (Brown. 2007).

#### **2.1.3.2 Top down Process**

Learners pay attention to the overall meaning of phrases and sentences using a top-down process. The learners use schematic knowledge to develop expectations of text meaning (O'Malley & Chamot. 1990). In this process, the listeners use background knowledge to understand the meaning of a message. The active listeners will use all relevant background knowledge, physical context as well as speaker and topic context. The top down process allows listeners to apply their own prior knowledge to help them initially understand the incoming data.

Both top-down and bottom-up models are used by language learners in different ways. Kelley (1991) finds that the skilled listeners apply top down process more, while less skilled listeners pay more attention to details in a bottom-up process. The major implication of the top down process in English teaching concerns the activation of a schema (Brown. 2007). Techniques used to help activate a schema in listening include: listening to identify a topic, finding the main idea and supporting details, providing a question, discussing the topic and offering pictures or key words from the text (Brown. 2007).

#### **2.1.3.3. Interactive Process**

An interactive process uses the linguistic information, contextual clues and prior knowledge to enable comprehension (Hedge. 2000). This interactive process is the way that learner uses both bottom-up and top-down processes to comprehend their tasks. This

process will help the learners to modify their interpretation of new information and prior knowledge (Nunan. 2003).

#### **2.1.4 Problems in Listening Comprehension**

There are a numbers of research studies focusing on learners' difficulties in listening. Goh (2000) highlights two problems encountered by both more skilled and less skilled listeners: not recognizing the words they know and quickly forgetting what they heard. Hasan (2000) researches the Arabic students in Damascus city and the results indicate that the students had difficulties in listening comprehension, such as difficulty related to texts (especially vocabulary, grammatical structures and the length of texts), tasks (especially prediction and inferencing tasks), speakers (especially fast speech, non-standard pronunciation, various accents, and words), and the listeners own lack of interest. Underwood (1989), in addition, outlines how learners had problems in listening comprehension, such as the speed of delivery which was beyond the listeners control such that the learners could not repeat the words while listening and could not understand the vocabulary. Furthermore, the listeners did not understand the gestures or other the signals of the speakers and thus could not concentrate on listening. Moreover, the listeners often had different habits and contextual knowledge.

From the listening problems above, it seems that the learners face problems in listening in different ways. And for this reason, therefore, there are many researchers focusing on techniques as "listening strategies" to solve these listening problems.

## 2.2 Language Learning Strategies

Many linguistics and language researchers have been paying attention to language learning strategies since 1960s, such as O' Malley, Chamot and Kupper (1989), O' Malley & Chamot (1990), Oxford (1990), and Goh (1998). They refer to learning strategies variously, such as "Learning Strategies" from O' Malley and Chamot (1990), and "Language Learning Strategies" from Oxford (1990).

Researchers tend to define learning strategies from different perspectives but some statements seem to be close and overlap. O' Malley and Chamot (1990:1) indicate that learning strategies are the special thoughts or behavior that learners use to comprehend, learn and retain new information. Oxford (1990:8) adds that learning strategies are the special actions that learners employ to learn more easily, faster, more enjoyably, more self-directly and in a manner more easily transferrable to new situations. However, Ellis (1997:77-76) emphasizes listening strategy as the tactics learners employ to learn a second language, such as repeating new words aloud in order to remember them more easily.

To sum up, language learning strategies are processes an individual uses to learn new information via self-preferred techniques and behavior for storing and recalling the useful information.

### 2.2.1 The Importance of Learning Strategies.

Lessard (1997) submits the idea that learning strategies contribute to the improvement of the learners' communicative competence while Oxford (1990) states that learning strategies are important tools for learners to enable self-study as well as to improve the ability to communicate linguistically. Fedderholt (1997) emphasizes

that the learners can use the learning strategies that suit them to help them improve their language skills. They should feel free to study and control the methods themselves in order to learn most effectively.

### **2.2.2 Nature of Learning Strategies**

Learning strategies may be the behavior of individual persons that can be observed, such as note taking. Besides, there are some behaviors derived from mental process that cannot be directly seen, such as the transfer of new information and integration with the existing knowledge of the learners (Chamot, 1995). However, Oxford (1990:9) summarizes that learning strategies will contribute toward the learner's main goal, communicative competence, and allow the learners to become more self-directed, expand the role of the teachers, as well as make learning more problem/solution oriented.

### **2.2.3 Classification of Language Learning Strategies**

Since 1970s, many researchers have studied language learning strategies; some research results are similar while some of are different. There are a number of studies related to learning strategies, such as O'Malley and Charnot (1990), Oxford (1989) and Rubin (1981) among others.

Rubin (1981) is the pioneer in the field of language learning strategies. He has studied student learning strategies, both direct and indirect strategies. Direct strategies (Rubin, 1981: 119-122) consist of: clarification, monitoring, memorization, practice, guessing, and deductive reasoning while indirect strategies include: creating opportunities to practice and production tricks. The direct strategy of clarification seeks confirmation of linguistic understanding by asking someone to monitor and identify a problem. Memorization, on the other hand, relies on some sort of

association or grouping, such as taking notes of new items. Other such techniques include: practicing is to repeat varied application of rules, paying attention to detail, such using new words in different contexts, or practicing in front of a mirror. The learner may use other techniques, such as using linguistic knowledge to infer the meaning of the speakers, using clues from other items in the sentence, phrase or key words to make a guess, and using deductive reasoning to identify organization and patterns to obtain and store information, such as inferring grammatical rules by grouping words according to similarity of endings.

Indirect strategies include creating opportunities for conversation with native speakers as well as using production tricks such as using synonyms, simple sentences, gestures, and repeat sentences to augment understanding.

Oxford (1990) classifies the learning strategies into two categories: direct and indirect. The direct strategies relate to the language itself, consisting of memory strategies to remember and retrieve new information, cognitive strategies to understand and produce the language and compensation strategies used to bridge knowledge gaps.

Direct Strategies consist of three sub-strategies: memory strategies, cognitive strategies and compensation strategies. Memory Strategies are used to store and retrieve new information in the memory. Memory strategies include four subdivisions: creating mental linkages, applying images and sound reviewing.

Cognitive strategies help learners understand and produce new language and link new information with existing knowledge. Cognitive strategies include four subdivisions: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies help learners let go of the

belief that they have to recognize and understand every single word before they can comprehend the overall meaning and consists of two subdivisions: guessing intelligently and overcoming limitations.

Indirect strategies are the “techniques for organizing, focusing and evaluating one’s own learning” Oxford (1990:136). The learners control their own learning. Indirect strategies consist of: metacognitive strategies, affective strategies and social strategies. Metacognitive Strategies help the learners to keep attention on lessons, language tasks, activities, skills and links to prime knowledge and let the student to pay attention and focus on listening. Affective Strategies help the learners to use techniques for relaxation of the body such as: breathing deeply, listening to music, watching movies, etc. Finally, social strategies help the learner interact with others. Social strategies consist of: asking questions, cooperating with others, and empathizing with others. The researcher also presented a strategy system, the Strategy Inventory for Language Learning (SILL), to investigate the learners’ language skills: listening, speaking, reading, and learning to write in a second language. Oxford (1990:9) summarizes that learning strategies will contribute toward the learner’s main goal, communicative competence, and allow the learners to become more self-directed, expand the role of the teachers, as well as make learning more problem/solution oriented

Finally, O’Malley and Chamot (1990) classifies the learning strategies into three categories: meta-cognitive strategies, cognitive strategies and social affective strategies.

## **2.3 Listening Strategies**

Listening strategies are activities or techniques which directly contribute to the comprehension of listening input and its recall (National Capital Language Resource Center, 2004). From the definitions above, listening strategies are the technique or activities that the learners use to comprehend or improve their listening.

Listening strategies can be classified in different ways. The National Capital Language Resource Center (2004) classifies listening strategies into three strategies: top-down strategies, bottom-up strategies and metacognitive strategies. Top down strategies are the way the listeners get into the background knowledge of the topic, the situation or context, the type of context and the language, such as listening for the main idea, predicting, and summarizing. Bottom up strategies, on the other hand, are: the listener relies on messages and combinations of sounds, words, and grammar to create meaning, such as listening for specific details, recognizing cognates, recognizing word order pattern. Finally, metacognitive strategies consist of: the learners planning, monitoring, and evaluating their own listening. O'Malley and Chamot (1990) classify listening strategies into three categories: meta-cognitive strategies, cognitive strategies and social affective strategies. These metacognitive are investigated in this study, as follows.

### **2.3.1 Metacognitive Strategies**

O' Malley and Chamot (1990) describes the mental process used in the learning process by the learners to plan, monitor and evaluate what they have learned. It includes: planning, directed attention, selective attention, self-management, self-monitoring, problem identification, self-evaluation, and functional planning.

1. Planning, such as making decisions or plans to handle an incoming task.
2. Direct attention: deciding to focus on the task and ignoring distractions.
- 3 Selective attention: deciding to pay attention to specific information.
4. Self-management: arranging conditions to facilitate handling a task.
5. Self-monitoring: checking one's comprehension of performance while performing a language task.
6. Problem identification: identifying the central point needed for resolution of a task.
7. Self-evaluation: evaluating oneself after performing a language task.

However, Vandergrift et al. (2006) considers metacognitive strategies as a part of metacognitive awareness, which also includes personal knowledge. In this taxonomy, metacognitive strategies are composed of four factors: planning/evaluation, directed attention, problem solving, and avoiding mental translation.

### **2.3.2 Cognitive Strategies**

O' Malley and Chamot (1990) indicates that cognitive strategies are the operations or techniques which the learners use to apply linguistic knowledge in the tasks. These strategies consist of: repetition, resourcing, directed physical response, translation, deduction, recombination, imagery, auditory representation, keyword method, conceptualization, elaboration, transfer, inference and summarizing.

1. Repetition, such as repeating or practicing some words or phrases that have been heard.
2. Resourcing, such as using resources or dictionaries to help comprehend the target language.

3. Grouping: classifying material to facilitate recalling of some grouped information and to enhance comprehension.

4. Note-taking: writing down some ideas and keywords.

5. Deduction: using grammatical rules to understand the text.

6. Substitution: choosing alternative techniques, words, or phrases to accomplish a language task.

7. Elaboration: linking new information to information previously stored in memory

8. Summarization, such as writing a short summary to organize the concept in mind or on paper.

9. Translation: translating the target language into the native language.

10. Transfer, such as using linguistic knowledge or using another language to help understand the target language.

2.11. Inferencing: using previous knowledge to guess the meaning of unknown words, predict outcomes, or fill in information gaps.

