Effects of Processing Strategies on Listening Comprehension

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ชื่อวิทยานิพนธ์ ผลของกลวิธีในการฟังที่มีต่อความเข้าใจในการฟัง
ผู้เขียน นางสาวจารุวรรณ หนูไฝ
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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษากลวิธีในการฟังของผู้ฟังที่มีระดับความสามารถในการฟังเพื่อความเข้าใจและเพศต่างกัน กลุ่มตัวอย่างคือ นักศึกษาชั้นปีที่ 3 สาขาวิชาการจัดการท่องเที่ยวจากมหาวิทยาลัยแห่งหนึ่งในภาคใต้ของประเทศไทย จำนวน 42 คน (หญิง = 33, ชาย = 9) กลุ่มตัวอย่างได้รับการทดสอบความรู้ด้านการฟังโดยใช้ข้อสอบ IELTS ด้านการฟัง แล้วนำผลคะแนนดิบมาใช้แบ่งกลุ่มตามระดับความสามารถออกเป็นสองกลุ่มคือ กลุ่มที่ดีกว่าและกลุ่มที่อ่อนกว่า คำถามแต่ละข้อในข้อสอบจะวิเคราะห์และจัดหมวดหมู่เป็นสองประเภทคือ คำถามระดับความเข้าใจองค์รวมและคำถามระดับคำ/ประโยค ซึ่งเกี่ยวโยงกับกลวิธีการฟังแบบบนลงล่าง (top-down processing) และกลวิธีการฟังแบบล่างขึ้นบน (bottom-up processing) ตามลำดับคะแนนที่ได้นำมาคำนวณและเปรียบเทียบระหว่างกลุ่มตัวอย่างที่มีระดับความสามารถด้านการฟังต่างกัน รวมถึงเปรียบเทียบระหว่างเพศ โดยใช้ t-test และมีการสัมภาษณ์และใช้แบบสอบถามเพื่อยืนยันกลวิธีในการฟังที่ผู้ฟังคิดว่าตนได้ใช้ในขณะฟัง ซึ่งพบว่าผู้เรียนที่มีระดับความสามารถด้านการฟังแตกต่างกัน มีกลวิธีในการฟังเพื่อความเข้าใจต่างกันอย่างมีนัยสำคัญทางสถิติที่ .01 นอกจากนี้ยังพบอีกว่า ผู้ฟังทั้งเพศหญิงและชายมีการใช้กลวิธีการฟังแบบบนลงล่างและแบบล่างขึ้นบนไม่ต่างกัน งานวิจัยนี้ชี้ว่า เพศไม่มีความสำคัญเท่ากับระดับความสามารถของผู้เรียนในการเลือกใช้กลวิธีการฟังเพื่อความเข้าใจ งานวิจัยนี้เสนอแนะให้มีการฝึกฝนผู้เรียนในการใช้กลวิธีในการฟังเพื่อเพิ่มระดับความสามารถทางการฟัง เพื่อความเข้าใจทั้งภายในห้องเรียนและนอกห้องเรียน

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ABSTRACT

The present research study aimed to discover processing strategies used by listeners with different levels of listening comprehension ability and gender. In this study, 42 (Female = 33 : Male = 9) third-year tourism management students from a university in the south of Thailand were given the IELTS listening test in order to identify their level of English listening ability and categorize them into lower-performance and better-performance listeners. Each item of the IELTS listening test was categorized into two types of questions: local and global questions associated with bottom-up and top-down processing strategies respectively. The scores for the correct answers were calculated and compared between different ability groups, and between genders using the independent samples t-test. An interview and a questionnaire were used to confirm which strategies they thought they used while listening. The results showed that there was a significant difference between the strategies used by learners with different levels of listening performance at the level of .01. The results also showed that male and female listeners did not differ in their top-down and bottom-up processing strategies use. The results indicated that gender was not as important as learners' listening ability in making the choice of strategies. The results of this study suggested strategy training for learners to improve their levels of listening comprehension both inside and outside the classroom.

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CHAPTER 1
INTRODUCTION

This chapter presents the rationale of the study, the purpose of the study and the research questions. The scope and limitations are also included, followed by the significance of the study and finally the definition of terms.

1.1 Rationale of the Study

New developments in information technology have helped people, separated by great distances, to communicate with each other as if they were in the same room. New technology makes possible distance conferencing, and training, talking across countries. Hence, communication has become mostly face-to-face and consequently making writing letters almost obsolete. At present, "face-to-face communication occurs in a wide range of business activities, including formal meetings, coffee room chitchat, hallway encounters, one-on-one coaching, annual evaluations, job interviews, and more" (Begley, 2007, p.6). These activities require immediate responses and hence many difficulties can occur during communication. People have to process information heard, and respond to it, so the problems are twofold.

Face-to-face communication is a dynamic interactive process that involves effective processing and transmission of facts, ideas, thoughts, feelings and values. In order to communicate effectively, people are required to process incoming information successfully and respond to it. As Celce-Muria (2001) says, listening comprehension takes a more important role now and people need to have knowledge of vocabulary, grammatical structure, sounds, and even body language to be able to comprehend successfully. Buck (2001) asserts that listening comprehension is an active process of constructing meaning, and it is done by applying knowledge to process the incoming sounds. Also, it can be affected by a wide range of variables: accent, rate of delivery, vocabulary, phonological modification, characteristics of the speaker, the situation, the listener, and contents etc. Therefore, people need to have sufficient listening ability to be effective in communication.

In Thailand, the Ministry of Education is nowadays aware of the importance of English and has encouraged teachers in Thailand to teach learners to speak English. Yet, there are a number of learners in all age groups who learn English as a foreign language and still cannot communicate well. It is probably because teachers emphasize speaking skill when teaching oral communication. For successful communication, however, one needs to have both listening and speaking abilities and between these two, listening demands a lot more from language learners since they have no control over what they will hear. Buck (2001) points out that one of the most important aspects of the listening situation is the degree of interaction between the listener and the speaker. The listener's role may require nothing more than interpreting the speaker's utterance in one situation but in others, the listener may be required to make appropriate requests for clarification, making interactional responses, or taking responsibility for organizing turn-taking. However, most Thai undergraduate students are still poor listeners because they can't understand words, identify main ideas, recognize details and infer ideas from situations while listening. (Chonprakay, 2009).

Factors which may obstruct listening comprehension are many. Accent is potentially a very important one. According to Brown and Yule (1983), when people speak, listeners have to realize the normal habits of simplification in speech which vary somewhat from individual to individual, and vary considerably between different accents. Occasionally, listeners will encounter words pronounced in a so-called manner such as the word 'back' when listening to speakers with unfamiliar accents like Australians, Scottish, Filipino, and Chinese.

Stress and intonation is also considered very important in comprehension, as much of the communicative effect of utterances is expressed by stress and intonation. Listeners need to be able to understand them in order to construct a reasonable interpretation. They need to practice listening to English with different kinds of input from various sources in order to experience the sounds, accents, and feelings from intonation in utterances.

Another prominent factor may be phonological modification. Buck (2001) states that:

> The degree of phonological modification varies depending on the situation. For example, in formal situations speakers will tend to have less modification than in informal situations; similarly, in cases where the information is important, they will tend to pronounce the words with more care than they would with casual, throw-away information. (p.33)

Besides all of these, speech rate is another variable which is important in listening comprehension. Fast spoken utterances, of course, are more difficult to catch than those delivered at a slower rate so that means speech rate can affect the comprehension ability.

In the process of comprehension, Brown and Yule (1983) state that learners need to know the meaning of an utterance which can be referred to as the literal meaning of words combined in a particular structure and be able to understand what the speaker intends to convey by uttering those words, That is the speaker's intended meaning. 'Literal meaning' is clearly related to 'words' which are actually uttered. It is based on the text of what is said whereas for 'intended meaning', the listeners will rely to some extent on the words uttered, but need to take many aspects of the context into consideration. Both text and context are considered together for the interpretation of utterances which can be called discourse.

In order to understand what the speaker intends to communicate, the listeners need to have both knowledge of words and syntax to understand the basic linguistic meaning and have knowledge of the world from daily experience to help understand the contents or to have an expectation about what they will hear. These are two types of comprehension processing, namely, bottom-up and top-down, which may occur simultaneously, or in any convenient order. However, the listeners will use whatever helps them interpret what the speakers are saying to understand spoken language.

As listening skill takes a more important role nowadays in language learning and communication, many researchers have focused on investigating listening comprehension ability of learners in order to discover what approaches can help learners succeed in communication. Fullilove and Tsui (1998) found that more-skilled listeners are more likely to use top-down processing which requires an understanding of the whole text, whereas less-skilled listeners rely on bottom-up processing which involves knowledge of linguistics input in understanding the text. Similarly, Rubin

(1994) found that listeners use their knowledge of the world, situations, and roles of human interaction to focus on meaning (top-down processing strategies) and then use their knowledge of words, syntax, and grammar to work on form (bottom-up processing strategies) or vice versa.

In strategy use, gender also affects the strategy choice. Several studies have investigated the existence of gender differences in the use of language learning strategies. Green and Oxford (1995) found that females use strategies more frequently than males. Moreover, they used different types of strategy. However, Shmais (2003) did not report any differences in strategy use among university-level students as a result of gender difference.

As Thailand has become more and more popular with foreign tourists, workers who can communicate well in English are needed in the labor market. As a result, Thai university graduates especially those who study in tourism and management have to be good at communicating in English because they are going to work in this field. However, based on my experience of teaching English to hotel trainees, it was found that they took a long time to answer when being asked and when asking questions. It showed that their abilities to communicate in English were low. This has been proved by previous research regarding four language learning skills; listening, speaking, reading and writing used by EFL students which showed that most students have a problem in EFL listening comprehension (Sooksripanich, 1991; Thanarak,1992; Singhasiri, 1994). Thongphrom (1994) also found that the listening ability of Thai students was at a very low level. This is probably because the listening and speaking skills in English of Thai students have not been focused on or systematically developed during their school years. Therefore, it is important to help the tourism students to improve their oral English skills before being trained in hotels or tour companies or joining the labor market in the future. In helping the students to improve their oral (listening and speaking) ability especially in the face-to-face communication, it is essential to know how students process the information and what processing strategies (bottom-up, top-down) they use while listening, to see if students with different levels of listening ability as well as gender differences make

different choices of processing strategies. As a result, teachers can design suitable syllabuses to develop students' listening ability.

As evident from the present needs mentioned above, this present study aspires to investigate more on listening strategies called cognitive strategies (bottom-up and top-down processing strategies) used among students with different levels of performance in listening comprehension and with different gender.

1. 2 Purposes of the Study and Research Questions

The main purposes of this study are

1. To discover if both processing strategies, namely bottom-up and top-down, are used among learners with different proficiency levels
2. To find out the ratio of top-down and bottom-up processing strategies use in both low and high performance groups
3. To see whether gender affects the choice of processing strategies used among learners
4. To see what processing strategies are used by male listeners from different ability groups as well as those used by female listeners from different ability groups

From the purposes mentioned above, the present study attempted to answer the following research questions.

1. Do learners with different levels of performance in listening comprehension employ both top-down and bottom-up strategies?
2. Are there any differences between male and female listeners in listening strategies used? If so, what strategies do they employ?
    - 2.1 What is the difference between the strategies used in male and female listeners?
    - 2.2 What is the difference between the strategies used in female listeners with the different levels of performance?
    - 2.3 What is the difference between the strategies used in male listeners with the different levels of performance?

2.4 Do males and females with the same level of performance employ both top-down and bottom-up strategies?

2.5 Do males and females with different levels of performance employ both top-down and bottom-up strategies?

1.3 Scope and Limitations of the Study

1. This study is a survey research using both quantitative and qualitative data analysis. It is aimed to discover processing strategies namely bottom-up and top-down used by students of different genders and different levels of listening comprehension ability.

2. This study focuses on studying students' listening comprehension process within the classroom environment only.

3. The sample size was limited because there were only 42 third year students: 9 males and 33 females. Thus, the results must be concluded with reservation.

4. The multiple choice questions in the IELTS practice listening test facilitated the students' guessing of the answers, whereas the gap-filling section was more difficult to answer because it required students to write the correct answers. Since getting the correct answers by guessing is possible, the listening performances may not be conclusive.