### **2.3.3 Social Affective Strategies**

O' Malley and Chamot (1990) view social and affective strategies as related to the way that the learners try to interact with the teacher or other learners to solve problems in learning, such as requesting cooperation, questioning for clarification, self-talk and self-reinforcement.

1. Questioning: asking someone to clarify, such as asking a teacher or peers to figure out ideas or problems.

2. Cooperation, such as asking teachers student or peer interaction to solve problem.

3. Self-talk: using mental techniques to lower anxiety.
4. Self-reinforcement, such as motivating oneself or rewarding oneself after the task has been successfully accomplished.

## **2.4 Factors Affecting Learner's Listening Comprehension**

The factors that may influence second language listening comprehension include: text characteristics; interlocutor characteristics, task characteristics, listener characteristics, and process characteristics (Rubin & Thomson, 1994). In terms of the listener factor, Rubin and Thomson (1994) claim that listener characteristics appear to have considerable impact on an individual's listening comprehension. Thus, the listener factor will be the focus of the present study. It is known that learners vary considerably in both the overall frequency with which they employ strategies and also the particular types of strategies they use (Ellis, 1994). There are some variables affecting the choice of strategies used. Oxford and Nyikos (1989) reviews altogether fourteen variables related to the choice of language learning strategies and found that many of these factors, such as language learning level, national origin, field of study, and language teaching methods, have been definitively shown to be strongly related to language learners' choice of strategies. However, at present there are few studies of listening strategy use and listening proficiency, and the student's field of study.

## **2.5 Differences between High and Low Proficiency Listeners**

DeFilippis (1980) and Murphy (1986) used learners' scores on listening tests to classify listening proficiency, while Fujita (1985) classify learners proficiency

based on their listening tests scores and their course work. Moreira (1996) and Chao (1997), on the other hand, use learners' performance on recall protocols to measure the listening proficiency. Therefore, there is no standard to measure the listening proficiency of the participants. Rather, measurement depends on the researcher's selection of the instruments suited for their research objectives.

Much research has been conducted to analyze the relative proficiency of listeners. Rost and Ross (1991) observe the correlation between listening proficiency and language proficiency at different levels. The results show that the beginners and elementary-level learners had lower levels of listening proficiency while intermediate and advanced learners had higher levels of listening proficiency. Vandergrift (1993) finds that high and low proficiency listeners employed different strategy patterns. Although both high and low proficiency listeners use cognitive strategies, the high proficiency listeners use more metacognitive strategies, such as comprehension monitoring and problem identification, than do the low proficiency listeners. Moreover, Moreira (1996) looked at the relative reliance on listening strategies comparing low, moderate, and high listening proficiency ranked on task scores. High listening proficiency learners use strategies more frequently than moderate and the low listening proficiency learners. The high proficiency listeners also seem to be more aware of their strategy use than the lower listening proficiency learners. In addition Chao (1997) finds that high proficiency listeners used strategies significantly more frequent than low proficiency listeners. In addition, the high proficiency listeners are better able than less-proficient listeners to focus their attention, keep up with the speed of aural input, make inferences, summarize, and elaborate upon new

information. In addition, more-proficient listeners show more interest in the topic of the aural input and take more notes than less-proficient listeners.

To sum up, based on the findings of these researchers, it can be concluded that there are differences in the ways that high and low proficiency listeners of a second language employ listening strategies. The more proficient listeners use strategies more often and use a wide range of strategies. On the other hand, the less proficient listeners rely heavily on translation, use key words and are concerned with definition and pronunciation of words.

## **2.6 Previous Studies Related to the Present Investigation**

### **2.6.1 Research in Listening Strategies in Thailand**

Several studies researched listening comprehension strategies in Thailand.

Suttajit (2002) created a strategy-based instruction to develop student listening ability and strategies at the Mathayomsuka 2 level, at The Prince Royal College in Changmai Province, Thailand. The purpose of the study was to compare the students' English listening comprehension before and after being taught the listening strategies. The target group was 13 students categorized by the scores on a listening comprehension test. The students were then taught with the strategy-based instruction adapted from Rubin, Hafer, and Arata (2000). The research instruments consisted of 10 lesson plans focused on strategies for training listening, an English listening ability test, and a questionnaire concerning the students' use of listening strategies. The students did the pre-test and were taught with the use of listening strategies for 20 periods over four weeks. The English listening ability test was administered after two

week experiment. The findings indicate that the scores of English listening comprehension obtained by students after listening strategies instruction were higher than before the instruction. The students who scored high in listening ability post-test used the metacognitive strategies and cognitive strategies at a high level, and those who got the lower scores used both strategies at only a middle level.

Khaowsaad (2011) investigates the differences between grade nine Mini English program (MEP) and non-Mini English program (non-MEP) students for listening comprehension abilities and strategies in Suankularb Wittayalai Nonthaburi School. Data was collected from 70 students: 35 students from MEP and 35 students non-MEP. The instruments in this study were a strategies questionnaire and the TOEFL listening comprehension test. The findings indicated that both MEP and non-MEP students use similar strategies in different situations, for example both groups looked at the handout and wrote down words heard when listening to speakers who speak too fast, and the listener cannot catch up. While listening to unfamiliar words, they also looked at the handout first and found the meaning in the dictionary. For both groups, being interviewed after listening to the news was the most difficult task, in their opinion.

Piamsai (2011) investigated the listening strategies and listening performance on the level of proficiency of 65 third year students majoring in accounting at Chulalongkorn University. She used the strategy questionnaire adapted from Oxford (1990), as well as listening tasks, descriptive statistics, the independent t-test and the think-aloud technique to analyze the data. The findings confirmed that the proficient and the non-proficient students used strategies differently. The data from the proficient students suggested that they needed the teacher to teach linguistic

knowledge, such as grammar and vocabulary, to help them on comprehension.

Moreover, they needed the teacher to teach the translation strategy in the listening process.

Wattaharukiat, Chatupote and Sukseemung (2012) investigated the listening strategies used on the third year English major students in public universities in the Songkhla province Thailand. The study focused on the different listening strategies used on proficient and non-proficient students across universities. There were 146 third-year English major students with a low intermediate level of listening proficiency, from four public universities in Songkhla, Thailand. The instruments used by the study were the IELTS Practice Test 7 and the Listening Comprehension Strategies Questionnaire adapted from the Strategy Inventory for Language Learning (Oxford, 1990). The findings showed that the most frequently used strategy by all subjects was using background knowledge of grammar to help in listening, while the least frequently used strategy was physically acting out what they heard to help memorize it. There was no significant difference between high and low proficiency students in strategy use in listening across the universities. However, in detail, significant differences were found in three individual strategies, namely, using prior knowledge (cognitive strategies), listening to English news (metacognitive strategies) and practicing listening and speaking with friends (social strategies). Significant differences in individual strategy use across the universities were also found: taking notes (cognitive strategies) and emotion control (affective strategies).

### **2.6.2 Research in Listening Strategies in Foreign Countries**

There are many different research studies in listening comprehension. Some research investigates the difference between high and low proficiency students

through listening strategies; these studies look at factors that affect the listening comprehension and the listening task constructed to develop listening comprehension and identify listening problems in ESL, for example.

Chao (1997) investigated the strategy use of 229 Chinese-speaking learners of English with qualitative and quantitative analysis. An interview and a questionnaire were used as research instruments. The participants were asked to write down in Chinese what they remembered after they had finished watching and listening to a text. Participants were grouped by scores into beginners, intermediate, and advanced. A listening strategy used a questionnaire in Chinese which was administered to the participants after the recall session. The recall data showed that learners at beginning, intermediate, and advanced levels reported using the same strategies. However, those with high levels of listening proficiency reported using those strategies more often than those with low or intermediate levels of listening proficiency. Moreover, the advanced learners appeared to be more aware of their strategy use, and they were better able to monitor their strategies in a more flexible way. Chao also analyzed learners' strategies using each of these three variables individually: listening proficiency, years of language study, and overall language proficiency. She found a few significant correlations between listening proficiency and overall language proficiency. Advanced learners used strategies more frequently than beginning and intermediate learners. Moreover, advanced learners were much better than beginning learners at focusing their attention, keeping up with the speed of the aural text, inferencing, summarizing, and elaborating upon new information. In addition, advanced learners took more notes of the aural text and were better able to grasp the overall meaning of the aural text.

Goh (1998) studied the use of cognitive and metacognitive strategies among high and low proficiency Chinese speakers studying English at a language institute in Singapore. She used retrospective verbal reports to gather data from the participants. The participants took a listening and reading proficiency test called the Secondary Level English Proficiency Test. She used the results of the test to place 16 students into either a high-proficiency group or a low-proficiency group. She interviewed each of the 16 students and asked each of the students to record entries in a listening diary for eight weeks. During the interview, she read the text aloud, pausing periodically. During the pauses she asked the participant to verbalize the strategies that the students used to understand the text. From the interviews and the diaries, she made a list of strategies and converted the verbal information into numbers using coding and frequency counts. She used descriptive statistics on the resulting information. The result of her study showed that both high and low ability listeners use more cognitive strategies than metacognitive strategies, while the low-proficiency group used a very small number of strategies.

Goh (2002:203) identified a total of 44 different tactics used by the learners. The result showed both high and low learners combined listening tactics for metacognitive and cognitive strategies and for both top-down and bottom-up processing. There were some differences between the two learners. The more-proficient listener used a wider range of tactics while the less-proficient listener used more low level tactics. Based on her observation that these listeners used a combination of listening tactics, Goh concluded that "although individual tactics were useful, successful comprehension also depended on whether the listener was able to combine various mental tactics in a way that could truly enhance comprehension".

Vandergrift (2003) examined the strategies of skilled and less-skilled listeners of French by using a think-aloud procedure. A total of 36 French learners participated in this study. A pre-listening comprehension test was first administered. The participants were classified as skilled or less-skilled listeners by the comprehension test scores. Then all the participants were asked to listen to three aural texts with predetermined breaks. The participants were asked to verbalize what they were thinking. Vandergrift found that participants used mostly cognitive strategies, followed by metacognitive strategies. There was also very little use of socio affective strategies. The results also showed significant differences between skilled and less skilled listeners in the use of metacognitive strategies, as well as in individual strategies for comprehension monitoring, questioning for elaboration, and translation.

Wang (2012) investigated the listening strategies of non-English majors EFL students at Kaili University in China. The study aimed to examine the opinions of non-English majors towards the use of listening strategies in listening comprehension, explored the use of listening strategies between high listening proficiency students and low listening proficiency students majoring in science-oriented and non-science-oriented, investigated the use of listening strategies between high listening proficiency students majoring in science-oriented and non-science-oriented, and looked at the use of listening strategies between low listening proficiency students majoring in science-oriented and non-science-oriented fields. All subjects are third-year university students from science-oriented and non-science-oriented fields grouped into high and low listening proficiency levels. The data were collected by means of a questionnaire and a semi-structured interview. The results indicate that the students had favorable attitudes towards the use of listening strategies to improve listening comprehension.

Significant differences were found in relation to the students' listening proficiency levels and their fields of study. Furthermore, there were significant differences between high listening proficiency students majoring in science-oriented and non-science-oriented fields, and there were significant differences between low listening proficiency students majoring in science-oriented and non-science-oriented fields. The results of this study could be a great help in guiding teaching of listening in English to EFL teachers and better the listening proficiency of non-English majors EFL students.

Abdalhamid (2012) investigated 30 Arabic-speaking ESL advance and intermediate listeners comparing their listening strategies, using a listening comprehension test and a listening strategy questionnaire. The questionnaire consisted of 20 items related to cognitive, metacognitive, and socio affective strategies. The participants used metacognitive, cognitive, and socio affective strategies and the results revealed that the advanced listeners employed more top-down strategies than the intermediate listeners. The results also indicated that cognitive strategies are the most powerful predictor of listening comprehension, followed by socio affective strategies, while metacognitive strategies were the predictor that accounted the least for listening comprehension.

## **2.7 Summary of the Chapter**

In conclusion, Chapter Two reviews the research literature on listening comprehension in general, the importance of listening, the definition of listening comprehension, problems in listening comprehension, language learning strategies,

definition of learning strategies, the importance of learning strategies, the classification of learning strategies, and listening comprehension research in upcountry Thailand. Next, Chapter Three illustrates the research methodology used in this research.

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Buriram Rajabhat University

## **CHAPTER 3**

### **METHODOLOGY**

This chapter provides a comprehensive description of the research methodology employed in the current study. This chapter covers the details of the population and samples, research instruments, data collection procedures, data analysis, statistical procedures and summary of the chapter.

### **3.1 Population and Samples**

#### **3.1.1 Population**

The population of the study consisted of 138 first year English major university students studying in the second semester of the academic year 2015 at Buriram Rajabhat University (BRU) in Buriram Province, Thailand. They enrolled in English Listening and Speaking 2 Course.

#### **3.1.2 Samples**

The samples of this study were 102 first year English major university students studying in the second semester of the academic year 2015 at Buriram Rajabhat University (BRU) in Buriram Province, Thailand. They were selected by the table of Krejcie and Morgan and the simple random technique. All participants had studied English for more than 10 years. The participants were divided into two levels, high and low listening proficiency, classified by the Listening test score from the Oxford placement test listening (OPTL). The participants whose listening score was lower than 60 out of 100 were placed in low listening proficiency groups (LLPSs)

while those who scored more than 60 out of 100 score were placed in high listening proficiency groups (HLPs). Total samples included 50 high listening proficiency students and 52 low listening proficiency students. The surveyed students' ages ranged from 18 to 23 with an average age of 19 years. All surveyed students agreed to take the survey. The English listening strategies questionnaire was adapted from the English listening comprehension strategies questionnaire of Ho (2006).

**Table 3.1**

**Details of the Surveyed Students' Demographic Information**

Classification	Groups	
	HLPs (n=50)	LLPs (n=52)
<b>Gender</b>		
Male	13(12.7%)	12.7(12.7%)
Female	89(87.3%)	87.3(12.7%)

Table 3.1 shows the 102 questionnaires used for data analysis. The participations were male 13 (12.7%) and female 89 (87.3%). The participants were divided into two levels consisting of 50 HLPs and 52 LLPs.

#### **3.1.2.1 Six Cases of Semi-structured Interview**

A total of 102 English major university students agreed to take the survey. The selected students were asked to take OPTL to determine their English listening proficiency. Six students were then purposively selected from the former group. This group of six was categorized as three HLPs and three LLPs, based by the OPTL

scores and their own self-rating English Listening strategies questionnaires administered using a semi-structured interview.

**Table 3.2**

**Details of the Selected Students' Demographic Information of Semi-structured Interview**

Pseudonym	Gender	Age	Proficiency level	Language(s) Spoken at Home	OPTL Score	Self-rated ELP	Years Studying English
Student A	Male	19	Low	Thai	47	Poor	10
Student B	Female	19	Low	Thai	38	Poor	12
Student C	Female	20	Low	Thai, Isarn dialect	43	Poor	10
Student D	Female	19	High	Thai, Chinese	74	Good	10
Student E	Female	19	High	Thai, Isarn	78	Good	12
Student F	Male	19	High	Thai, Kuy	71	Good	10

**Note:** OPTL = Oxford Placement Test Listening, ELP = English Listening Proficiency

Table 3.2 above indicates that the 6 selected students comprised three HLPSs and three LLPSs, age between 19-20 years old, and all had studied English 10-12 years.

### 3.2 Research Instruments

The three research instruments in the study included quantitative and qualitative data. They were Oxford Placement Test Listening (OPTL), the English listening strategies questionnaire (ELSQ) and a semi-structured interview. The details of each instrument were as follows:

### 3.2.1 Oxford Placement Test Listening (OPTL)

OPTL was used to test the English listening ability of the 102 English major university students. The listening test consisted of 100 items. Generally OPTL consisted of 200 items including 100 items of grammar and 100 items of listening test. The researcher selected only the 100 items of the listening part because this study focuses on English listening ability of the participants not language proficiency in general. OPTL was created by Allan (1992) from Cambridge University. OPTL was consulted and the contents and appropriateness was checked with thesis advisors and experts. The names of two experts were:

1. Dr. Sujin Nuwkaew, Nakhon Si Thammarat Rajabhat Univeristy
2. Miss Supanjit Mongped, Chitralada School (Vocational Programme)

### 3.2.2 English Listening Strategies Questionnaire (ELSQ)

The contents of the English listening strategies questionnaire (ELSQ) was adapted from the English listening comprehension strategies questionnaire of Ho (2006) based on the previous research of O' Malley and Chamot (1990). It was designed to investigate English listening strategies employed by English major university students. The questionnaire consisted of two parts: student's background and English listening strategies employed. The first part contained student's information, gender, language spoken at home and the rating of the participant's for English proficiency, while the second part contained twenty statements regarding English listening strategies. The participants were asked to rate their frequency strategies using the five point Liker scale ordered from 1 to 5 as follows:

5 = Always use

4 = Often use

3	=	Sometimes use
2	=	Seldom use
1	=	Never use

Additionally, the twenty items were grouped under three categories; meta-cognitive, cognitive, and social affective strategies adopted from the previous studies as follows.

### **I. Metacognitive strategies**

1. Planning (1) Before listening, I have an appropriate action plan to accomplish the listening task.
- 2 Direct attention (2) Before listening, I concentrate my mind on the listening task.
3. Selective attention (3) Before listening, I scan the question first, and then decide to listen to the specific aspect of the scripts.
4. Self-management (4) While listening, I control myself to get in the mindset to understand the listening material.
5. Self-monitoring (5) While listening, I ask myself what I am listening to, or how much I understand.
6. Self-evaluation (6) After finish listening, I check my listening comprehension and try to collect my errors.
7. Problem identification (7) After finish listening, I reflect my problems or difficulties such as, the speed rate is too fast.

### **II. Cognitive Strategies**

8. Repetition (8) While listening, I repeat words or a phrase softly or mentally.

9. Resourcing (9) I use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.
10. Note-taking (10) While listening, I write down some ideas and keywords on the paper.
11. Deduction (11) I use linguistic clues to comprehend the scripts such as prefixes, suffixes, and tense, etc.
12. Elaboration (12) When I hear something new, I bring my background knowledge to understand unfamiliar information in texts.
13. Translation (13) I try to translate words or sentences that I have heard from English into Thai or from Thai to English.  
(translation/ while listening)
14. Transfer (14) While I'm listening to English, I use Thai to memorize the whole content.
15. Inferencing (15) I use the words in text that I know from the script to help me guess the meaning of unfamiliar words.
16. Imagery (16) I usually imagine situations in pictures what I see while listening.

### III. Social Affective Strategies

17. Questioning for clarification (17) If I don't understand something in English while listening, I will ask the other person to slow down or say it again.
18. Cooperation (18) When I encounter English when listening in class, I will discuss with my classmates to classify.

- |                        |   |
|------------------------|---|
| 19. Self-talk          | (19) When I feel anxious in a listening test, I use techniques to relieve worry such as deep breathing. |
| 20. Self-reinforcement | (20) I encourage myself in positive ways such as I tell myself I can do it.                             |

The original questionnaires were translated from English into Thai by the researcher. After that, the researcher checked and corrected the questionnaire following the thesis advisors and the experts' comments and suggestions. Based on the experts comments, the statements in the questionnaire were modified several times before the questionnaire was finalized (See Appendix C). Therefore, the researcher was confident that the instruments used in this research as presented have acceptable validity.

### **3.2.3 Semi-structured Interview**

The interview in the present study consisted of 10 questions which are aimed to elicit from the interviewee more information about English listening strategies (See Appendix E). All the interview questions were adapted from the semi-structured interview from Chen's (2008) works. The questions of the interview were translated into Thai language in order to help LLPSs to understand questions clearly. The researcher translated the questions from English into Thai then checked and corrected the interview questions following thesis advisors and the experts' suggestions.

### **3.3 Data Collection Procedures**

#### **3.3.1 Oxford Placement Test Listening (OPTL)**

The OPTL test was used to test the students listening proficiency and group the students into high and low proficiency levels. At the beginning, the researcher distributed the consent form of ELSQs to the participants to agree to do the ELSQs. The researcher gave the ELSQs to students who agreed to do the survey. Then, the researcher let the students to ask questions to clarify any unclear information before starting the OPTL. The OPTL test was played by the researcher on a laptop. Total duration was approximately 30 minutes including doing the ELSQ consent form, OPTL test and collecting the tests.

#### **3.3.2 English Listening Strategies Questionnaires (ELSQ)**

The English listening strategies questionnaires were collected after the students finished OPTL tests. Before the students started to work on the questionnaires, the researcher presented an explanation in Thai. The research data was kept in confidential. A Thai consent form for taking questionnaires was distributed to all students of the class. Only the students who agreed to participate in the study signed the forms. Then the participants completed the questionnaire. The students were allowed to ask the researcher about technical questions or unclear information in the questionnaire during the survey. The entire procedure of administering was about 30 minutes, including the time spend on instructions and consent forms.