1.4 Significance of the study

The findings of this research could be beneficial for students and English teachers. It could provide guidance for students who lack listening processing strategies to solve the problems of either the knowledge of lexical and grammatical forms or the background knowledge so that they can use them to improve themselves. Besides, it may provide teachers with ideas to design a suitable syllabus which could include the specific teaching of listening strategies.

1.5 Definition of terms

The following definitions are presented to help clarify the concepts related to this research. In the present study, the definitions of bottom-up and top-down processing strategies, local and global questions, high proficiency level and low-proficiency level listeners are provided below.

1. Bottom-up processing refers to the use of listening input as the basis for understanding the text (Richards, 2008). Listeners use their knowledge of lexical and grammatical forms for decoding the linguistic input. In other words, listeners will focus on the meaning of individual words or grammatical forms to understand the content. Listeners rely on what is heard only.

2. Top-down processing refers to the use of background knowledge in understanding the meaning of the text. The background knowledge required for top-down processing may be previous knowledge about the content, utterance, and interlocutors (Richards, 2008). Listeners will emphasize the gist of the whole listening text to understand the text, instead of the meaning of individual words.

3. Local questions are questions used to check listening comprehension which focus on linguistic knowledge. This type of question requires listeners to locate specific details for information from the text. (Fullilove and Tsui, 1998) When listeners answer this type of question correctly, it suggests that they have used bottom-up processing strategies.

4. Global questions are questions used to check listening comprehension which focuses on main ideas and contents instead of individual words or syntax in the listening passage. For example, the listener may use background knowledge to predict the content of what they will hear or piece together different information for global understanding. This type of question requires listeners to listen and get the gist of the text and draw inferences. (Fullilove and Tsui, 1998) When listeners answer this type of question correctly, it suggests that they have used top-down processing strategies.

5. Better-performance listeners refer to those who took the IELTS Practice listening test and got high scores compared to other listeners in the same group. They are the top 27 percent learners as specified by the KR-20 formula.

6. **Lower-performance listeners** refer to those who took the IELTS Practice listening test and got low scores compared to other listeners in the same group. They are the bottom 27 percent learners as specified by the KR-20 formula.

CHAPTER 2
LITERATURE REVIEW

This chapter reviews previous literature under three headings: the nature of spoken language, listening comprehension, and related studies.

2.1 The Nature of Spoken Language

Part of the process in learning a new language is to be able to comprehend spoken language. It is most certainly the toughest part since people speak in different ways. Understanding spoken language is essentially an inferential process (Rost 2002); linguistic knowledge and world knowledge work interactively in learners' mind which tries to understand the information they have heard (Hulstijn 2003). Therefore, it is important to know the features of spoken language so that it is possible to understand it more.

Spoken language is different from the written language. Buck (2001) points out that there are three characteristics of speech that are particularly important in listening construct. First, spoken language is encoded in the form of sound. Second, it is linear and takes place in real time, with no chance of review. Third, it is linguistically different from written language.

2.1.1 Spoken Language Encoded in Sounds

The meaning of the language and the phonemes are represented as the external input into the listening comprehension process. The acoustic input is often unclear because of many reasons. First of all, the speakers can modify the sounds considerably and all the phonemes may be unclear and ambiguously encoded in the message. Phonological modification is the sound change in a language which must be learned. "Modifications take place according to a set of very complex rules, and these rules vary from one language to another (Buck, 2001, p. 32). Roach (2001) stated that the degree of phonological modification varies depending on the situation. Phonological modifications include assimilation, the first of a series of sound changes to accommodate subsequent sounds; for example, *'won't you'* is normally pronounce

something like *'wanchoo'*; elision, sounds are dropped in rapid speech; for example, *'next day'* is generally pronounce like *'nexday'*; intrusion, a new sound is introduced between other sounds; for example, in standard British English the sound /r/ at the end of the word 'far' is not pronounced, but if the word is followed by a vowel, as in 'far away', then it is inserted between two words. These are often made according to a set of very complex rules. Moreover, in English, function words usually have two pronunciations, a weak form, which is used in connected speech when the word has no sentence stress, and a strong form, which is used in isolation or when the word is receiving stress. The modifications to pronunciation that take place during fast speech, especially informal speech, are so extensive and adjacent sounds influence each other. (Buck, 2001).

Understanding the sound system of a language involves more than just knowing the pronunciation of individual sounds and how they change in rapid speech. Stress and intonation are important features in spoken language. There are two types of stress: word stress, and sentence stress. Word stress is very important because word can be misunderstood if the relative stress of syllables is incorrect. For example, the word *'DEsert'* is stressed in the first syllable and defined as a noun, the meaning is barren area of land that is characteristically desolate, waterless and without vegetation. If the same word is stressed in the second syllable *'deSERT'* and defined as a verb, the meaning of the word is 'abandon'. On the other hand, sentence stress is the relative emphasis of the words within an utterance. In English, the most important words in an utterance are given stronger stress than the surrounding words. Words are stressed to show the point the speaker is making. For example, if the speaker says "My *BROTHER returned home last weekend."* The stress in on the word *'brother'* indicating that the topic of the utterance is the person, rather than what he did. In contrast, if the stress changes to *"My brother RETURNED home last weekend."* The topic is what he did rather than who did it. The purpose of stress is to highlight words which carry the main information the speaker wishes to convey, and changing the stress can alter the meaning of an utterance even where the words remain the same (Underwood, 1989).

Intonation is the variation in pitch taking place within an utterance. It can make a considerable difference to the meaning. Crystal (1995) gives a number of very important functions of intonation. The most important ones are emotional, grammatical, informational, textual, psychological, and indexical. In spoken language, speakers stress words that they think important. The intonation pattern of the utterance, which is closely related to the structure and meaning of the text, is usually important. There is a falling sound at the end of statements and a rising sound at the end of questions. If sentences pronounced differently from the rules, meaning will certainly be changed. For example, the sentence 'It's made of foam' spoken with falling intonation means that the speaker is making a statement, whereas with rising intonation the same sentence would sound like a question requiring confirmation from the listener. This prosodic feature of spoken language remains important even in very fast speech, though many of the individual sounds may be either indistinct or missing. Lynch (1998), pointed out that prosodic features have a direct impact on how listeners chunk and interpret discourse segments because much communicative effect of utterances is expressed by the stress and intonation, and listeners need to be able to understand that to construct a reasonable interpretation (Buck, 2001).

The characteristic of English as a stress-timed language is noted by Van Lier (1995). It is that the time between stressed syllables remains reasonably constant in any utterance. For example, the words *'fax'* and *'now'* are stressed, and the time between them is the same in each utterance, and each utterance would take the same amount of time. *FAX NOW, FAX it NOW, and FAX it right NOW.* The results of this is that the words between the stressed syllables are pronounced very quickly, without stress, and if there are more words, they are pronounced even quicker to fit in the same amount of time. The words are fitted in so quickly that they sometimes almost disappear.

Underwood (1989) mentioned about close examination of spoken language that:

> People normally speak in short 'groups of words', with pauses of varying lengths between them. Within each group of utterance, the speaker stresses the main information-carrying syllables and the rest of the syllables are unstressed and spoken relatively rapidly, so that 'groups of words' which contain different numbers of words all take roughly the same amount

> of time to say, and even native listeners may not hear the unstressed syllables at all clearly. (P.11)

When there is a big chunk of the speech, the speaker will speak faster to be able to finish speaking in time; therefore, it causes the problem for the listener. The listener may feel that he/she is failing to hear what he/she is supposed to hear clearly. They may be led to believe that comprehension is impossible because of this failure.

Accent also affects most listeners in understanding the speakers in real life situations. It is the ways in which words are pronounced. In English, the way that consonants are pronounced or dropped and the way vowel sounds are made are in specified patterns (Crystal, 2012). However, accent can vary according to the region or social class of a speaker so listeners may encounter familiar words pronounced in an unfamiliar manner (Buck, 2001). When listeners hear a new accent for the first time, they may not understand it very well, and it can take time for them to get used to it. Anderson-Hsieh and Koehler (1988) found that the stronger the accent, the lower the listener's comprehension. Therefore, accent is potentially a very important variable in listening comprehension for language learners who are not used to hearing English being spoken in different accents.

2.1.2 Real Time Nature of Speech and Its Being Linear

The real-time nature of spoken language is also an important component of listening comprehension construct. Speech takes place in real time and the text is heard only once and then it is gone unless listeners ask speakers to repeat what was said. When being asked to say something again, speakers usually realize that there is a problem, so they try to rephrase or give some example to clarify what has been said before. Thus, listeners almost never get to hear the same words or utterances again. Instead they get a re-statement of the same thing. Even if listeners get to hear the same words or utterances, the stress and intonation are different for repeated information. In normal language use, we usually get only one chance at comprehension.

Speakers generally speak very quickly and leave a little time for listeners to think and sort out the meanings of what the speakers say. According to Nunan (1998),

bottom-up processing arrives at the meaning of the message based on the incoming language data from sounds, to words, to grammatical relationships, and ultimately to the meaning. That is, the process is in a linear fashion. All second-language listeners have probably had the experience of listening to something and not quite understand it because it seemed too fast. They have the feeling that they could have understood only if it had been a little slower. Listeners' perceptions that speech is too fast are due to a lack of processing automaticity. Underwood (1989) stated that listeners are so busy working out the meaning of one part of what they hear that they miss the next part. Or they simply ignore a whole chunk because they fail to sort it all out quickly enough. In order to understand the spoken utterances at this speed, the listening processes must be almost entirely automatic and the listeners have to interpret the meaning appropriately. Thus, if the listeners cannot process the text at a speed determined by speakers, which is quite fast, and cannot refer back to the text so that all that remains is a memory of what was said, which is often imperfect.

2.1.3 Different Linguistic Features of Spoken Language

Another feature of spoken language is linguistic features. Speech and writing are both variants of the same linguistic system, and they are linguistically different from each other. One important point is that people do not usually say every word in sentences, but speak with short phrases or clauses, called *idea units*, strung together in a rather loose way. The vocabulary and the grammar also tend to be much less formal. Chafe and Tannen (1987) pointed out that spoken idea units usually contain about as much information as we can comfortably hold in working memory, usually about two seconds. Each idea unit has a single coherent intonation contour, ending in a clause-final intonation; it is often preceded and followed by some kind of pause, or hesitation. Idea units are often clauses as far as they contain a verb phrase along with noun phrases and prepositional phrases. Buck (2001) and Chafe and Tannen (1987) summarize major linguistic differences between spoken and written language as follows:

- Written language can be collected, stored, examined, manipulated, and analyzed but not spoken language.

- Spoken idea units tend to be shorter, with simpler syntax, whereas written idea units tend to be denser, often using complex syntax, such as dependent and subordinate clauses, to convey more information.
- Spoken idea units tend to be strung together by coordinating conjunctions, whereas written idea units tend to be joined in more complex ways.
- Spoken language usually has hesitations: such as fillers, pauses and repetitions that give the speaker more thinking time, as well as repairs, such as false starts, correction in grammar or vocabulary.
- There are more non-standard features in spoken language such as, dialect, slang, whereas written language tends to be far more formal.
- Spoken language tends to be for personal, with more emotional involvement and much less precision. Speakers tend to indicate their feelings more, with expression such as 'I think' or 'I mean', or by making direct reference to the listener. They also tend to be content with gross approximations, or use overstatements and exaggerations.

The features mentioned above could help listeners who are learning to listen understand spoken language more in order to comprehend the information heard from the speakers in meaningful ways if they are aware of them.

2.2 Listening Comprehension

Listening is considered as an active skill that involves the active process in which individuals focus on selected aspects of aural input, construct meaning from what is heard, and relate what they hear to existing knowledge (O'Malley, Chamot, and Kupper, 1989; Buck, 2001). Similarly, Vandergrift (1999) mentions that listening comprehension is "a complex and active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret it within the immediate as well as larger sociocultural context of the utterance" (p.168). Byrnes (1984) characterizes listening comprehension as a "highly complex problem-solving activity" that can be broken down into a set of distinct sub-skills (p. 318). Brown and Yule (1983) and Saricoban (1999), say that listening

comprehension is the ability to listen and understand the foreign language as spoken by native speakers which includes understanding meaning of utterances. Listening comprehension can also be defined as human processing which mediates between sound and the construction of meaning (Morley, 1991).