#### **3.3.3 Semi-structured Interview**

The six participants comprising three HLPs and three LLPs were selected to do semi-instructed interview. The targets classes were based on the score of the OPTL

test. Interviews were conducted in a one-by-one interview setting in quiet location at the provider's facility. Each interview was conducted in Thai to make sure that the interviewees did not have any linguistic problems when answering the questions. The interviewees knew nothing about the interview questions. The time was approximately 10 minutes per person. Sets of questions were determined from those of Chen (2008) and prepared by the researcher. All interviews were mobile phone recorded with the interviewee's permission and documented through the researcher's note taking. The interviewer recorded the data from mobile phone and then transcribed the data for further analysis.

### **3.4 Data Analysis and Statistical Procedures**

The data analysis and statistical procedures used for this study were as follows:

#### **3.4.1 Analysis of the Quantitative Data**

Quantitative analyses were conducted using computer program software to analyze the ELSQ. The descriptive statistics included frequency, mean, and standard deviation, t-test of the questionnaire items. The interpretation ELSQ was proposed by Oxford and Burry-Stock (1995) which were divided into three groups to understand the average scores of the questionnaire. The three levels of interpretation of English listening strategies employed by English major university students are presented in Table 3.3.

**Table 3.3****Three Levels of Interpretation Proposed by Oxford and Burry-Stock (1995)**

<b>The Key to Understand Average of Usage Group</b>		
<b>High</b>	Always Use	3.50 or above
	Often Use	
<b>Moderate</b>	Occasionally Use	2.50 to 3.49
<b>Low</b>	Seldom Use	Below 2.50
	Never Use	

**3.4.2 Analysis of the Qualitative Data**

The data from the semi-structured interview was transcribed, read by the researcher, and then translated into English. The analysis of the data was based upon the original Thai transcript. Students' responses from the semi-structured interview were compiled by the researcher into three categories following O' Malley and Chamot's (1990). The researcher qualitatively discussed the emerging themes from the interviews and self-reports of English listening strategies employed by English major university students.

**3.5 Summary of the Chapter**

The focus of this chapter described the research methods. In the next chapter, Chapter Four, the researcher turned to the most interesting and significant part of this research, which were the major findings and results gained through the various instruments illustrated in this chapter.

# CHAPTER 4

## RESULTS

This chapter presents the results of a study of English listening strategies employed by English Major University students. The study had two major aims: to investigate English listening strategies employed by English Major University students and, secondly, to compare English listening strategies employed by English major university students classified by English listening proficiency.

The results are reported according to the two research questions. 1) research question one regarding English listening strategies employed by English major university students and 2) research question two regarding English listening strategies employed by English major university students in terms of English listening proficiency. Following a summary of the results of each research question, interpretations of the results are offered.

### **4.1 Research Question One: What are the English Listening Strategies Employed by English Major University Students?**

Descriptive statistics and content analysis were employed to answer researcher question one. The descriptive statistics consisted of mean, standard deviation and content analysis of the interview. Research question one directly investigates the English listening strategies employed by English Major University students. This research used quantitative data to measure the English listening strategies. One hundred and two English major university students were asked to rate their own

English listening strategies classified as metacognitive, cognitive and social affective strategies, according to O'Malley and Chamot's (1990), and the criteria set for interpretation of English listening strategies based on Oxford and Berry-Stock (1995). These mean scores can be divided into three: a high usage group ( $\bar{x} = 3.50$  or above), moderate usage group ( $\bar{x} = 2.50 - 3.49$ ) and low usage group ( $\bar{x}$  below 2.50) for general listening strategies usage. Table 4.1 indicates the English listening strategies employed by English major university students in terms of mean, standard deviation, meaning and rank.

**Table 4.1**

**Mean, Standard deviation, Meaning and Rank for English Listening Strategies Employed by English Major University Students**

English Listening Strategies	$\bar{X}$	S.D	Meaning	Rank
Metacognitive Strategies	2.37	0.82	Low	2
Cognitive Strategies	2.50	0.88	Moderate	1
Social Affective Strategies	2.13	0.85	Low	3
<b>Grand Total</b>	<b>2.38</b>	<b>0.85</b>	<b>Low</b>	

From Table 4.1, it can be seen that, overall, English listening strategies employed by English major university students is at low level ( $\bar{x} = 2.39$ , S.D. = 0.85). When considering three English listening strategies, it was found that "Cognitive Strategies" was the most used strategy and was at the moderate level ( $\bar{x} = 2.50$ , S.D. = 0.88) followed by "Metacognitive Strategies" at the low level ( $\bar{x} = 2.37$ , S.D. = 0.82) and "Social Affective Strategies" at the low level ( $\bar{x} = 2.13$ , S.D. = 0.85) respectively.

**Table 4.2**

**Mean, Standard deviation, Meaning and Rank for each English Listening Strategy Employed by English Major University Students (n=102)**

<b>English Listening Strategies</b>	<b><math>\bar{x}</math></b>	<b>S.D.</b>	<b>Meaning</b>	<b>Rank</b>
<b>I. Metacognitive Strategies</b>				
1. Before listening, I have an appropriate action plan to accomplish the listening task.	2.76	0.73	Moderate	2
2. Before listening, I concentrate my mind on the listening task.	2.27	0.82	Low	14
3. Before listening, I scan the question first, and then decide to listen for a specific aspect of the scripts.	2.38	0.76	Low	9
4. While listening, I control myself to get in the mindset to understand the listening material.	2.05	0.80	Low	16
5. While listening, I ask myself what I am listening to, or how much I understand.	2.27	0.80	Low	13
6. After finish listening, I check my listening comprehension and try to collect my errors.	2.44	0.96	Low	7
7. After finish listening, I reflect on my problems or difficulties, such as whether the speed rate is too fast.	2.42	0.87	Low	8
<b>Total</b>	<b>2.37</b>	<b>0.82</b>	<b>Low</b>	
<b>II. Cognitive Strategies</b>				
8. While listening, I repeat words or phrase softly or mentally.	2.61	0.90	Moderate	5
9. I use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.	2.26	0.97	Low	15
10. I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense, etc.	2.76	0.91	Moderate	3
11. When I hear something new, I bring my background knowledge to understand unfamiliar information in the text.	2.49	0.77	Low	6
12. I usually imagine situations in pictures what I see while listening.	2.35	0.89	Low	11
13. While listening, I write down on paper some ideas and keywords.	2.69	0.84	Moderate	4
14. I try to translate words or sentences that I have heard from English into Thai or from Thai to English.	2.20	0.87	Low	17
15. While I'm listening to English, I use Thai to memorize the whole content.	2.78	0.86	Moderate	1
16. I use the words in the text that I know from the script to help me guess the meaning of unfamiliar words.	2.36	0.89	Low	10
<b>Total</b>	<b>2.50</b>	<b>0.88</b>	<b>Moderate</b>	

**Table 4.2**

**Mean, Standard deviation, Meaning and Rank for each English Listening Strategy  
Employed by English Major University Students (n=102)**

English Listening Strategies	$\bar{x}$	S.D	Meaning	Rank
<b>III. Social Affective Strategies</b>				
17. If I don't understand something in English while listening, I will ask the other person to slow down or say it again.	2.14	0.89	Low	18
18. When I encounter English when listening in class, I will discuss with my classmates to classify.	2.12	0.82	Low	19
19. When I feel anxious in a listening test, I use techniques to relieve worry such as deep breathing.	2.28	0.92	Low	12
20. I encourage myself in positive ways such as I tell myself I can do it.	1.96	0.77	Low	20
<b>Total</b>	<b>2.13</b>	<b>0.85</b>	<b>Low</b>	
<b>Grand Total</b>	<b>2.38</b>	<b>0.85</b>	<b>Low</b>	

Table 4.2 shows the details of the English listening strategies employed by 102 English Major University students. When considering English listening strategies, the highest mean score was No. 15 at Moderate level "While I'm listening to English, I use Thai to memorize the whole content" ( $\bar{x} = 2.78$ , S.D. = 0.86), followed by No. 1 at Moderate level, "Before listening, I have an appropriate action plan to accomplish the listening task" ( $\bar{x} = 2.76$ , S.D. = 0.73), and No. 10 at Moderate level "I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense, etc." ( $\bar{x} = 2.76$ , S.D. = 0.91), respectively. On the other hand, the lowest mean score was No. 20 "I encourage myself in positive ways such as I tell myself I can do it" ( $\bar{x} = 1.96$ , S.D. = 0.77), followed by No. 18 "When I encounter English when listening in class, I will discuss with my classmates to classify" ( $\bar{x} = 2.12$ , S.D. = 0.82), and No. 17 "If I don't

understand something in English while listening, I will ask the other person to slow down or say it again" ( $\bar{x} = 2.14$ , S.D. = 0.89), respectively.

English listening strategies were categorized into three subcategories: metacognitive (items 1-7), cognitive (items 8-16) and social affective strategies (items 17-20). When considering these three types, it was found that "Cognitive Strategies" was the strategy most used and at a moderate level ( $\bar{x} = 2.50$ , S.D. = 0.88) followed by "Metacognitive Strategies" at a low level ( $\bar{x} = 2.37$ , S.D. = 0.82) and "Social Affective Strategies" at a low level ( $\bar{x} = 2.13$ , S.D. = 0.85) respectively.

The most used metacognitive strategy was No.1 "Before listening, I have an appropriate action plan to accomplish the listening task" ( $\bar{x} = 2.76$ , S.D. = 0.73) while, the least used metacognitive strategy was No. 4 "While listening, I control myself to get in the mindset to understand the listening material" ( $\bar{x} = 2.05$ , S.D. = 0.80).

Among various cognitive strategies, the most used was No.15 "While I'm listening English, I use Thai to memorize the whole content" ( $\bar{x} = 2.78$ , S.D. = 0.86) while the least used cognitive strategy use was No.14 "I try to translate words or sentences that I have heard from English into Thai or from Thai to English." ( $\bar{x} = 2.20$ , S.D. = 0.87).

Finally the most used Social affective Strategy was No. 19 "When I feel anxious in a listening test, I use techniques to relieve worry such as deep breathing" ( $\bar{x} = 2.28$ , S.D. = 0.92) while the least used strategy was No. 20 "I encourage myself in positive ways such as I tell myself I can do it." ( $\bar{x} = 1.96$ , S.D. = 0.77).

#### **4.2 Research Question Two: What are the similarities and differences of English listening strategies employed by English Major University Students classified by English proficiency?**

To answer research question two, inferential statistics and content analysis were employed. The inferential statistics mainly included independent samples t-test analyzing the variance of each strategy, and content analysis of the interview.