Even though listening comprehension has been defined in various ways, basically listening comprehension is the processing of sounds and understanding the meaning of utterances of the language spoken via the text and the context.

2.2.1 Importance of Listening

Listening is an important part of the communication process, and it is used in most daily life situation. Listening is the activity of paying attention to and trying to get meaning from something we hear. It is the first language mode that children acquire (Krashen, 1985). People can listen in their mother tongue with little or no effort. Even when we are very young, we are able to understand at least the gist of what is said to us. It is assumed that the ability of understanding the language is "the result of a number of factors, including the large amount of language and the number of different speakers we are exposed to over the years and our acquired knowledge of the context, the speakers, the topic and so on" (Underwood, 1989, p.1).

Learning a new language, learners spend a lot of time listening while they are at school and much of what they learn is acquired by means of listening. Exposure to oral English is needed for language learners who need to hear language spoken in meaningful contexts in order to acquire it. Hence, listening is an important skill in language learning. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. A study by Feyten (1991) found that the time people spent on communication was 45% on listening, 30% on speaking, 16% on reading, and 9% on writing. Among the four skills, listening is used more in communication and most frequently in real-life situations. As listening is essential in language learning especially when learning to speak, learners need to understand spoken language.

Spoken language focuses on listening and speaking because they occur interactively. When speaking a target language, a learner can control a relatively

narrow range of vocabulary at his/her own speed to express an idea, but when listening to the response he/she no longer has control over the choice of vocabulary or structures and must adapt to the speaker. One must be ready to absorb those words and strategies which are a part of the speech. Learning to listen, learners need to learn to use more than their knowledge of structure of language. They need to learn not only to comprehend what is meant by the words spoken, but also, and at the same time, to establish or elaborate on the context to which they are related (Underwood, 1989). Hence, learners need to listen to English in a variety of situations such as listening to news, listening to their interlocutors, and exchanging ideas

When language learners learn to speak and react to a new language input, it is essential for them to understand spoken input "To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves" (Underwood, 1989, p.1). Learners need to understand the features of spoken language to help them learn to listen effectively and eventually communicate more effectively.

2.2.2 Listening Comprehension Process and Factors Affecting It

In order to understand how listeners interpret spoken language, the process of listening comprehension needs to be understood clearly.

Rost (2002) defined listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Anderson (1983) and Underwood (1989) divided the listening comprehension process into three stages: the perceptual, parsing, and utilization.

At the first stage, the sounds go into a sensory store, called the 'echoic' memory, and they are organized into meaningful units, according to listeners' prior knowledge. The sounds remain in the echoic memory for a very short term, so the listener usually has trouble sorting out what is heard especially listening to a foreign

language. The listener makes errors as attempts to organize the stream of sounds into meaningful units. He/She might be further troubled by the arrival of new information in the echoic memory before he/she has had sufficient opportunity to deal with that already held.

In the second stage, the parsing process in which the information is processed by the short-term memory, words or groups of words are checked and compared with information already held in the long-term memory from which the meaning is extracted. However, if the speed of processing is too fast and overloaded, the actual words might be forgotten, especially when the second 'chunk' of information arrives in the short-term memory before the previous 'chunk' has been processed. The new language learner may be unable to process the incoming stream fast enough and will fail to extract meaning from it.

At the third stage, the utilization process, once the listener has constructed a meaning from the utterance, he/she might transfer the information to the long-term memory for later use. Normally, a listener recodes the message and stores it in the long-term memory in a reduced form. The evidence for this is the fact that when recalling something from the long-term memory, people usually only remember the gist of what has been heard rather than the exact words. About two-thirds of the students could not remember certain words and phrases they had just heard. Even though they could understand what was said when they heard it, they would forget it as soon as they began listening to another part of the message. It is because of the limited capacity of short-term memory (Goh, 1997)

Brownell (1996) proposed that listening process includes hearing, understanding, remembering, interpreting, evaluating, and responding. In the hearing stage, listeners focus attention on the speaker, discriminate among sounds, and concentrate. In the understanding stage, listeners decode perceived message. In the remembering stage, listeners retain and recall the information. In the interpreting stage, listeners not only emphasize with the speaker's intended meaning and also let their partners know that they have been understood. Then listeners process the information based on their past experiences, attitudes, personal values, and predispositions. Finally, listeners formulate appropriate responses to the speaker.

Wilson (2008) proposed that the listening process is varied depending on the situation, type of input and reasons for listening conversations which come under two types: transactional and interactional. Transactional conversations occur when one person needs something, for example, they need a train ticket. These conversations tend to be more formulaic, whereas interactional conversation, for example, when friends sit down for a chat, are usually less predictable less formal and more wide-ranging. The process of listening depends on the way in which people listen, and listeners cope with different types of listening by preparing themselves according to the conversations and expectation of the genre.

Factors that affect the listening process are not only the complexity of the process itself, but also factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, 1983).

The listener

Interest in a topic increases the listener's comprehension. The listener may tune out on topics that are not of interest. They would process the listening comprehension better when they find interesting topics to listen to. A listener who is an active participant in a conversation normally has more background knowledge to facilitate understanding of the topic than a listener who is, in effect, overhearing on conversation between two people whose communication has been recorded on an audiotape. Further, the ability to use negotiation skills, such as asking for clarification, repetition, or definition of points not understood; enable a listener to make more sense of the incoming information.

The speaker

Informal language and reduced forms make comprehension more difficult. The extent to which the speaker uses these language forms affects comprehension. The more exposure the listener has, the greater the ability to comprehend. A speaker's rate of delivery may be too fast, too slow, or have too many hesitations for a listener to follow but the awareness of a speaker's corrections and use of rephrasing can assist the listener in listening comprehension. Learner needs to practice recognizing these speech habits as clues to interpret meaning.

Content

Unfamiliar vocabulary, such as advanced or specialized ones, used in the content could cause a listener difficulty, and it would help if the listeners had been exposed to essential phrases in a natural context before exposing them to a piece of language. Therefore, the content that contains familiar vocabulary is easier to comprehend than content with unfamiliar vocabulary for which the listener has insufficient background knowledge.

Visual support

The more external support is offered to a listener, the easier it is for him to understand the language used. Most people find it very much easier to understand the foreign language which they see produced in a dynamic context on a film than when it is simply played on tape. The visual environment gives enormously important extra dimension of information. "Not only does it permit the listener to see what the participants look like, whether they are young or old, rich or poor, indoors or out of doors, together with all the details of the features of the physical context, it also permits him to see the physical relationships between the participants, how close they stand or sit to each other, whether or not they touch each other, whether they lean towards each other in a friendly fashion as they speak, or whether they turn away from each other" (Brown & Yule, 1983, p. 86). Therefore, visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language can increase comprehension if the learner is able to correctly interpret it.

2.2.3 Problems in Listening

Learners have so many problems in listening because listening is an active process and it is the activity of paying attention to and trying to get meaning from what you hear. Underwood (1989) And it is more than just perception of the sounds; it includes comprehension of meaning bearing words, phrases, clauses, sentences and connected discourse (Oxford, 1993). The main problem with listening seems to be the fact that in real life situations listeners cannot control over what speakers talk about content and language; hence, they cannot keep up on listening and forget what they hear before.

In classroom situation, listeners cannot have words repeated. The decision as to whether or not to replay a recording or section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is "hard to judge whether or not the students have understood any particular section of what they have heard" (Underwoord, 1989, p. 17). Another problem concerns the listeners' limited vocabulary in the new language (Underwood, 1989). They sometimes hear the words clearly, but they don't understand the meaning of words they hear. Moreover, the speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word, which may cause them to stop and think about the meaning of that word and thus miss the next part. Therefore, the problems begin. Further, when they feel uncomfortable to learn new languages, their attitudes to listening problems may differ. Next, they may fail to recognize the signals, which indicate that the speaker is moving from one point to another. Nonverbal cues, such as facial expression, nods, gestures, or tone of voice, can also be easily misinterpreted by listeners from different cultures (Buck, 2001). Lack of contextual knowledge is also a problem in listening. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of passage unless they are familiar with the context (Osada, 2004).

2.2.4 Listening Comprehension Strategies

According to Vandergrift (1997), listening strategies are divided into three categories: cognitive, metacognitive, and socio-affective strategies. The first two types; cognitive and metacognitive strategies, were originally categorized by O'Malley and Chamot (1990).

Metacognitive strategies, strategies that help leaners' coordinate their own learning process, are very important because they oversee, regulate, or direct the language learning process. Meta-cognitive strategies involve planning, monitoring, and evaluating comprehension (Rubin, 1994).

Socio-affective strategies, was proposed by Oxford (1990), Vandergrift (1997), and Young (1997). The socio-affective strategies were added to describe

learning that happen when language learners cooperate with classmates, question the teacher for clarification, or apply specific techniques to lower their anxiety level.

The third category, cognitive strategies are proved to be the most common type of strategies used by language learners (Bacon, 1992; O'Malley et al., 1985; O'Malley and Chamot, 1990). These strategies manipulate the materials to be learnt or apply a specific technique to the learning task. Bacon (1992) categorizes the strategies into two main types: bottom-up and top-down strategies.

This present study focused on cognitive strategies which consist of two types of processing strategies namely bottom-up and top-down because cognitive strategies focus on how listeners actually process and analyze the language as part of comprehension.

2.2.4.1 Cognitive Strategies in Listening Comprehension

"Cognitive strategies are mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval" (Buck, 2001, p. 104). Rubin (1994) states that cognitive strategies involve solving learning problems by considering how to store and retrieve information. Oxford (2003) points out that cognitive strategies enable learners to manipulate the language material in direct ways such as through reasoning analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemata (knowledge structures), practicing structures and sounds. Formally, a large number of researchers have proposed cognitive strategies involve the bottom-up and top-down processes.

It is broadly accepted that the roles of top-down and bottom-up processing strategies help listeners improve their comprehension competency. Richards and Schmidt (2002) discussed that there are two different ways in which humans analyze and process language as part of comprehension and learning. "The first way is known as top-down processing and the other way is bottom-up processing" (p. 557). Nunan (1998) also stated that top-down processing strategies require learners to focus on the individual components of spoken messages, that is the phonemes, individual words and grammatical elements which need to be comprehend in order to understand the

messages. On the other hand, top-down processing strategies learners focus on macro-features of text such as the speaker's purpose, and the topic of message.

The differences between bottom-up and top-down processing are ways in which humans analyze and process language as part of comprehension and learning.

a. Bottom-up Processing

Bottom-up processing strategies refer to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed at successive levels of organization – sounds, words, clauses, sentences, texts which are the lowest level– until meaning is derived. And it is a form of information processing that is guided by input in real time, and proceeds in subsequence stages (Rost, 2011).

A similar view was proposed by Field (1999) who stated that the bottom-up process emphasizes the decoding of the smallest units. It is the combination groups of features: phonemes into syllables, syllables into words, words into clauses, and clauses into sentences to lead learners toward meanings. Nunan (1998) mentioned that the characteristics of the bottom-up approach focus learners on the individual components of spoken messages that is the phonemes, individual words and grammatical elements which need to be comprehended in order to understand the message. In the process of decoding, the listeners' lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences. Therefore, automatic bottom-up processing helps listeners recognize the differences in the listening passages and most of the words (Lynch, 1998), and using syllable training can also help listeners be more successful in recognizing individual words out of classes and phrases (Field, 2003). In addition, listeners use linguistic knowledge to emphasize grammatical or syntactic structures which help them interpret the meaning of individual words and then synthesize chunks of words. Richards (2008) gave an example of understanding the utterance using bottom-up processing as follows:

Imagine someone says to you:

"The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown. Apparently, it's very popular at the moment.

In order to understand the utterance, we have to break this passage down into its components. This is referred to as "chunking." Here are the chunks that help us understand the gist of the utterance.

- The guy
- I sat next to on the bus
- this morning
- was telling me
- he runs a Thai restaurant in Chinatown
- apparently it's very popular
- at the moment

The chunks help us identify the underlying propositions the utterances express, namely:

- I was on the bus.
- There was a guy next to me.
- We talked.
- He said he runs a Thai restaurant.
- It's in Chinatown.
- It's very popular now.