Research question two directly investigated the English listening strategies employed by English Major University students who participated in this research project by using quantitative data from the English listening Strategies questionnaire (See Appendix C) to measure the student's English listening strategies employed. Table 4.3 – 4.4 below compares the types of English listening strategies employed by English University Students classified by English proficiency.

Table 4.3

**Comparison of English Listening Strategies Employed by English Major University Students Classified by English Proficiency.**

English Listening Strategies	High Proficiency n = 50				Low Proficiency n = 52			
	$\bar{X}$	S.D.	Meaning	Rank	$\bar{X}$	S.D.	Meaning	Rank
<b>Metacognitive Strategies</b>								
1. Before listening, I have an appropriate action plan to accomplish the listening task.	2.9	0.76	Moderate	2	2.63	0.69	Moderate	2
2. Before listening, I concentrate my mind on the listening task.	2.4	0.83	Low	14	2.15	0.80	Low	14
3. Before listening, I scan the question first, and then decide to listen for a specific aspect of the scripts.	2.56	0.76	Moderate	9	2.21	0.72	Low	9
4. While listening, I control myself to get in the mind to understand the listening material.	2.42	0.76	Low	13	1.69	0.67	Low	19
5. While listening, I ask myself what I am listening to, or how much I understand.	2.36	0.80	Low	16	2.19	0.79	Low	12
6. After finish listening, I check my listening comprehension and try to collect my errors.	2.72	1.03	Moderate	6	2.17	0.81	Low	13
7. After finish listening, I reflect on my problems or difficulties, such as whether the speed rate is too fast.	2.58	0.84	Moderate	8	2.27	0.89	Low	8
<b>Total</b>	<b>2.56</b>	<b>0.83</b>	<b>Moderate</b>		<b>2.19</b>	<b>0.77</b>	<b>Low</b>	
<b>Cognitive Strategies</b>								
8. While listening, I repeat words or phrase softly or mentally.	2.82	0.92	Low	4	2.4	0.85	Low	5
9. I use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.	2.48	0.89	Low	11	2.06	1.02	Low	16
10. I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense, etc.	2.94	0.91	Moderate	1	2.6	0.89	Moderate	3
11. When I hear something new, I bring my background knowledge to understand unfamiliar information in texts.	2.62	0.73	Moderate	7	2.37	0.79	Low	6
12. I usually imagine situations in pictures what I hear while listening.	2.50	0.86	Low	10	2.21	0.89	Low	10
13. While listening, I write down some ideas and keywords on the paper.	2.82	0.87	Moderate	3	2.56	0.8	Moderate	4

**Table 4.3**

**Comparison of English Listening Strategies Employed by English Major University Students Classified by English Proficiency.**

English Listening Strategies	High Proficiency Listening				Low Proficiency Listening			
	n = 50				n = 52			
	$\bar{X}$	S.D.	Meaning	Rank	$\bar{X}$	S.D.	Meaning	Rank
14. I try to translate words or sentences that I have heard from English into Thai or from Thai to English.	2.26	0.96	Low	18	2.13	0.77	Low	15
15. While I'm listening to English, I use Thai to memorize the whole content.	2.80	0.9	Moderate	5	2.77	0.83	Moderate	1
16. I use the words in text that I know from the script to help me guess the meaning of unfamiliar words.	2.44	0.97	Low	12	2.29	0.8	Low	7
<b>Total</b>	<b>2.63</b>	<b>0.89</b>	<b>Moderate</b>		<b>2.38</b>	<b>0.85</b>	<b>Low</b>	
<b>Social Affective Strategies</b>								
17. If I don't understand something in English while listening, I will ask the other person to slow down or say it again.	2.26	0.94	Low	16	2.02	0.83	Low	17
18. When I encounter English when listening in class, I will discuss with my classmates to classify	2.24	0.82	Low	19	2.00	0.82	Low	18
19. When I feel anxious in listening test, I use techniques to relieve worry such as deep breathing.	2.36	0.83	Low	17	2.21	1.00	Low	11
20. I encourage myself in positive way such as I tell myself I can do it.	2.12	0.80	Low	20	1.81	0.72	Low	20
<b>Total</b>	<b>2.25</b>	<b>0.85</b>	<b>Low</b>		<b>2.01</b>	<b>0.84</b>	<b>Low</b>	
<b>Grand Total</b>	<b>2.53</b>	<b>0.86</b>	<b>Moderate</b>		<b>2.24</b>	<b>0.82</b>	<b>Low</b>	

As revealed in Table 4.3 above, most high English listening proficiency students used cognitive strategies at a moderate level ( $\bar{x} = 2.63$ , S.D. = 0.89) followed

by metacognitive strategies also at a moderate level ( $\bar{x} = 2.56$ , S.D. = 0.83) and social affective strategies were the least used strategy and at a low level ( $\bar{x} = 2.25$ , S.D. = 0.85), respectively. Moreover, low proficiency English listening students used cognitive strategies at a low level ( $\bar{x} = 2.38$ , S.D. = 0.85) followed in usage by metacognitive strategies also at a low level ( $\bar{x} = 2.19$ , S.D. = 0.77) and finally social affective strategies were the least used strategies and at low level ( $\bar{x} = 2.01$ , S.D. = 0.84), respectively.

As for subcategories of listening strategies employed by the high proficiency students, the most frequency strategy use was cognitive strategies as in No. 10 "While I'm listening to English, I use Thai to memorize the whole content." at a moderate level ( $\bar{x} = 2.94$ , S.D. = 0.91). The strategy with the second highest mean score was metacognitive No. 1 "Before listening, I have an appropriate action plan to accomplish the listening task" ( $\bar{x} = 2.90$ , S.D. = 0.76) and No.10 (cognitive strategy) "I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense, etc." ( $\bar{x} = 2.60$ , S.D. = 0.89). The lowest mean score employed by high listening proficiency students was social affective strategy No. 20 "I encourage myself in positive way such as I tell myself I can do it" ( $\bar{x} = 1.81$ , S.D. = 0.72), followed by No. 4 (metacognitive strategies) "While listening, I control myself to get in the mindset to understand the listening material" ( $\bar{x} = 1.69$ , S.D. = 0.67) and No. 18 (social affective strategies) "When I encounter English when listening in class, I will discuss with my classmates to classify" ( $\bar{x} = 2.00$ , S.D. = 0.82), respectively.

On the other hand, among English listening strategies employed by low proficiency students the strategy most frequently used was No. 15 (cognitive strategies) "While I'm listening to English, I use Thai to memorize the whole content"

( $\bar{x} = 2.77$ , S.D. = 0.83). The second most used strategy was No. 15 (cognitive strategy) "While I'm listening to English, I use Thai to memorize the whole content" ( $\bar{x} = 2.77$ , S.D. = 0.83) and No. 1 (metacognitive strategy) "Before listening, I have an appropriate action plan to accomplish the listening task" ( $\bar{x} = 2.63$ , S.D. = 0.69). While, the strategy with the lowest mean score was No. 20 (social affective strategy) "I encourage myself in positive ways such as I tell myself I can do it" ( $\bar{x} = 1.81$ , S.D. = 0.72), followed by No. 4 (metacognitive strategy), "While listening, I control myself to get in the mindset to understand the listening material." ( $\bar{x} = 1.69$ , S.D. = 0.67) and No. 18 (social affective strategy) "When I encounter English when listening in class, I will discuss with my classmates to classify" ( $\bar{x} = 2.00$ , S.D. = 0.82), respectively.

Table 4.4

**Comparison of Listening Strategies Employed by English Major University Students Classified by English Listening Proficiency.**

English Listening Strategies	High n = 50		Low n = 52		t
	$\bar{X}$	S. D.	$\bar{X}$	S. D.	
<b>Metacognitive Strategies</b>					
1. Before listening, I have an appropriate action plan to accomplish the listening task	2.90	0.76	2.63	0.69	1.85
2. Before listening, I concentrate my mind on the listening task.	2.40	0.83	2.15	0.8	1.52
3. Before listening, I scan the question first, and then decide to listen for a specific aspect of the scripts.	2.56	0.76	2.21	0.72	2.37*
4. While listening, I control myself to get in the mind to understand the listening material.	2.42	0.76	1.69	0.67	5.13*
5. While listening, I ask myself what I am listening to, or how much I understand	2.36	0.80	2.19	0.79	1.06
6. After finish listening, I check my listening comprehension and try to collect my errors	2.72	1.03	2.17	0.81	2.99*
7. After finish listening, I reflect on my problems or difficulties, such as whether the speed rate is too fast.	2.58	0.84	2.27	0.89	1.82
<b>Total</b>	<b>2.56</b>	<b>0.83</b>	<b>2.19</b>	<b>0.77</b>	<b>2.39</b>
<b>Cognitive Strategies</b>					
8. While listening, I repeat words or phrase softly or mentally.	2.82	0.92	2.40	0.85	2.38*
9. Use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.	2.48	0.89	2.06	1.02	2.23*
10. I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense etc.	2.94	0.91	2.60	0.89	1.92
11. When I hear something new, I bring my background knowledge to understand unfamiliar information in texts.	2.62	0.73	2.37	0.79	1.69
12. I usually imagine situations in pictures what I hear while listening.	2.50	0.86	2.21	0.89	1.66
13. While listening, I write down some ideas and keywords on the paper	2.82	0.87	2.56	0.8	1.58
14. I try to translate words or sentences that I have heard from English into Thai or from Thai to English	2.26	0.96	2.13	0.77	0.73
15. While I'm listening English, I use Thai to memorize the whole content.	2.80	0.90	2.77	0.83	0.18
16. I use the words in text that I know from the script to help me guess the meaning of unfamiliar words.	2.44	0.97	2.29	0.80	0.86
<b>Total</b>	<b>2.63</b>	<b>0.89</b>	<b>2.38</b>	<b>0.85</b>	<b>1.47</b>

**Table 4.4**

**Comparison of Listening Strategies Employed by English Major University Students Classified by English Listening Proficiency.**

English Listening Strategies	High N = 50		Low N = 52		t
	$\bar{X}$	S. D.	$\bar{X}$	S. D.	
Social Affective Strategies					
17. If I don't understand something in English while listening, I will ask the other person to slow down or say it again.	2.26	0.94	2.02	0.83	1.37
18. When I encounter with English in listening in class, I will discuss with my classmates to classify.	2.24	0.82	2.00	0.82	1.48
19. When I feel anxious in listening test, I use techniques to relieve worry such as deep breathing.	2.36	0.83	2.21	1.00	0.82
20. I encourage myself in positive ways such as I tell myself I can do it	2.12	0.80	1.81	0.72	2.08*
Total	2.25	0.85	2.01	0.84	1.44
Grand Total	2.53	0.86	2.24	0.82	1.79

\* significant difference at .05

In order to determine overall English listening strategies employed by English major university students, an independent sample t-test for each listening strategies was performed. English listening strategies employed by English major university students classified by English proficiency showed a statistically significant difference at .05 and the results are summarized in Table 4.4. The results revealed that there were no statistically significant differences between English proficiency overall.

When considering each aspect of the listening strategies employed by English major University students classified by English proficiency, a statistically significant difference of .05 was found in No. 3 "Before listening, I scan the question first, and then decide to listen for specific aspect of the scripts." (Metacognitive strategy), No. 4 "While listening, I control myself to get in the mindset to understand the listening

material.” (Metacognitive strategy), No. 6 “After finish listening, I check my listening comprehension and try to collect my errors” (metacognitive strategy), No. 8 “While listening, I repeat words or phrase softly or mentally.” (cognitive strategy), No. 9 “Use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.” (cognitive strategy), and No. 20 “I encourage myself in positive ways such as I tell myself I can do it” (social affective strategy). respectively.

### 4.3 Results from the Interview

Based on the records of the interview, there were six English major university students comprising three high and three low listening proficiency students who reported their English listening strategies in different ways. Based on the results of the interview, both the most and least used listening strategies were: cognitive, metacognitive and social affective, respectively, as shown in the following examples of the interviews.

#### Low Listening proficiency students

Student 1: *“while I’m in the classroom, and I found that the teacher taught something that I did not understand, I asked my friend to help me right away”. (Social affective strategy)*

*“When I didn’t understand foreigners I just ask the question what does it mean and ask them to speak slowly” (cognitive strategies, social affective strategies)”*

*“When I had a listening test, I tried to find some vocabulary that I familiar with first, then I will listen for the main idea”. (Cognitive strategies)*

*“I used to translate the words from English to Thai word by word.” (cognitive strategies:)*

Student 2: *"I listen to the vocabulary that I know then I analyze the correct answer.*

*(cognitive strategies and metacognitive strategies)*

*"I like to translate the words into Thai while I am listening because I afraid of deriving the wrong meaning. (Cognitive strategies)*

*"I used the dictionary to check the meaning when I deal with the vocabulary that I did not know. (cognitive strategies)*

Student3: *I tried to pay attention to listening to the text and try to listen to key words.*

*(metacognitive and cognitive strategies)*

*I did not translate while I was listening, I just listened to the words that I knew. (cognitive strategies)*

*"I asked my friends to help me when I did not understand what the teacher was teaching." (Social affective strategies)*

#### **High Listening proficiency students**

Student 4: *"I used to talk with foreigners while I was students training at restaurant, when I did not understand I just asked them to say it slowly or say it again."*

*(Cognitive strategies and social affective strategies)*

*"I did a listening test, I scanned the questions first then I listen for the keywords." (metacognitive strategies)*

*"I looked up words in dictionary, I brought it with me in the classroom." (Cognitive strategies)*

Student 5: *"when I did not understand some words, I used an electronic dictionary to check the meaning, I did not ask teachers" (cognitive strategies)*

*"I tried to predict the unknown words from the words that I know from the texts. (Cognitive strategies)*

*"When talking with foreigners and I did not understand the vocabularies, I asked them to write the word down and show me on paper."* (Social affective strategies)

*Student 6: "I practiced deciphering unknown words based on the words surrounding."* (Cognitive strategies)

*"I concentrated on listening and tried to understand what the meaning"* (metacognitive strategies)

*"...I took notes when listening."* (cognitive strategies)

#### **4.4 Summary of the Chapter**

This chapter provided background information on the participants, the results of English listening strategies employed by English major students and the results of English listening strategies used, classified by the English listening proficiency. Conclusions, implications and suggestions are presented in the next chapter.

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

The purposes of this study, as discussed in Chapter One, were to:

1) investigate English listening strategies employed by English major University students and 2) compare English listening strategies employed by English major university students classified by English listening proficiency.

In the final part of this thesis, the major findings in replying to the research questions are first summarized and scrutinized, and discussed in relation to the relevant literature. In addition, some pedagogical implications for Thai EFL university teachers' instruction are suggested. Then, some suggestions for further studies are proposed at the end of the chapter.

#### **5.1 Summary of the Findings**

The purposes of this study were to investigate and compare English listening strategies employed by English major university students who are classified by English proficiency. The samples were divided into two groups; the first group included 102 students who were selected by the table of Krejcie and Morgan and used a simple random technique answering a questionnaire, whereas the second group consisted of six students who were purposively selected for interviewing. The statistics used for quantitative data analysis were percentage, mean, standard deviation, and independent samples t-test, while the qualitative data were analyzed by content analysis. The results were revealed as follows:

With regard to the first research question, the overall English listening strategies employed by English major University students were at the low level. The highest mean score was “While I’m listening English, I use Thai to memorize the whole content” at a moderate level followed by “Before listening, I have an appropriate action plan to accomplish the listening task” at a moderate level, and “I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense, etc.” at a moderate level, respectively. When considering three English listening strategies: metacognitive, cognitive and social affective, it was found that “cognitive strategies” was at a moderate level, while “metacognitive strategies” and “social affective strategies” were at a low level. Overall it was found that “Cognitive Strategies” were the most used followed by “Metacognitive Strategies” and “Social Affective Strategies” the least used, respectively.

Considering these three strategies one group at a time, the most used metacognitive strategy was “Before listening, I have an appropriate action plan to accomplish the listening task” while, the least used metacognitive strategies was “While listening, I control myself to get in the mindset to understand the listening material”. On the other hand, the most used cognitive strategies was “While I’m listening to English, I use Thai to memorize the whole content” while the least used cognitive strategy was “I try to translate words or sentences that I have heard from English into Thai or from Thai to English.” Furthermore, the most used social affective strategy was “When I feel anxious in a listening test, I use techniques to relieve worry such as deep breathing.” and the least used strategy was “I encourage myself in positive ways such as I tell myself I can do it”.

In answer to the second research question, the overall results were not different when comparing English listening strategies employed by English major university students classified by English listening proficiency. However, when considering specific English listening strategies, a statistically significant difference of .05 was found for the following:

“Before listening, I scan the question first, and then decide to listen for specific aspect of the scripts.” (Metacognitive; selective attention)

“While listening, I control myself to get in the mindset to understand the listening material (metacognitive; self-management)

“After I finish listening, I check my listening comprehension and try to collect my errors” (metacognitive; self-evaluation),

“8. While listening, I repeat words or phrase softly or mentally.” (cognitive; repetition).

## **5.2 Discussion of the Findings**

### **5.2.1 English Listening Strategies Employed by English Major University Students**

Firstly, the English listening strategies employed by English major university students were overall at a low level. When considering the three English listening strategies, metacognitive, cognitive and social affective, it was found that “cognitive strategies” were used at a high level, while “metacognitive strategies” and “social affective strategies” were used at a low level.

The results also revealed that English major university students use more cognitive strategies than metacognitive strategies while social affective

strategies were the least used strategies. These findings concur with the findings of Vandergrift (1993), (1996), (2003), Goh (1998) and Chao (1997), namely, that the learners use more cognitive strategies than metacognitive strategies.

This may be explained by the fact that English major university students communicate in English one-two times a week, and they may use English listening in their daily conversation with teachers, friends or foreigners. They mention that they practice English listening outside classroom such as watching TV, surfing internet and listening to music. The finding is consistent with the study of Yuan (2003) who mentioned that the use of internet helped to improve English for non-native English speakers in communication skills. Moreover, Saitakham (2012) reported that the students had a positive attitude toward the use of the websites to practice listening skills because such websites offered many opportunities to learn and practice their listening skill.

#### **5.2.2 Comparison of English Listening Strategies Employed by English Major University Students Classified by English Listening Proficiency**

Overall, the results revealed that the high listening proficiency students use more strategies than the low listening proficiency students.

These findings correspond with various other studies, such as Rost and Ross (1991), Vandergrift (1993, 1996), Moreira (1996), Chao (1997), and Piamsai (2011). In terms of strategies, both of high and low listening proficiency students use more cognitive strategies than metacognitive

strategies or social affective strategies. These findings correspond with Chao (1997), Goh (1998), and Waththaharukial, Chatupote and Sukseemung (2012).

Furthermore, the findings reveal that there was no statistically significant difference between English proficiency groups overall in terms of macro strategies employed. However, when considering the specifics of listening strategies employed by English major University students classified by English proficiency, a statistically significant difference of .05 was found for certain metacognitive strategies, namely, selective attention, self-management listening, self-evaluation, and also for certain cognitive strategies, namely, repetition, resourcing and one particular social affective strategy, namely, self-reinforcement.

As can be seen, various strategies seemed to bolster the students' listening skill, such as using linguistic clues to comprehend the scripts. Some strategies can be effectively used such as planning before listening to identify the highlights to teach students. Hence, strategy training should include various strategies that can be put into use at the proper time in order to make listening as easy as possible for the students, especially those with lower language ability.

### **5.3 Pedagogical Implications**

5.3.1 The findings are expected to be beneficial for teachers to help their students become aware of the significance of listening and the benefits of using the right strategies for the right tasks. Strategy training should be emphasized since listening strategies greatly influence listening

comprehension and listening proficiency; particularly useful strategies include metacognitive strategies (e.g. selective attentions, self-management, self-evaluation) and cognitive strategies (e.g. repetition and grouping). Moreover, results of this study can only provide guidelines for teachers who would like to provide English listening strategy training, especially for university students who require language skills sufficient for both social and academic purposes.

5.3.2 The present study showed that English listening strategies employed at a moderate level by English major university students. Therefore, teachers should convey to students the importance of the various listening strategies which can help improve their listening skill.

5.3.3 English major university students mentioned that listening strategies did help them in the listening task. Therefore, English teachers should convey the advantages of listening strategies as well as how to select and use English listening strategies appropriately.

## **5.4 Suggestions for Future Research**

Based on the findings of this study, the following suggestions for future research are proposed:

5.4.1. The present study was conducted at the university level. Future research might be conducted at other education levels, such as at primary and secondary levels.