As can be seen from the chunks above, it is the units of meaning that we remember, and not the form in which we first heard them. Therefore, we can say that the knowledge of grammar helps us find the appropriate chunks, and the speaker while speaking also assists us in this process through intonation and pausing.

b. Top-down Processing

While listeners use bottom-up processing to be successful in their listening comprehension, they also use top-down processing to make conclusions based on broad contextualized clues (Richards, 1983). Top-down processing refers to the use of background knowledge in understanding the meaning of the text. The background

knowledge required for top-down processing may be previous knowledge about the content. It also emphasizes the use of background knowledge including world knowledge, knowledge of the speaker or context, or analogy (Wilson, 2008) to predict content. Chaudron and Richards (1986) mentioned that top-down processing involves prediction and inference on the basis of facts, propositions and expectations.

A similar view was proposed by Rost (2011), who noted that top-down processing is information processing guided by higher level mental process as we construct representations, drawing on our experiences and expectations. In the process of understanding, "listeners tap into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next" (p. 346).

Richards (2008) suggested that background knowledge may be in several forms: previous knowledge about the topic of discourse, situational or contextual knowledge, and knowledge stored in long term memory in the form of "schemata" and "scripts". Schemata are structures for representing knowledge in memory, and are assumed to exist for most things we would want to represent in memory, including general concepts, situations, events, sequences of events, actions etc. (Scripts are mental structures which describe everyday situations. Scripts are a type of complex schema.) When the listener has constructed a meaning from the utterance, he/she might transfer the information to the long-term memory for later use. The evidence for this is the fact that when recalling something from the long-time memory, they usually only remember the gist of what has been heard, rather that the exact words spoken (Underwood, 1989). The information remained in the long-term memory for later use is called the knowledge of experiences. Richards (2008) also clarified how the top-down processing works in the spoken language in the following sample.

"I am going to the dentist this afternoon." This utterance activates a schema for "going to the dentist." This schema can be thought of as organized around the following dimensions:

- A setting (e.g., the dentist's office)
- Participants (e.g., the dentist, the patient, the dentist's assistant)

- Goals (e.g., to have a checkup or to replace a filling)
- Procedures (e.g., injections, drilling, pain, discomfort)
- Outcomes (e.g., fixing the problem, pain, discomfort)

When I return to the office, the following exchange takes place with my colleague:

- "So how was it?"
- "Fine. I didn't feel a thing."

Because speaker and hearer share understanding of going to the dentist" schema, the details of the visit need not be spelled out. Minimal information is enough to enable the participants to understand what happened.

c. The Interaction of Bottom-up and Top-down Processing Strategies

Bottom-up and top-down processing play important roles in listening comprehension. That is listening comprehension is a combination of bottom-up and top-down processing.

> "In the real-world listening, both bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depending on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening" (Richards, 2008, p. 10).

Top-down approach is based on the listeners; much of the comprehension relies on what happens in the mind before the listening has even begun, whereas the bottom-up approach depends more on the sounds heard. (Wilson, 2008, p. 15) In bottom-up processes, listeners understand the spoken input by building up from the phonological unit from 'lower' levels to build comprehension progressively to 'higher' levels (Brown, 2000). In sentence comprehension or the interpretation of an utterance, the lower level information consists of words and sentences, while the higher level information includes the listener's previously existing knowledge of the world, including cultural and moral values, scripts, schemas, and literary genres

(Richards and Schmidt, 2002). Listeners will have to use a combination of the two processes, with more emphasis on 'top-down' or 'bottom-up' listening depending on their reasons for listening. “If listeners want to listen successfully, they need to learn not only to fathom out what is meant by the words spoken, but also, and at the same time, to establish or elaborate the context to which it relates” (Underwood, 1989, p. 4). According to Wolff (1987), listeners increase their listening competency using bottom-up processing for easier texts and top-down processing for difficult texts. Therefore, they need to have both processing strategies so that they can understand spoken language. The use of bottom-up and top-down processing extend simultaneously throughout all listening skill levels. Top-down or bottom-up processing strategies alone does not help listeners overall improve and understand texts.

2.2.5 Identifying the Use of Listening Strategies

In identifying the use of listening strategies, especially the use of bottom-up and top-down processing strategies, using questions to tap the strategy use in arriving at the answers is one effective way.

2.2.5.1 Listening Comprehension Questions

Like other skills, listening skill can be measured using various methods. One of which is the use of comprehension questions. There are various types of listening comprehension questions which are designed to tap different levels of listening comprehension. Weir (1993) classified listening comprehension which is required to be in the listening test into 3 main types: direct meaning comprehension, inferred meaning comprehension, and contributory meaning comprehension.

1. **Direct meaning comprehension**
    - Listening for gist
    - Listening for main idea or important information; and distinguishing that from supporting detail, or examples
    - Listening for specifics, including recall of important details

- determining a speaker's attitude or intention towards all listener or a topic

2. **Inferred meaning comprehension**
   - Making inferences and deductions
   - Relating utterances to their social and situational contexts
   - Recognizing the communicative function of utterances
   - Deducing meaning of unfamiliar lexical item from context
3. **Contributory meaning comprehension**
   - Understanding phonological features
   - Understanding grammatical notions such as comparison, cause, result, degree etc.
   - Understanding discourse markers
   - Understanding the main syntactic structure of clauses or idea units
   - Understanding cohesion, especially reference
   - Understanding lexical cohesion, especially lexical set membership and collocations
   - Understanding lexis

Listening comprehension can be grouped into two types of questions: local and global questions. They can be used to identify the processing strategies use by listener. The direct meaning comprehension and inferred meaning comprehension are used to identify global questions, and the contributory meaning comprehension is used to local questions.

2.3 Related Studies in Listening Comprehension

In listening comprehension, both bottom-up or top-down processes cannot work alone because these processing strategies occur together and work at the same time in order for the listeners to succeed in understanding the speaker's speech. Therefore, listeners are required to have the knowledge of linguistic input and knowledge of the world in understanding spoken language.

2.3.1 Top-down and Bottom-up Strategies Used by Listeners with Different Levels of Proficiency

In the study of listening strategies, Goh (2002) investigated a group of Chinese ESL learners' listening strategies and the tactics that operationalized these strategies. He found that the listeners used 44 tactics and the higher ability listeners demonstrated more effective use of both cognitive and metacognitive tactics. He concluded that examining specific tactics was useful in clarifying some strategies in the literature and that an investigation of how individual tactic interacts in processing sequences could offer insights into cognitive differences between learners. Another study involves listening strategies and level of proficiency. Shang (2008) investigated listening strategy use at different proficiency levels for different linguistic patterns. The results showed that advanced listeners mostly used the combination of various strategies when listening to contrary-to-fact statements, while beginning-level listeners heavily employed memory strategies when listening to negative expression. Santos, Graham and Vanderplank (2008) conducted the study in the development of strategy use over 6 months in two low-intermediate learners of L2 French in secondary schools in England. They found a high degree of stability of strategy used over a period of time, with pre-existing differences between the high and low scorer persisting.

Some studies have stated that the use of bottom-up and top-down processing extend simultaneously throughout all listening skill levels. Only single processing alone doesn't help listeners to understand texts. O'Malley, Chamot and Kupper (1989) found that effective second language listeners used both top-down and bottom-up strategies to construct meaning while ineffective listeners try to decode the meanings of individual words. Lui (2008) conducted the study with 101 university male and female non-English major students at three universities in Taipei from the Departments of Computer Sciences, Spanish, Marketing, International Business, Multimedia Design, and Mechanic Engineering. There were three groups of listeners: the advanced, upper-intermediate and lower-intermediate/ elementary levels. The findings of his study showed that more proficient listeners had better knowledge of the high level in the hierarchy of strategy use to contribute their comprehension, and

they did not rely on translating from their first language into the target language. In other words, they were more able to deploy the top-down processing, whereas the less-proficient listeners focused on unknown lexis or grammar and thus had difficulty using the higher order strategy.

Many researchers have investigated the relationship between bottom-up processing and listening comprehension have suggested that bottom-up processing is more important than top-down processing in listening performance. Osada (2001) analyzed local and global questions and idea unit. He studied 91 less-proficient EFL listeners from Tokyo and studied whether they tended to rely on bottom-up processing or top-down processing. The results showed that low-proficiency Japanese EFL learners tended to rely on bottom-up processing, because they may have had a lower tolerance of ambiguity. They did their study by measuring recalled idea units and answers local and global questions. Hansen and Jensen (1994), using two different kinds of academic lectures, a history and a chemistry lecture, examined how well listeners of different ability levels answer global and local questions. Their study concluded that low-proficiency level students relied heavily on bottom-up processing skills because they did not have the ability to process and utilize implicit information. Some researchers found that some skilled listeners are able to use top-down processing whereas less-skilled listeners tend to rely on bottom-up processing. Fullilove and Tsui (1998) analyzed answers given by 20,000 Hong Kong examination candidates to different types of listening question. Two types of questions were mentioned. The first type is local questions which reflect bottom-up processing strategy and the second type is global questions which reflect top-down processing strategy. Local questions require students to locate specific details for information or focus on grammatical forms. Global questions require students to comprehend the text as a whole and to draw inferences. Their study reveals that more-skilled listeners are more likely to use top-down processing whereas less-skilled listeners rely on bottom-up processing. Similarly, Rubin (1994) found that skilled-listeners are able to use top-down, or knowledge-based process, whereas less-skilled listeners tend to rely on bottom-up, or text-based processes. Shohamy and Inbar (1991) studied the effect of text and question type on listening comprehension. They found that less-skilled

listeners performed much better on local questions which required the listeners to identify details and facts, than on global questions which required the listener to combine information, draw conclusion and make inferences.

However, Vandergrift (2003) found that more-skilled listeners tended to approach both bottom-up and top-down processing interactively, and less-skilled listeners were incompetent in keeping up with the coming input, were unable to recognize relevant information, forget previously comprehended knowledge rapidly.

2.3.2 Problems in Listening

Many researchers have tried to find out the problems learners might have in listening comprehension. Lynch (1996) noted that some learners have a tendency to blame themselves whenever they could not understand what they hear. On the other hand, some blame their failure to comprehend on external factors, such as vocabulary, accent and speech rate. In the study of listening problems, Goh (2000) investigated forty ESL students writing about the experiences they had while listening to English passages, describing how they tried to understand what they heard, and recalled the difficulties they encountered while listening. Goh concluded that, in general, listeners 1) quickly forget what they heard; 2) are unable to process mental representations from listening passages they hear; and 3) do not understand subsequent parts of listening passages because of earlier problems. More specifically, both skilled and less-skilled listeners face with two main issues: 1) not recognizing words they have previously learned and 2) quickly forgetting what they have heard. Most skilled listeners understand words but not the meaning of the passage, whereas most less-skilled listeners focus on processing the meaning of the listening passage and neglect to follow the rest of the passage.

2.3.3 Listener Characteristics

Listener characteristics seem to have considerable impact on and individual's listening comprehension. Among these characteristics are: language proficiency level, memory, gender, and background knowledge (Rubin, 1994).

Firstly, language proficiency level is a major variable in the studies (Rubin, 1994). Rubin (1994); Fullilove and Tsui (1998); and Vandergrift (2003) conducted their studies focusing on mental processes of listeners. They found that more-skilled listeners are able to focus on what is being heard, to plan what to listen for and to interact with bottom-up and top-down processes, whereas less-skilled listeners would use bottom-up process, listening for single words.

However, Pai (2006) investigated the listening strategy use between high and low level proficiency learners at one technology university. The study showed that there was no significant difference in English listening strategy used by high and low level proficiency learners. Some differences in listening strategy use were observed. For example, high proficiency listeners were able to use more cognitive strategies than low proficiency listeners. In addition, the most frequently used listening strategies by non-English major students were refocusing, self-encouragement, and thinking in English; whereas the least frequently used ones were imagery, asking for clarification, and self-management.

Secondly, the relationship between memory and listening comprehension is very complex. Dunkel, Henning and Chaudron (1993) considered the influence of short-term memory on encoding lecture material in English. The authors studied students taking college freshman English classes. The students were native speakers and nonnative speakers who were presumably at an advanced level in English. They found that the subjects who had high short-term memory correctly recognized significantly more concept in formation and detail information than subjects who had low short-term memory. Moreover, they found that native speakers recognized significantly more of the lecture concepts and detail than did nonnative speakers of English. Ohata (2006) investigated the relationship between memory and L2 comprehension by focusing on the roles of auditory short-term memory in L2 listening processes. The results showed that L2 listening comprehension is initially constrained by the limited capacity of auditory short-term memory available, but its development can be enhanced through L2 syntactic exercises that focus on the structures. Moreover, Murdoch, Pasupathi and Stallworth (1998) considered listeners' effects on speakers' long-term memory for events. They varied aspects of the

listener's behavior during an event recollection by having subjects view brief movie excerpts, and then recount those excerpts to attentive listeners, recount them to distracted listeners, or not recount them at all. They then compared subjects' long-term memory for the movie excerpts. The results showed that attentive listeners facilitate long-term memory, whereas situations with distracted listeners are difficult to distinguish from the situations with no listeners and with no recounting at all.

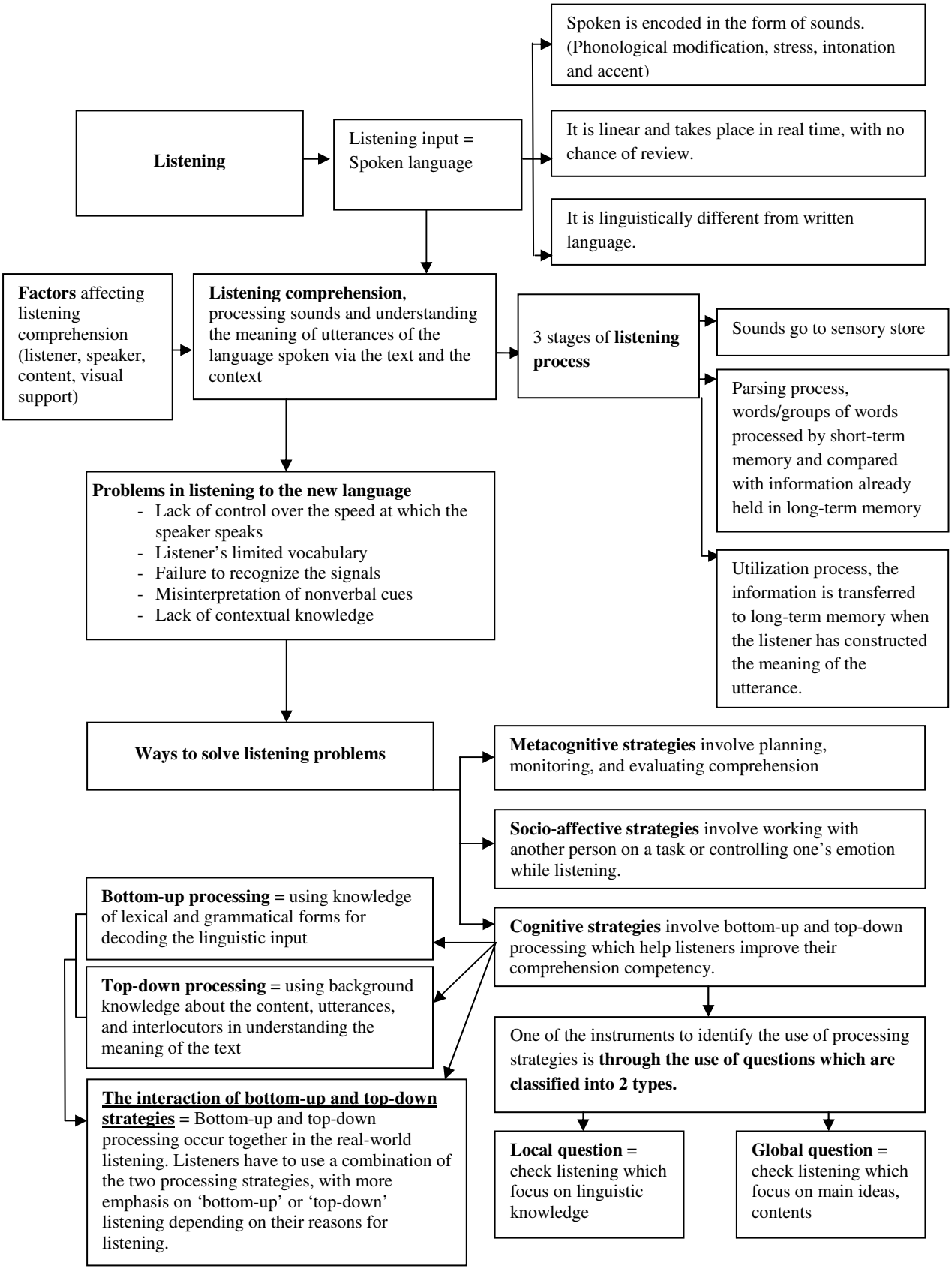
Thirdly, many studies considered how gender may relate to differences in listening comprehension. Zare (2010) conducted the study focusing on the language learning strategy use of 148 undergraduate language learners in learning English as a foreign language. The study determined how the use of learning strategies varies according to gender. The findings of the study revealed that the overall use of language learning strategies significantly varied according to gender. Female EFL learners significantly prevailed over male in the use of learning strategies. Green and Oxford (1995) also studied about gender differences in the use of language learning strategies. The results showed that females use strategies more frequently than males and they used different types of learning strategies. Vandergrift (1996) conducted a study to examine how course level and gender affected strategy choices. The results found that female students used a greater variety of metacognitive strategies that male counterparts. Hashemi (2011) suggests that male and female learners differed in the language learning strategies. All three studies showed that as gender differs, the strategies used in comprehension are also different. However, Feyten (1991) looked at university students of French and Spanish and failed to find a significant relationship between gender and any foreign language proficiency measure. Bacon (1992) looked at university students of Spanish and also failed to find a significant relationship between gender and listening comprehension. Wharton (2000) also conducted the study about gender difference in strategy use. However, the findings did not reveal any effects of gender on both the number and types of strategy used by bilingual foreign language learners in Singapore.

Lastly, background knowledge or prior knowledge has been viewed on listening comprehension. Long (1990) considered whether Spanish FL listeners comprehend better when they possess schemata relevant to listening topic. The

subjects of the study were students enrolled in a third-quarter university Spanish course. Before beginning the experiment, students completed a survey of their background knowledge of the two subjects used, namely, gold rushes and rock groups. Two measures of comprehension were used: a recall protocol and a recognition test consisting of paraphrased statements in English about the text. The results revealed that students possessed less information about gold rushes than about rock groups, and protocols for the rock passage revealed a significantly higher number of correct idea units than protocols for the gold rush passage. It can be suggested that background knowledge can relate to listening comprehension. Chiang and Dunkel (1992) studied male undergraduate students at an intermediate level of English at the Chinese Naval Academy in the Republic of China. They used a 650-word lecture on "The Amish people and the Pennsylvania Dutch Country" and a 680-word lecture on "Confucius and Confucianism". The results found main effects of prior knowledge. However, when a within subjects variable of test type was considered, the main effect was invalidated. They explained that the significant effect appeared only on the passage independent items. Subjects' performance on the passage dependent items did not differ significantly between the passage containing a familiar topic and the passage containing an unfamiliar topic. Sadighi and Zare (2002) explored the effect of background knowledge on listening comprehension. Two TOEFL preparation classes were allocated to EFL students taking part in the study. The experimental group received some treatment in the form of topic familiarity, and their background was activated. Then a 50-item TOEFL test of listening comprehension was administered to both experimental and control groups. The results provided some evidence in support of the effect of background knowledge on listening comprehension.

The summary of the literature review is presented in Figure 2.1.

Figure 1 Summary of the literature review



CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the methodology and procedures used in the study. It consists of subjects, research instruments, data collection, procedures, and data analysis.

3.1 Population

The population of the study was 42 third year students, majoring in tourism and management at a university, in the south of Thailand: 9 males and 33 females. The subjects were chosen because they had been learning many English courses in the area of tourism, so they had opportunities to practice English outside the classroom by joining the activities with the university and government sector in the southern region. Therefore, they have developed some listening abilities that can be measured for the research purposes.

3.2 Subjects

The subjects of this study were 28 students: 8 males and 20 females sampled from the total population of 42 students who were in the third year tourism management major in a university in the south of Thailand. They were selected by purposive sampling according to their scores of the IELTS listening test gained from the correct answers they made. The highest and the lowest scores received by the subjects were 35 and 10 respectively.

The students were divided into two groups of different levels of proficiency: better-performance and lower-performance listeners. The KR-20's criteria of 27 percent top and 27 percent bottom was used to assign them into groups. Thus, there were 14 students in the better-performance group and 14 students in the lower-performance group. According to gender, there were 3 males and 11 females in lower-performance group, 5 males and 9 females in better-performance group.

3.3 Research Instruments

In the attempt to discover the listening processing strategies used by listeners from different levels of performance, and between genders, the IELTS listening test, the questionnaire and the interview were employed as the instruments of this study.

3.3.1 The International English Language Testing System (IELTS) listening test

The first source of data was collected by using the IELTS Practice listening test consisting of 80 items. They were from two IELTS listening tests combined in order to make the test size large enough to tap the real listening ability. The IELTS test was chosen as an instrument for collecting the data because it is a standardized test and the texts presented in the test are authentic. Also, some of the texts are about the tourism industry, which are related to the field of study of the listeners. The test consisted of gap-filling and multiple choice questions. Each item was categorized into local and global questions. The number of local and global questions was 72 and 8 respectively. Answers to the local questions reflected the use of bottom-up processing and answers to the global questions reflected the use of top-down processing.

To ascertain that the types of questions, namely local and global were identified and classified correctly in each test item, three linguistics experts from the Department of Languages and Linguistics at Prince of Songkla University, Hat Yai, Campus were asked to independently check the correctness of each item identified as those types of questions.(See Appendix A)

Analysis of Question Types

The questions in the test were analyzed and categorized into ‘local’ and ‘global’ questions. As mentioned before, local questions reflect the use of bottom-up processing and global questions reflect the use of top-down processing. Local questions were the questions that required students to locate specific details for information or focus on grammatical forms. Hence, students could pick up details such as room numbers, the name of the person in order to be able to get the correct answer even though they don’t understand the whole text. (See example 1 below)

Example 1 The IELTS listening test 2 item 1-3

CAR INSURANCE		
Example	Answer	
Name:	**Patrick Jones**	
Address:	**1**. ……., Greendale	
Contact number:	730453	
Occupation:	**2**. ……..	
Size of car engine:	1200cc	**Type of car**:
		Manufacturer: Hewton
		Model: **3**. …….
		Year: 1997

Listening script

Woman: *Hello….motor insurance department…..*

Man: *Oh help….I'd like to ask about insurance for my car.*

Woman: *Yes, of course. I'll just take a few details. What's your name?*

Man: ***Patrick Jones.*** *example*

Woman: *And your address?*

Man: ***It's 27 Bank Road.*** *Answer for item 1*

Woman: *27 Bank Road. Is that in Greendale?*

Man: *Yes.*

Woman: *And what's your daytime phone number?*

Man: *My work number is 730453*

Woman: *And could I ask what your occupation is?*

Man: ***Dentist.*** *Answer for item 2*

Woman: *OK….now a few details about your car…. What size is the engine?*

Man: *1200ccs.*

Woman: *Thank you…and the make and model?*

Man: *It's a Hewton Sable.*

Woman:	*Could you spell the model name please?*	
Man:	*Yes…* ***S-A-B-L-E.***	*Answer for item 3*
Woman:	*Ah yes…thanks. And when was it made?*	
Man:	*1997*	

To answer these questions, students listen for specific facts (the address, the job, the name of the car model). The details given are quite clear in the conversation. Students can pick up the address, the job, or the name of the car model even though they can't process all the linguistic cues accurately. When they answer this type of question correctly, it suggests that they have used bottom-up processing strategies.