5.4.2. The present investigation compared the similarities and differences of English listening strategies classified by English listening proficiency. It might be possible to compare the similarities and differences of

English listening strategies classified by gender or other factors such as the background and learning styles of students.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

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## APPENDICES

## **A The Formal Letter**

No. 0545.11/C10



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

April 20, 2015

**Dear :** President Burirum Rajabhat University

**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 Miss Nunnarin Prajanban, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"English Listening Strategies Employed by English Major University Students."** under the supervision of Assistant Professor Dr. Nawamin Prachanan, 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

## **B The Letters of Experts**

No. 0545.11/C8



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

March 18, 2016

Dear Dr. Sujin Nuwkaew,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Nunnarin Prajanban, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"English Listening Strategies Employed by English Major University Students."** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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,

A handwritten signature in black ink, appearing to read 'Narumon', written over a faint watermark of the university's name.

(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/C8



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

March 18, 2016

**Dear** Miss Supanjit Mongped,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Nunnarin Prajanban, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“English Listening Strategies Employed by English Major University Students.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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,

A handwritten signature in black ink, appearing to be 'N. Somkuna', written in a cursive style.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

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Fax. 0 4461 2858

**C Listening Test**

# Oxford Placement Test 2

## Listening Test

Name \_\_\_\_\_

Total Listening \_\_\_\_\_ / 100

Total Grammar Part 1 \_\_\_\_\_ / 50

Total Grammar Part 2 \_\_\_\_\_ / 50

Grand total \_\_\_\_\_ / 200

Look at the example below. Listen to the tape. You will hear the example *once only*.  
Decide which word you hear, 'soap', or 'soup'.

a Will you get me some ☐ soap ☒ soup at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, you tick the words you hear. For example, if you hear 'shorts' tick 'shorts'.

b The team need new ☐ shirts ☐ shorts .

c They've recently developed a new kind of ☐ vine ☐ wine around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b The team need new ☐ shirts ☒ shorts .

c They've recently developed a new kind of ☒ vine ☐ wine around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

- 1 What do you think of the Bell School **teachers** **T-shirts** ? I really like them. 1
- 2 He asked if it could be given in a bit late and I said **yes, today** **yesterday** was OK. 2
- 3 I think Agassi's winning it **to love** **two-love** . 3
- 4 I'd have **lied** **liked** to help him. 4
- 5 At **least** **last** you understand what I mean. 5
- 6 I think she lives at No. **68** **60A** . 6
- 7 He was **lapped** **rapped** by his team-mates because he hadn't trained hard enough. 7
- 8 Seals are **culled** **killed** each summer off the Newfoundland coast. 8
- 9 They asked if I was sending anybody and I said **Mike or myself** **I might go myself** . 9
- 10 I'm afraid we've only **fifty** **fifteen** left in stock. 10
- 11 She **likes** **lacks** that little extra bit of class. 11
- 12 He's just become a member of the **Hockey** **Jockey** Club. 12
- 13 They're going to **Wrexham** **Wroxham** for their holidays. 13
- 14 What do you think those **ships** **shapes** on the horizon are? 14
- 15 Did you realize he **slept** **slipped** out last night? 15
- 16 It's an **amazing** **amusing** story, isn't it? 16
- 17 The roads were absolutely **impossible** **impassable** last week. 17
- 18 Sooner or later we'll have to **chuck** **check** them out. 18
- 19 Is it ready for **typing** **taping** yet? 19
- 20 Most of the **new wavebands** **new-wave bands** sound really good. 20
- 21 We need a **cork** **chalk** board in our classroom. 21
- 22 Do they have many **orchids** **orchards** in Tunisia? 22
- 23 I see Oxford University is advertising the chair in **metaphysics** **matter physics** . 23
- 24 Can you help **Bridget** **Richard** to get it finished? 24
- 25 It'll be difficult to keep within these **perimeters** **parameters** , but you must try. 25
- 26 I think they now give the weather report from the **new** **news** studio. 26
- 27 He's working on a new **model** **module** at the moment. 27
- 28 I must say I quite **fancy** **fancied** going to see his latest film. 28
- 29 She's one of the most **evil-** **even-** tempered people I've ever met. 29
- 30 His house is really **tidy** **tiny** . 30
- 31 The bathroom's small, but it's got a **flush** **flash** loo. 31
- 32 Iran has been particularly successful in reducing its dependence on American **experts** **exports** . 32
- 33 Is **lamb** **land** cheaper in Australia than it is here? 33
- 34 Do you think he feels a bit **better** **bitter** about it now? 34
- 35 In the late sixties neo-colonialist attitudes could have posed a real threat to the **Kenyan Asian** **Kenyan nation** . 35

- 71 You know **I I'd** like to see you whenever possible. 71
- 72 The only way to get there in winter is by the old route up the mountain **pass path**. 72
- 73 Are you going to help us get the **vote boat** out? 73
- 74 Have you seen those **bills pills** I was looking for? 74
- 75 I believe Peter's **chairman German**, isn't he? 75
- 76 He won several Grand Prix races in the **Surtees thirties** before he retired. 76
- 77 Was the **Mini money** recognizable afterwards? 77
- 78 He works for the **highlands islands** tourist board. 78
- 79 James was one of the **Stuarts stewards**, wasn't he? 79
- 80 The finance committee were told that the extra **house hours** would cost £40,000. 80
- 81 They'd be surprised if they realized what people like **Caroline Carol and I** have to do. 81
- 82 **AJ HA** Foyt is the only driver to have won the 'Indi 500' three years in a row. 82
- 83 The conference is scheduled for Friday the **13th 30th** of May. 83
- 84 I'm afraid I've no idea if **they they've** finished. 84
- 85 I could do with **an ice-cold a nice, cold** drink. 85
- 86 He's recently become an **MB MP**. 86
- 87 Farmers in the north and in Scotland lost a lot of **lambs rams** last winter. 87
- 88 This **pen pan** is no use – it keeps leaking. 88
- 89 It was several hours before they **phoned found** us. 89
- 90 Cambridge is about 60 miles from Norwich and 60 **also or so** from London. 90
- 91 The police said they would **fine find** the offender immediately. 91
- 92 If you like the style, there's a wide choice of **colours collars** available. 92
- 93 The **race rice** was ruined by the rain. 93
- 94 He **ran rang** off before we could ask his name. 94
- 95 That was quite a **flight fright** we had, wasn't it? 95
- 96 Import restrictions on **Catalan cattle and** sheep are now likely to be lifted. 96
- 97 I've **strained sprained** my wrist, so I won't be able to play tomorrow. 97
- 98 What he said was true in **either neither** case. 98
- 99 **Norwich Knowledge** grew faster than ever before after the Renaissance. 99
- 100 This **election selection** doesn't give one much of a choice, does it? 100

**D English Listening Strategies Questionnaire**

## APPENDIX D

### English Listening Strategies Questionnaire (English Version)

#### Part 1: Student Background Information

**Direction:** Please provide the information about yourself by ticking ( / ) or write the response where necessary.

Class: \_\_\_\_\_

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Gender: ☐ Male ☐ Female

1. How long have you been studying English? \_\_\_\_\_

2. Language(s) you speak at home \_\_\_\_\_

3. What is your English Listening grade in last semester? : \_\_\_\_\_

4. What is your cumulative grade point average (GPA) last semester? \_\_\_\_\_

5. Have you practiced English listening skill? How? (Multiple answers are allowed)

☐ Yes, such as ☐ TV program or movie ☐ Radio ☐ MP3, CD player, Computer

☐ Internet ☐ Tutor ☐ Other (please specify) \_\_\_\_\_

☐ No

6. How often do you communicate in English?

☐ Never ☐ 1-2 times/day ☐ 3-4 times/day ☐ more than 5 times/day

7. How do you rate your overall proficiency in English language in comparing with your classmates?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

8. How do you rate your overall proficiency in English language in comparing with native speaker?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

## Part 2: Listening Comprehension Strategies

**Instruction:** Please mark (/) under the number which is true for you. Each number represents the following description:

- 5 = always appropriate to me
- 4 = often appropriate to me
- 3 = sometimes appropriate to me
- 2 = seldom appropriate to me
- 1 = not appropriate to me

Listening Strategies	Self-assessment				
	5	4	3	2	1
1. Before listening, I have an appropriate action plan to accomplish the listening task					
2. Before listening, I concentrate my mind on the listening task.					
3. Before listening, I scan the question first, and then decide to listen for specific aspect of the scripts.					
4. While listening, I control myself to get in the mindset to understand the listening material.					
5. While listening, I ask myself what I am listening to, or how much I understand					
6. After finish listening, I check my listening comprehension and try to collect my errors					
7. After finish listening, I reflect my problems or difficulties, such as the speed rate is too fast.					
8. While listening, I repeat words or phrase softly or mentally.					
9. I use tools to understand the scripts, such as dictionary, grammar book or encyclopedia.					
10. I use linguistic clues to comprehend the scripts, such as prefixes, suffixes, tense etc.					
11. When I hear something new, I bring my background knowledge to understand unfamiliar information in texts.					
12. I usually imagine situations in pictures what I see while listening.					
13. While listening, I write down some ideas and keywords on the paper					
14. I try to translate words or sentences that I have heard from English into Thai or from Thai to English					
15. While I'm listening English, I use Thai to memorize the whole content.					
16. I use the words in text that I know from the script to help me guess the meaning of unfamiliar words.					
17. If I don't understand something in English while listening, I will ask the other person to slow down or say it again.					
18. When I encounter with English when listening in class, I will discuss with my classmates to classify					
19. When I feel anxious in listening test, I use techniques to relieve worry such as deep breathing.					
20. I encourage myself in positive way such as I tell myself I can do it					

--Thank you for your kind cooperation--

แบบสอบถามความเข้าใจในการฟังภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษ มหาวิทยาลัยราชภัฏบุรีรัมย์

คำชี้แจง โปรดกาเครื่องหมาย / หน้าข้อความหรือเติมข้อมูลในช่องว่างให้สมบูรณ์

แบบสอบถามแบ่งออกเป็น 3 ตอน ได้แก่

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 กลยุทธ์ความเข้าใจด้านการฟังที่ผู้ตอบแบบสอบถามใช้

ตอนที่ 3 ข้อเสนออื่นๆ

ข้อมูลที่ได้จะใช้เพื่อการวิจัยเท่านั้นจะไม่ส่งผลกระทบต่อผลการเรียนหรือคะแนนในรายวิชาใดๆ ดังนั้นกรุณาตอบแบบสอบถามตามความเป็นจริง

**ตอนที่ 1 ข้อมูลทั่วไป**

ชื่อ/ นามสกุล: \_\_\_\_\_

ชั้นปี: \_\_\_\_\_

เบอร์โทรศัพท์: \_\_\_\_\_

อายุ: \_\_\_\_\_

1. เพศ: ☐ ชาย ☐ หญิง

2. คุณเรียนภาษาอังกฤษมาทั้งหมดกี่ปี \_\_\_\_\_

3. ภาษาที่คุณใช้สื่อสารที่บ้านมีภาษาใดบ้าง \_\_\_\_\_

4. เกรดวิชาฟังพูดภาษาอังกฤษของภาคเรียนที่ผ่านมา \_\_\_\_\_

5. เกรดเฉลี่ยภาคเรียนที่ผ่านมา (GPA) \_\_\_\_\_

6. คุณได้ฝึกทักษะการฟังภาษาอังกฤษหรือไม่ และจากแหล่งใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