On the other hand, global questions are the questions that required students to focus on main ideas and contents as well as comprehend the text as a whole and draw inferences. Hence, students need to process all the linguistic cues rapidly and accurately, and they can use the background knowledge to predict the content in order to get the correct answer. (See example 2 below)

Example 2 The IELTS listening test 3 item 15

As you walk you will carry

a. All of your belongings.
b. Some of your belongings.
c. None of your belongings.

Listening script

Now, the Semira Mountains are among the highest in the world but you mustn't be too daunted, we will mainly be trekking in the foothills only, although there will be spectacular views even in the foothills. However, your will need to be extremely fit if you aren't now and you're interested in coming with us. You have plenty of time to get into shape. You will be sleeping in tents so you must have quite a bit of equipment with you but you will be helped by local assistants. Your bedding and so forth will be carried by them. We ask that you walk with a small rucksack with needs for the day.

Here, students are asked to find out how much belongings people can take with them. In order to answer the question, students have to piece together a variety of clues the correct answer which is 'you will carry some of your belongings'. The phrases 'sleep in tents, must have quite a bit of equipment with you, only walk with a small rucksack with needs for the day' are the clues to help them to get the gist which mean some of their belongings can be carried with them. In other words, in order to get the correct answer, students need to be able to pick up the incoming linguistic cues accurately and may use their background knowledge to confirm the correct answer.

3.3.2 Questionnaire on the Use of Comprehension Processes

The questionnaire on the use of comprehension processes was designed based on Bacon's (1992) study on listening comprehension strategies in order to clarify strategies used by listeners. (See Appendix B) It was in Thai and consisted of 2 parts as follows:

Part 1: General information of the listener

Part 2: Processing strategies used in listening comprehension

The questionnaire required the students to answer 7 questions about general information and 16 questions about the use of processing strategies they used. (i.e. whether students use top-down or bottom-up processing strategies) They were both open-ended questions and close-ended questions. The questionnaire was given to all the subjects after they finished taking the tests.

To ascertain whether each part of the questionnaire was in line with the research aims, three linguistics experts from the Department of Languages and Linguistics at Prince of Songkla University, Hat Yai Campus were asked to independently check the validity of the questionnaire.

3.3.3 The Interview

The interview was a semi-structured interview with a set of 11 questions prepared beforehand, but intended to be conversational. All subjects were interviewed one-by-one but only the information from lower and better performance listeners categorized into groups according to their raw scores from the IELTS listening test

were used. The objectives of the interview were to get the interviewees to talk freely and openly about in-depth information about their use of strategies, and also to explore new issues that may come up which were not initially considered. The data from the interview was used to support the data from the test and the questionnaire.

The questions provided in the interview were designed based on Bacon's (1992) study on listening comprehension strategies. (See Appendix C)

All the questions from the interview were classified into 5 groups according to the objectives of asking those questions as follow:

Group 1: Reading the test items before listening (question 1 and 2).

Group 2: Problems and how they handled them (questions 3, 4, 6, and 8).

Group 3: Whether hearing familiar information helped them understand the texts more easily (questions 5, 9 and 10).

Group 4: Understanding the speaker's attitude (question 7).

Group 5: Attitude of the listeners toward the type of questions within the test (question 11).

3.4 Data Collection Procedures

The data were collected during the second semester of the 2011 academic year. There were 2 main focuses: listening processing strategies used by listeners from different listening ability groups, and different gender groups

Students were firstly required to do the IELTS listening test which consisted of 80 items. Before students started doing the test, they were allowed to read the questions in each part, and then listen to the text once only. After listening to the text, they were given time to complete the answers within a few seconds. The time given for the test was 1 hour. Then, students were put into two different groups: better-performance and lower-performance listeners, according to their raw scores of the test, using the criteria of 27 percent top and 27 percent bottom (KR-20). The correct answers to the IELTS listening questions were analyzed for the use of processing strategies as reflected by the question types. The independent sample t-test was used to compare the strategies use.

After the test, students were asked to complete the questionnaire on listening comprehension strategies; top-down and bottom-up processing which was conducted in Thai. The data obtained from the questionnaire were then analyzed using the independent sample t-test in order to check students' listening processing strategies used by listeners from different ability groups.

After the subjects had finished doing the tests and the questionnaires, all of them were then interviewed to confirm, explain their listening strategy use and also express their opinions about taking the test which would reveal their attitudes towards the use of processing strategies. The interview questions explored the listening processing strategies students employed while listening to the text from the IELTS listening test.

3.5 Data Analysis

To interpret the data, the students' performances in the IELTS listening test and the questionnaire were analyzed quantitatively by using means, standard deviation, percentage and the independent sample t-test. The data gained from the interview were analyzed qualitatively.

1. To find out the listening processing strategies used by listeners with different levels of listening performance, the IELTS listening test was used to induce the processing strategies they used for listening comprehension. There were two types of questions reflecting processing strategies. Answers to local questions reflect bottom-up processing and answers to global questions reflect top-down processing. Hence, the scores of local and global questions of listeners with different levels of performance in listening comprehension were analyzed using percentage, means, standard deviation, and the independent sample t-test in order to know which listening strategies the listeners used.

After the listening processing strategies used by listeners from each group were identified, quantitative analysis was conducted in order to find out the frequency and the ratio of listening strategies used by the groups. Also, the independent sample t-test was used to analyze and compare listeners with different levels of performance

in listening comprehension to see whether students from two different ability groups employed the same or different strategies and what strategies they used mostly.

The quantitative data from the questionnaire was also used to find out what strategies they employed, compare and see whether the processing strategies used between the groups were the same or different. Hence, the independent sample t-test was used to confirm the strategies used by each group of listeners.

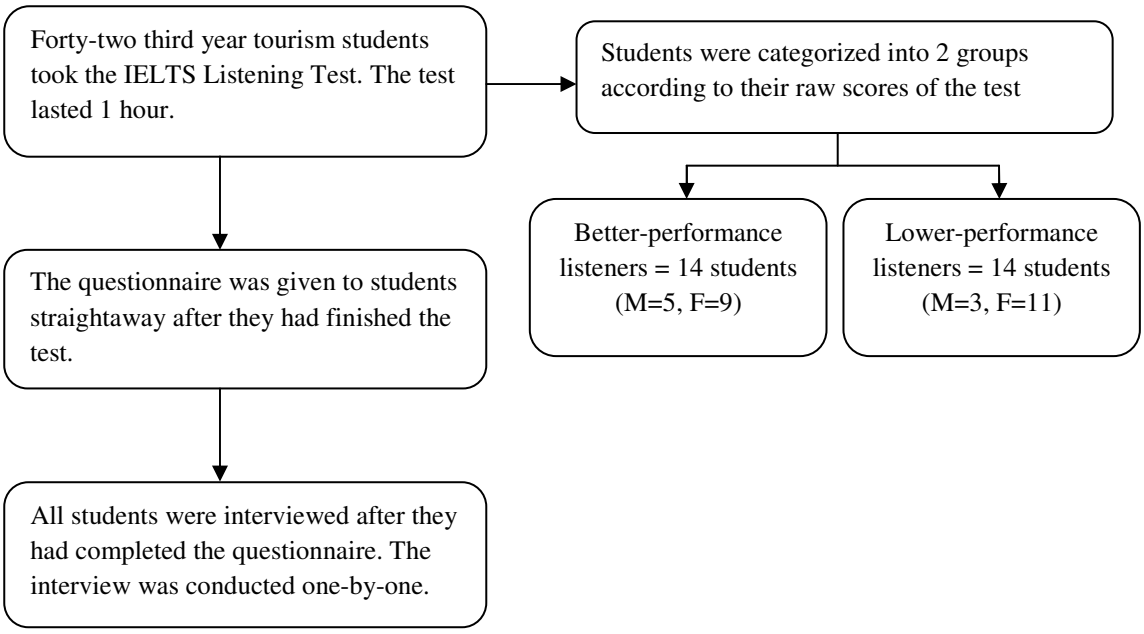
The qualitative data from learners' opinions gained from the interview were grouped and counted to be analyzed using the percentage to probe the results from the test and the questionnaire.

2. To find out the differences between male and female listeners in listening strategies use, the scores of correct answers from local and global questions of male and female listeners were analyzed and compared using the independent sample t-test to see what strategies listeners with different genders used and if they employed the same or different processing strategies.

Moreover, the correct answers to local and global questions which reflected processing strategies used were analyzed to clarify whether male listeners from different ability groups employ the same or different processing strategies from female listeners.

The step of the data collection explained how the data gained from the instruments is shown below.

Figure 2 The step of the data collection



CHAPTER 4
FINDINGS AND DISCUSSION

This chapter presents the statistical results and the data analyses in order to answer the research questions addressed in the present study. Firstly, the results from the IELTS listening test are illustrated to show listening processing strategies used by listeners by comparing between better and lower performance listeners the independent sample t-test. Also, the results of listening processing strategies use among genders, and a comparison of listening processing strategies use by male listeners from different ability groups as well as female were examined by the independent sample t-test. Next, the results from the questionnaire are presented. Finally, the results from the interview are discussed. The findings are classified into 7 main sections as follows:

1. A comparison between listening processing strategies bottom-up and top-down strategies, used by all listeners from different levels of listening performance.
2. A comparison between listening processing strategies namely bottom-up and top-down strategies used by lower-performance listeners to see whether they employ both strategies in order to comprehend the text.
3. A comparison between listening processing strategies bottom-up and top-down strategies used by better-performance listeners to see whether they employ both strategies in order to comprehend the text.
4. A comparison between all male and female listeners to see whether they employ the same or different listening processing strategies namely bottom-up and top-down strategies.
5. A comparison between listening processing strategies namely bottom-up and top-down strategies used by male listeners from different ability groups to see whether they employ both strategies in order to comprehend the text.
6. A comparison between listening processing strategies namely bottom-up and top-down strategies used by female listeners from different ability

groups to see whether they employ both strategies in order to comprehend the text.

7. The discussion of the whole picture.

4.1 Results from the IELTS Listening Test

4.1.1 The Use of Listening Processing Strategies of Better and Lower Performance Listeners.

To find what listening processing strategies were used by better and lower performance listeners, it simply has to look at the data and findings the percentage of local and global questions from the IELTS listening test answered by subjects of the study. Local questions represented the use of bottom-up processing; global questions represented the use of top-down processing.

The results in the table below showed the percentage of local and global questions answered correctly by listeners from different ability groups as they reflected processing strategies used.

Table 4.1 Strategies used by better and lower performance listeners as reflected by question types

Question Type (100%)	**Lower (n=14)**		**Better (n=14)**			
	x	**sd**	**x**	**sd**	**t**	**sig**
Local questions (100) (bottom-up)	14.78	1.86	29.46	6.92	-7.672	.000**
Global questions (100) (top-down)	16.96	13.52	55.36	18.81	-6.202	.000**

P< 0.01

Table 4.1 shows the strategies used by two groups according to the scores of the IELTS listening test. The statistical analysis showed that the percentage of correct answers to global questions which reflected top-down processing strategy use was

higher than that of the local questions which reflected bottom-up processing strategy in both lower and better performance listeners (16.96% and 55.36% respectively). The result shows that the better-performance listeners had significantly more correct answers in both local questions and global questions than the lower-performance listeners at 0.01 level.

Further investigation into each ability group' use of strategies revealed the differences in the use of both strategies as follows.

Table 4.2 Strategies used by lower-performance listeners as reflected by question types

Question Type (100%)	**Lower (n=14)**			
	x	**sd**	**t**	**sig**
Local questions (100) (bottom-up)	14.78	1.86	-.552	.590
Global questions (100) (top-down)	16.96	13.52		

P>.05

Table 4.2 shows the processing strategies used by lower-performance listeners as reflected by the scores from local and global questions. The percentage of the scores on local questions reflecting bottom-up processing strategy use was 14.78%, and the percentage of the scores on global questions reflecting top-down processing strategy use was 16.79%. Although the percentage of the scores on global questions was higher than the scores on local question, it was not significantly higher. It can be said that lower-performance listeners used both bottom-up and top-down processing strategies with the similar frequency to comprehend the text.

However, the better performers' scores revealed an opposite results.