☐ ได้ฝึกฟังจาก

☐ รายการทีวี ภาพยนต์ ☐ วิทยู ☐ คอมพิวเตอร์ เครื่องเล่น mp3 ซีดี

☐ อินเทอร์เน็ต ☐ ศูนย์กวดวิชา ☐ อื่นๆ \_\_\_\_\_

☐ ไม่ได้ฝึกฟัง

7. คุณสื่อสารด้วยภาษาอังกฤษบ่อยแค่ไหน

☐ ไม่เคย

☐ 1-2 ครั้งต่อวัน

☐ 3-4 ครั้งต่อวัน

☐ มากกว่า 5 ครั้งต่อวัน

8.คุณประเมินความสามารถด้านทักษะการฟังภาษาอังกฤษโดยรวมของคุณอยู่ในระดับใดเมื่อเทียบกับเพื่อนในชั้นเรียน

☐ ดีมาก      ☐ ดี      ☐ พอใช้      ☐ อ่อน

9.คุณประเมินความสามารถด้านทักษะการฟังภาษาอังกฤษโดยรวมของคุณอยู่ในระดับใดเมื่อเทียบกับเจ้าของภาษา

☐ ดีมาก      ☐ ดี      ☐ พอใช้      ☐ อ่อน

## ตอนที่ 2: การใช้กลยุทธ์การฟังเพื่อความเข้าใจ

คำชี้แจง : โปรดทำเครื่องหมาย / ที่ตรงกับข้อความที่เป็นจริงเกี่ยวกับตัวท่าน โดยตัวเลขแต่ละตัวมีความหมายดังต่อไปนี้

5 หมายความว่า เห็นด้วยอย่างยิ่งกับข้อความนี้

4 หมายความว่า เห็นด้วยกับข้อความนี้

3 หมายความว่า เห็นด้วยปานกลางกับข้อความนี้

2 หมายความว่า ไม่เห็นด้วยกับข้อความนี้

1 หมายความว่า ไม่เห็นด้วยกับข้อความนี้

ข้อความ	การประเมินตนเอง				
	5	4	3	2	1
1. ก่อนฟังภาษาอังกฤษ ก็ตามข้าพเจ้าวางแผนเพื่อให้บรรลุผลในการฟัง					
2. ก่อนฟังภาษาอังกฤษ ข้าพเจ้าจะจดจ่อในภาระงานที่ฟัง					
3. ก่อนฟังภาษาอังกฤษ ข้าพเจ้าจะดูคำถามคร่าวๆ แล้วฟังแต่เฉพาะสิ่งที่เกี่ยวข้องกับคำถาม					
4. ในขณะที่ฟัง จิตใจข้าพเจ้าจดจ่ออยู่กับสิ่งที่ฟัง					
5. ในขณะที่ฟัง ข้าพเจ้าถามตนเองว่ากำลังฟังอะไร หรือเข้าใจมากน้อยแค่ไหน					
6. หลังจากฟังเสร็จ ข้าพเจ้าสรุปปัญหาหรืออุปสรรคที่พบในการฟังต่างๆ เช่น จังหวะของการพูดเร็วเกินไป เป็นต้น					
7. หลังจากฟังเสร็จ ข้าพเจ้าตรวจสอบความเข้าใจในการฟังของตัวเองและพยายาม					

แก้ไขข้อผิดพลาดที่พบด้วยตัวเอง					
8. ในขณะที่ฟัง ข้าพเจ้าพูดตามคำหรือวลีที่ได้ยินเบาๆ หรือนึกถึงคำวลีที่ได้ยินในใจ					
9. ข้าพเจ้าใช้เครื่องมือต่างๆ เพื่อช่วยให้เข้าใจสิ่งที่ฟัง เช่น พจนานุกรม หนังสือ ไวยากรณ์ หรือ สารานุกรม					
10. ขณะที่ฟัง ข้าพเจ้าใช้บริบทแวดล้อมทางภาษาเพื่อที่จะเข้าใจเนื้อหาในการฟัง เช่น คำนำหน้า (Prefix) และคำต่อท้าย (suffixes), กาล(tense) อื่นๆ เป็นต้น					
11. เมื่อได้ยิน สิ่งใหม่ๆ ข้าพเจ้านำความรู้เดิมมาช่วยในการทำความเข้าใจข้อมูลใหม่					
12. ขณะที่ฟังเรื่องราวภาษาอังกฤษ ข้าพเจ้าจินตนาการเป็นภาพ เหตุการณ์ต่างๆ					
13. ขณะที่ฟังภาษาอังกฤษ ข้าพเจ้าพยายามสรุปใจความสำคัญในใจ หรือเขียนลงบน กระดาษ หรือสมุด					
14. ข้าพเจ้าพยายามแปลคำศัพท์หรือประโยคที่ได้ยินจากภาษาอังกฤษ เป็นภาษาไทย หรือจากภาษาไทยเป็นภาษาอังกฤษ					
15. ในขณะที่ฟังภาษาอังกฤษ ข้าพเจ้าจดจำเนื้อหาทั้งหมดเป็นภาษาไทย					
16. ข้าพเจ้าเดาความหมายของคำศัพท์ที่ไม่คุ้นเคยจากคำที่ข้าพเจ้ารู้จักในบริบทแวดล้อม					
17. ถ้าไม่เข้าใจอะไรในขณะที่ฟังภาษาอังกฤษ ข้าพเจ้าจะขอให้คู่สนทนา พูดซ้ำๆ หรือ พูดอีกครั้ง					
18. เมื่อมีปัญหาในการฟังภาษาอังกฤษในชั้นเรียน ข้าพเจ้าจะคุยกับเพื่อนร่วมชั้นของ ข้าพเจ้าเพื่อช่วยให้เข้าใจยิ่งขึ้น					
19. เมื่อข้าพเจ้ารู้สึกวิตกในการทดสอบการฟัง ข้าพเจ้าใช้เทคนิคที่ช่วยคลายความกังวล เช่น การหายใจ ลึกๆ					
20. ข้าพเจ้าให้กำลังใจตัวเอง โดยพูดกับตนเองในเชิงบวก เช่นข้าพเจ้าต้องทำได้					

ตอนที่ 3 ข้อเสนอแนะอื่นๆ

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ขอบคุณที่ให้ความร่วมมือ

## **E Semi-structured Interview**

## **APPENDIX E**

**The questions from semi-structured Interview adapt from Chen (2006)**

**Part: Learning situation of listening in English**

**Q1:** In your personal situation, what kind of difficulties do you usually have in English listening tasks, such as listening to English conversations, paragraphs, news speeches and so on?

**Q2:** In your personal situation, what kind of factors would influence your comprehension when listen to an English task (For example, distraction, interference, unfamiliarity of the vocabulary and phrase)?

**Part2: Employment of English listening comprehension strategies**

**Q3:** When listening to English tasks in classes or after classes, how do you help yourself comprehend the playing content, such as focus on key words, or phrases, repeat listening, ask for the teacher's explanation or discuss with peers?

**Q4:** When you really don't understand or misunderstand the meaning of the playing context in English tasks, what would you do?

**Q5:** In the process of listening to an English task, what do you think in mind?

**Q6:** When listening to an English task, would you try to listen and understand the meaning word-by-word? Why?

**Q7:** In your person English learning experience, is there any teacher who has ever taught you how to listen, or taught you some listening strategies and skills those you can use in English tasks?

**Part3: Learning situation of improving listening in English**

**Q8:** How do you usually improve your listening in English learning process?

**Q9:** In what aspect do you think the teacher can help your listening comprehension in English, especially for teaching comprehension strategies or skills in the classroom?

**Q10:** What kind of ways you would like to be taught by the teacher for improving your listening in English?

## APPENDIX E

(Thai version)

คำถามสัมภาษณ์ปรับมาจากงานวิจัยของ Chen (2006)

### ตอนที่ 1: การฟังภาษาอังกฤษ

- 1) คุณคิดว่า คุณมีความยากลำบากในการฟังภาษาอังกฤษอย่างไรบ้าง เช่น การฟังบทสนทนา ข่าว สุนทรพจน์ เป็นต้น
- 2) คุณคิดว่า ปัจจัยอะไรบ้างที่มีอิทธิพลต่อการฟังภาษาอังกฤษ เช่น เสียงรบกวน การพูดแทรก ไม่คุ้นกับคำศัพท์ในการฟัง

### ตอนที่ 2 การใช้กลวิธีการฟังภาษาอังกฤษ

- 3) เมื่อพบปัญหาฟังภาษาอังกฤษในห้องเรียน หรือนอกห้องเรียน คุณมีวิธีการช่วยตัวเองให้เข้าใจการฟังอย่างไรบ้าง เช่น ฟังคำสำคัญ ฟังประโยคสำคัญ ฟังซ้ำๆ ถามเพื่อนที่เข้าใจ ให้ช่วยอธิบายให้?
- 4) เมื่อคุณฟังภาษาอังกฤษไม่เข้าใจ หรือฟังแล้วเข้าใจคลาดเคลื่อน คุณทำอย่างไร
- 5) ในขณะที่คุณฟังภาษาอังกฤษอยู่นั้น คุณคิดอะไรอยู่
- 6) ขณะที่คุณฟังภาษาอังกฤษอยู่นั้น คุณพยายามเข้าใจความหมายด้วยการแปลคำต่อคำบ้างไหม ทำไมถึงทำอย่างนั้น
- 7) ในความคิดเห็นของคุณ คุณควรควรสอนวิธีการฟัง หรือ กลวิธีการฟังหรือไม่

### ตอนที่ 3 การพัฒนาการฟังภาษาอังกฤษ

- 8) คุณฝึกการฟังภาษาอังกฤษ อย่างไร
- 9) คุณอยากให้คุณครูควรช่วยเรื่องการฟังภาษาอังกฤษอย่างไร โดยเฉพาะการสอนกลวิธีการฟังเพื่อความเข้าใจ ในห้องเรียนหรือไม่
- 10) คุณอยากให้ คุณครูสอนอะไร เพื่อช่วยในการพัฒนาทักษะการฟังภาษาอังกฤษ

**CURRICULUM VITAE**

## CURRICULUM VITAE

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