Table 4.3 Strategies used by better-performance listeners as reflected by question types

Question Type (100%)	Better (n=14)			
	x	sd	t	sig
Local questions (100) (bottom-up)	29.46	6.92	-4.798	.000**
Global questions (100) (top-down)	55.36	18.81		

P<0.01

As seen in Table 4.3 above, the percentage of the scores on local questions reflecting bottom-up strategy use was 29.46%, whereas the percentage of the scores on global questions reflecting top-down strategy use was 55.36%. The processing strategies used within the group of better-performance listeners was significant different in the use of top-down and bottom-up strategies. They employed significantly more top-down processing strategies in order to comprehend the text. The use of top-down processing probably did help them to score higher. This is probably what helps them attain significantly higher scores than the lower performance ones.

The results from the IELTS listening test showed that although both better and lower performance listeners used more top-down than bottom-up processing strategies, the analysis indicates that only better-performance listeners used significantly more top-down processing (55.36) than bottom-up processing (29.46).

4.1.2 The Use of Listening Processing Strategies by Subjects of Different Genders

Apart from the proficiency levels, gender differences affect the choice of processing strategies used as well.

To find what listening processing strategies were used by subjects of different genders, the data and the percentage of local and global questions from the IELTS listening test answered by subjects of the study separated by genders and listening

ability were investigated. Local questions represented the use of bottom-up processing; global questions represented the use of top-down processing.

The results in the tables below show the percentage of local and global questions answered correctly by subjects of different genders. They also show a comparison of the use of processing strategies used by male listeners from different ability groups as well as those used by female listeners from different ability groups.

Table 4.4 Listening strategies used by all subjects of different genders as reflected by question types

Question type (100%)	Gender	N	x	sd	t	sig
Local questions (100) (bottom-up)	Male	8	22.92	6.51	.291	.773
	Female	20	21.81	9.92		
Global questions (100) (top-down)	Male	8	40.63	28.93	.583	.565
	Female	20	34.38	24.29		

p>.05

Table 4.4 shows that there was no a significant difference in strategies used of males and females as a whole. From the percentage of local and global questions answered correctly, male and female listeners got more correct answers to global questions (M= 40.63%, F=34.38%) than the local questions (M=22.92%, F=21.81%). Both male and female listeners were able to get the main idea of the text, draw inferences and try to understand the text as a whole; therefore, they got more correct answers for global questions. The results found that both genders employed both bottom-up and top-down processing strategies in order to comprehend the text, they more often use top-down processing for listening comprehension. In other words, genders have no effect on the choice of strategies and frequency of use.

However, this investigation into each gender group of different ability levels revealed the results came out as follows:

Table 4.5 Strategies used by female listeners as reflected by question types

Question type (100%)	Group	N	x	sd	t	sig
Local questions (100) (bottom-up)	lower	11	14.27	1.65	-6.534	.000**
	better	9	31.02	7.54		
Global questions (100) (top-down)	lower	11	19.32	12.95	-3.979	.002**
	better	9	52.78	22.34		

P<.01**

Table 4.5 showed that there was a significant difference in strategies used by female listeners from the different levels of performance at .01. It showed that female listeners from better-performance group more often use both bottom-up and top-down strategies than the female from lower performance ones. The percentages of the correct scores on local questions in lower and better performance female listeners were 14.27% and 31.02%, the percentages of the correct scores on global questions in lower and better performance listeners were 19.32% and 52.78%.

Table 4.6 Strategies used in male listeners as reflected by question types

Question type (100%)	Group	N	x	sd	t	sig
Local questions (100) (bottom-up)	lower	3	16.67	1.39	-3.204	.018*
	better	5	26.67	5.14		
Global questions (100) (top-down)	lower	3	8.33	14.43	-5.407	0.01**
	better	5	60.00	10.46		

***P<.01**, P<.05**

Table 4.6 showed that there was a significant difference in strategies used in male listeners from the different levels of performance in bottom-up strategy used at .05 whereas that in top-down strategy used was at .01. It showed that male listeners from better performance group more often use both bottom-up and top-down processing strategies than the male from lower performance ones. The percentages of the correct scores on local questions in lower and better performance male listeners

were 16.67% and 26.67%, the percentages of the correct scores on global questions in low and high performance male listeners were 8.33% and 60.00%

In conclusion, male listeners from better ability group used significantly more bottom-up and top-down processing in listening comprehension than the lower ability ones.

Table 4.7 Strategies used in lower-performance listeners with different gender

Question type (100%)	Gender	N	x	sd	t	sig
Local questions (100) (bottom-up)	Male	3	16.67	1.39	.449	.041*
	Female	11	14.27	1.65		
Global questions(100) (top-down)	Male	3	8.33	14.43	-1.277	.226
	Female	11	19.32	12.95		

P<.05*

The results from table 4.7 showed that there was a significant difference in bottom-up strategies used by male and female listeners within the lower-performance group at .05 whereas there was no a significant difference in top-down processing strategies. It showed that male listeners more often use bottom-up strategies in order to comprehend the text than female listeners. The percentages of the correct scores on local questions which reflected bottom-up strategies in male and female listeners were 16.67% and 14.27% respectively, and the percentages of the correct scores on global questions as reflected top-down strategies in male and female listeners were 8.33% and 19.32% respectively. Even though there was no significant difference in top-down processing strategy use, the percentage of correct answers on global questions shows that female listeners more often use top-down processing strategies than the male ones. It can be said that male listeners in lower ability group rely on linguistic knowledge whereas female listeners were better in trying to understand the listening text as a whole by focusing on knowledge of the world and rely more on background knowledge.

Therefore, male listeners employed significantly more bottom-up strategies. Both male and female listeners used top-down processing strategies, but female listeners more frequently used it in listening comprehension.

Table 4.8 Strategies used in better-performance listeners with different gender

Question type (100%)	Gender	N	x	sd	t	sig
Local questions(100)	Male	5	26.67	5.14	-1.141	.276
	Female	9	31.02	7.54		
Global questions(100)	Male	5	60.00	10.46	.821	.428
	Female	9	52.78	52.78		

p>.05

The results from table 4.8 showed that there was no significant difference in strategies used by male and female listeners within the better-performance group. The percentages of the correct scores on local questions as reflected bottom-up strategies in male and female listeners were 26.67% and 31.02% respectively. It showed that female listeners more often use bottom-up strategies in order to comprehend the text than female listeners. The percentages of the correct scores on global questions as reflected top-down strategies in male and female listeners were 60.00% and 52.78% respectively. It showed that male listeners more often use top-down processing strategies than the female ones.

To sum up, male and female listeners use both top-down and bottom-up strategies similarly with no significant difference. However, when dividing the female group into better and lower performance group, the results showed that they use significantly different strategies. This also happened when the same analysis was done to the male group. It can be seen that male and female listeners from better ability groups do not differ in processing strategies use. Male and female listeners from lower ability groups do not differ in top-down processing strategy use, but male listeners from lower ability group was significantly better using bottom-up processing strategy. Both male and female from better listening level of performance used significantly more bottom-up and top-down processing strategies than those male and female listeners from lower ability groups. Top-down processing strategy also more

frequently used by male and female from better performance group. Therefore, it can be assumed that top-down processing strategy helps learners do better in listening comprehension.

This helps support the previous findings that group of different abilities employed different types of strategies. Also, listeners from better ability group more frequently use top-down processing strategy in listening comprehension.

4.2 The Results from the Questionnaire

In this study, a questionnaire was used to gather the subjects' general information and background experiences with English and to clarify the use of listening processing strategies of better and lower performance listeners. The results are discussed below.

General Information

Lower-performance listeners have learned English for about 15 years. They seldom communicate to other people in English. A few of them used to learn English with foreign teachers at a language school for a 20 hours course. They spent less than 30 minutes a week listening to music and movies.

Better-performance listeners have also learned English for about 15 years. Some of them usually communicate with teachers and tourists in the town in English. They used to take TOEIC course and conversation to improve their English at a language school. They have practiced some English outside the classroom for about 2-3 hours a week through movies, music, and also internet.

Strategies Used by Better and Lower Performance Listeners

The overall strategies used by both groups are presented in Table 4.9 below.

Table 4.9 Strategies used by better and lower performance listeners from the questionnaire as a whole

Strategies (100%)	Group	N	x	sd	t	sig
Bottom-up	lower	14	66.67	12.33	0.672	.507
	better	14	63.49	12.65		
Top-down	lower	14	40.48	23.31	-2.934	.007**
	better	14	64.29	19.46		

P<.01**

As seen in Table 4.9 above, it was found that there was no significant difference in the use of bottom-up processing strategy; on the other hand, there was a significant difference between better and lower performance listeners in top-down processing strategy used at the level of .01. The mean score of bottom-up strategies used by lower-performance listeners was 66.67 and 63.49 by better-performance ones. The scores showed that listeners from both groups employed bottom-up processing strategy to help understand the text at a similar frequency. The mean scores of top-down processing strategies used by lower and better performance listeners were 40.48 and 64.29 respectively. Better-performance listeners employed more top-down processing strategy in order to comprehend the text.

This means that both groups have similar ability in decoding the literal meaning of the text using the knowledge of vocabulary and grammar to help them understand the language input. However, the listeners in the better-performance group were better able to make sense of the text as a whole. They probably can predict what they would hear, piece the information together to arrive at the gist of the text and hence, they can comprehend the text better than the lower-performance ones.

Table 4.10 shows the responses to each item in the questionnaire.

Table 4.10 The use of bottom-up and top-down strategies by the better and lower performance listeners

Items	Group	x	sd	t	sig
1. When I listen and don't understand some vocabulary which is in the text, I am not stressed. Instead, I will listen until the end of the text.	lower	0.71	0.47	-2.280	.040*
	better	1	0		
2. I can determine a speaker's attitude or intention towards a listener.	lower	0.07	0.27	-3.787	.001**
	better	0.64	0.5		
3. I focus on the meaning of individual words, instead of listening to the whole text to understand the content.	lower	0.79	0.43	1.593	.124
	better	0.5	0.52		
4. If I struggle with some vocabulary while listening, I cannot guess the meaning from the sentences. Then I feel stressed.	lower	0.93	0.27	3.787	.001**
	better	0.36	0.5		
5. While listening, I cannot catch the main idea of important information and cannot distinguish the main idea from the supporting details.	lower	0.86	0.36	.478	.637
	better	0.79	0.43		
6. When I listen to something, I usually have a picture of it in my mind, as if I were really in it.	lower	0.36	0.5	-.744	.464
	better	0.5	0.52		
7. I try to analyze the sentence by listening for linking words to help with understanding the text.	lower	0.86	0.36	.000	1.00
	better	0.86	0.36		
8. I try to guess the meaning of the text from a piece of language in terms of its style, tone, and stress in order to understand the context.	lower	0.86	0.36	-.593	.558
	better	0.93	0.27		
9. I try to analyze the sentence by the knowledge of grammatical form.	lower	0.36	0.5	.816	.422
	better	0.21	0.43		

P<.05*, P<.01**, N=14

Table 4.10 The use of bottom-up and top-down strategies by the better and lower performance listeners (continued)

Items	Group	x	sd	t	sig
10. While listening, I try to match the content with similar situations that I may already be familiar with in my own language.	lower	0.14	0.36	-.478	.637
	better	0.21	0.43		
11. When I don't understand some vocabulary in the listening, I am able to guess the meaning from the sentences I hear in the text to match with familiar words.	lower	0.93	0.27	-1.000	.336
	better	1	0		
12. I listen for verbs, and then try to fit them with nouns.	lower	0.21	0.43	1.063	.299
	better	0.07	0.27		
13. I listen for groups of words and phrases until there is a pause and try to understand it.	lower	0.07	0.27	-8.485	.000**
	better	0.93	0.27		
14. When I listen, I try to piece numbers, places or other details to help understanding the sentences.	lower	1	.00[a]		
	better	1	.00[a]		
15. When I listen to something, I usually hypothesize the story. It would help me to understand the contexts	lower	0.29	0.47	-1.537	.136
	better	0.57	0.51		

P<.05, **P<.01, N = 14, [a] = no results because sd of both groups are zero.

Items 1,2,6,8,10,15 reflected top-down processing strategies use. Items 3,4,5,7,9,11,12,13,14 reflected bottom-up processing strategies use.

There were significant difference between processing strategies used by better and lower performance listeners at .05 in item 1 and at .01 in items 2, 4 and 13. The differences in using top-down processing were reflected in item 1 and 2. Item 1shows that lower-performance listeners were stressed when they didn't understand some vocabulary which was in the text, and they couldn't continue listening until the end of the text, whereas better-performance listeners did not feel the same. They could continue listening until the end of the text even though they didn't understand some vocabulary which was in the text. In item 2, lower-performance listeners could not determine a speaker's attitude or intention towards a listener, whereas most listeners

from better ability group could. The differences in using bottom-up processing reflected in item 4 and 13. With item 4, when lower-performance listeners struggled with some vocabulary while listening, they couldn't guess the meaning from the sentence. They got stressed when it happened. On the other hand, better-performance listeners did not have the same problem as the lower-performance ones. When they struggled with some vocabulary, they still tried to understand the sentences and didn't feel so stressed. With item 13, both groups of listeners listened for groups of words and entire phrases until there was a pause, but lower-performance listeners still could not understand them whereas better-performance ones could.

Better-performance listeners were able to continue listening, even though they struggled with some vocabulary, whereas lower-performance listeners couldn't continue listening because of the stress and the problems of understanding the meaning of vocabulary (item 1, 4). This means that better-performance listeners had more tolerance of ambiguity than the lower-performance ones.

Better-performance listeners were able to determine the speaker's attitude towards the listener. In order to understand the speaker's attitude, they needed to have knowledge and background knowledge about that story which lower-performance listeners didn't have (item 2).

Also, better-performance listeners were able to divide the units of meanings in context to help them understand the content of the text better, whereas lower-performance ones couldn't divide them for better understanding (item 13).

The findings above revealed that the vocabulary knowledge in lower-performance listeners was limited, so when they heard unfamiliar vocabulary they couldn't understand the phrases or sentences or even the whole text. Hence, it was difficult for them to know the speaker's attitude towards the listener as well. These caused them to get stressed while listening and couldn't continue listening until the end of the text. On the other hand, better-performance listeners didn't struggle with unfamiliar vocabulary. They could continue listening and tried to understand groups of words, phrases, and sentences. And these helped them anticipate and comprehend the content of the text, and also the speaker's attitude towards the listeners. It can be

said that the limitation of vocabulary seems to be a problem with lower-performance listeners but not with better-performance ones.

4.3 The results from the interview

The data were gathered from the interview after the listeners had completed the test and the questionnaire. All students were interviewed with 11 questions. The purpose of the interview was to obtain information about the students' thoughts toward the listening texts in order to confirm their strategies used. The data obtained from the interview from better and lower performance listeners were analyzed. The results from the interview are presented in groups of related questions as follows:

Group 1: Reading the questions before listening

The results of reading questions before listening are reflected in question 1 and 2 below.

Table 4.11 Question 1: What were you thinking about while reading the questions before listening to the text?

Answers	Lower (n=14)		Better (n=14)	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Help gain ideas	0	0%	7	50%
Some questions help	0	0%	5	35.7%
Not help	9	64.3%	2	14.3%
No answer	5	35.7%	0	0

Table 4.11 shows the percentages of listeners' opinions from both groups. It was found that both better and lower performance listeners read the questions before listening to the texts. However, reading questions before listening to the texts helped most better-performance listeners (50%) understand the context of texts they were going to listen and 35% of listeners from better performance group understand only some of the texts, whereas reading questions did not help lower-performance listeners gain the context of the text they were going to listen (64.3%). It means that better-performance listeners were able to use the 'schema' to help them understand the texts.

Some of the listeners from lower-performance group gave their opinions that reading questions didn't help them do the test.

"I read the questions but I don't know the vocabulary."

"I read the questions and I think the text is gonna be difficult."

"I have no idea what this test is about."

"Not helping at all."

"I think about nothing while reading."

(Not help)

Some of the listeners from better performance group said

"Yeah, I read the questions and I can guess what the text is about."

"I think I have the idea of what I'm going to listen."

"I think I know what the text is about."

(Help gain ideas)

"There are some vocabularies that I don't know the meaning, so not all questions help me get the idea about the text I was going to listen."

(Some questions help)

"I only read a few questions and I think they don't mean anything."

(Not help)

The lower-performance listeners read the test items and gain nothing out of it while the better-performance listeners predict the context though, like the lower performance group, some also found no benefit in doing so.

Table 4.12 Question 2: Did you read all the questions in the test before listening to the text? If so, did that help you with the listening comprehension?

Answers	Lower (n=14)		Better (n=14)	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Read all the questions/help	0	0%	3	21.4%
Read most of the questions/help	2	14.13%	9	64.3%
Read some of the questions/not help	9	64.3%	2	14.3%
Not reading questions/not help	3	21.4%	0	0%

Question two was asked to check the ability to predict vocabulary and the information and piecing them together which might help them with understanding the texts.

The results showed that most of lower-performance listeners (64.3%) read some of the questions, but they still didn't get the clues to what they were going to listen to. However, 21.4% of lower-performance listeners didn't read the questions, yet 14.3% read most of the questions. They still could not piece the information together to help them understand the text. Most of better-performance listeners (64.3%) read most of the questions and could piece the information together in order to help them predict what the texts were going to be about. Listeners from the better performance group who read all the questions (21.4%) also could predict the contents of the texts from the questions read, although only 14.3% from this group could not predict the contents of the texts.

Some of the listeners from lower-performance group expressed that

"Yeah, some questions helped me predict the content of the text."

(read and help)

"I read some questions but didn't understand the vocabulary."

"I tried to read the questions but they didn't help."

"I read some questions and I feel like they didn't help me understand the text at all."

(read but not help)

"I didn't have time to read the questions."

(not read)

Some of the better-performance listeners said

"Most of the questions I read help me imagine what the text was going to be about."

" When I read the questions, I think I can group the information and it help me understand the texts while listening."

(read all the questions and help)

"I read most of the questions. They helped me understand the texts while listening, but I was lazy to read all of them."

"Even though I read most of the questions, I still only understand some texts."

(read most of the questions and help)

"I only read some questions because there were some vocabularies I don't understand, so I think they didn't help me understand the text much.

(read but not help)

All in all, responses to question 1 and 2 show that reading questions before listening to the texts did not help lower-performance listeners to predict what they would hear, and some of them didn't read the questions (21.4%) because they lacked linguistic knowledge and background knowledge. However, reading questions helped better-performance listeners picture on their minds about what the texts were about because they used background knowledge to predict what the texts were about. It can

be said that reading questions before listening help listeners predict the content of the story before listening to it. It possibly helps better-performance listeners get more correct answers in the test than the lower-performance listeners because they could predict the content of the texts.

Group 2: Problems and how they handled them

Questions 3, 4, 6, and 8 dealt with problems and how listeners from both groups handled them. The results are shown below.

Table 4.13 Question 3: Did you have any problems while taking the test? If so, what problems did you encounter?

Answers	**Lower (n=14)**		**Better (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
The texts were too fast	1	7.1%	0	0%
Unfamiliar vocabulary	2	14.3%	2	14.3%
Both of them	11	78.6%	12	85.7%

Question three was asked to find out the problems while listening which are shown in table 4.13. The result shows that listeners from both groups (lower-performance listeners = 78.6%, better-performance listeners = 85.7%) had the same problems while listening, which were unfamiliar vocabulary and fast speech rate. These problems caused them not to understand the texts very well. However, no one in better-performance group said fast spoken alone affects their listening comprehension whereas the low-performance ones did (7.1%).

Some of the listeners from lower-performance group said that

"The listening was too fast and difficult to understand."

(fast spoken)

"I don't understand vocabularies."

(unfamiliar vocabulary)

"The texts were too fast. I couldn't keep up on listening. I don't know the meaning of vocabularies."

"Every text was difficult because there were many words I don't understand. The tape was running so fast as well."

(both fast spoken and unfamiliar vocabulary)

Some of the better-performance listeners said

"I don't know the meaning of a lot of words, so I couldn't catch up with some texts." *(unfamiliar vocabulary)*

"I couldn't catch up with some texts because it was too fast. There were some vocabularies that I don't know the meaning as well."

"The listening was so fast, and some of vocabularies I haven't heard before."

"This test was so difficult. People spoke too fast and there were many words I don't understand their meanings."

"The sounds of speakers weren't the same as what I used to hear, and they spoke too fast. They also used many vocabularies I don't know their meanings."

(both fast spoken and containing unfamiliar vocabulary)

Table 4.14 Question 4: While listening, did you focus on individual words or understanding of the whole text?

Answers	**Lower (n=14)**		**Better (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Focusing on words	9	64.3%	3	21.4%
Focusing on the whole text	0	0%	3	21.4%
Both of them	5	35.7%	8	57.1%

Question four was asked to check whether listeners use top-down or bottom-up processing strategies while listening. The results from Table 4.14 revealed that while listening, lower-performance listeners focused more on individual words (64.3%) whereas better-performance listeners focused on both individual words (21.4%) and trying to understand the whole text (21.4%). The equal percentages of fast spoken and unfamiliar vocabulary reflect processing strategies use in better-performance listeners. It can be seen that better-performance listeners were able to use top-down processing strategy to help them understand the text whereas lower-performance listeners couldn't because they focused on words more than the text. It can be concluded that better-performance listeners employed both top-down and bottom-up processing strategies, whereas lower-performance listeners employ bottom-up processing strategy. It can be suggested that focusing on both words and the whole text while listening could contribute to listeners' better performance.

Some of listeners from lower performance group said

"I just focused on words because I think they helped me understand the texts."

"I focused on words. If I don't understand the meaning of each word, how do I suppose to understand the text?"

"I just tried to translate each word, so I could understand the text. The texts were too difficult. "

(focus on words)

"I tried to understand the whole text, but I didn't recognize the words I heard in the text."

(focus on the text)

Some of the listeners from better performance group expressed that

"I focused on words"

(focus on words)

"I tried to understand the whole text."

(focus on the text)

"While listening I focused on both individual words and trying to understand the whole texts."

"I focused on both."

"I actually focused on both words and the whole text."

(focus on both words and text)

Table 4.15 Question 6: When you didn't understand the text, did you keep on listening until the end of the tape in order to understand the whole text?

Answers	**Lower (n=14)**		**Better (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Keep listening	0	0%	9	64.3%
Stop listening	12	85.7%	5	35.7%
Keep listening for some texts	2	14.3%	0	0%

Question six was asked to check the use of top-down processing which focus on understanding the text. Table 4.15 showed that when listeners from both groups did not understand the text, they kept on listening, but most of lower-performance listeners (85.7%) stopped listening immediately and a few (14.3%) kept on for some texts. Some better-performance listeners stopped listening to some texts (35.7%), but 64.3% kept on listening and tried to understand what the texts were about. The results revealed that better-performance listeners focused on understanding the whole text even though they had vocabulary problems.

Some of lower-performance listeners said

"I just stopped listening because the text was too long."

"It gave me a headache while listening, so I just stopped listening."

"Too difficult for me to keep on listening"

"No point keeping on listening because I couldn't get all the answers anyway."

(stop listening)

"I kept on listening for the first few texts. After that I just guess the answers."

(Keep on listening for some texts)

The better-performance listeners said

"I just tried to listen to the texts as much as I could."

"I kept on listening even though I don't understand some vocabularies."

"I tried to listen to all texts and tried to get the correct answers."

"I just listened to the texts and tried to answer the questions."

(Keep on listening)

"I just kept on listening for some texts. When the texts were difficult, I just stopped listening."

(Stop listening)

Table 4.16 Question 8: What did you do and how did you feel when you didn't understand certain words and then couldn't understand the text?

Answers	**Lower (n=14)**		**Better (n=14)**	
	Frequently	Percentage	Frequently	Percentage
Stressed	8	57.1%	4	28.6%
Stressed but tried to listen	6	42.9%	10	71.4%

Question eight was asked to find out the problems the listeners face and how they deal with them. Table 4.16 showed that better and lower performance listeners got stressed when they faced problems in understanding unfamiliar words and the text. However, 71.4% better-performance listeners kept listening and tried to understand the texts whereas 42% of lower-performance ones stopped listening to most of the texts they didn't understand.

Lower-performance listeners said that

"I just got stressed when I didn't understand the meaning of the text."

"There are a lot of words I don't understand, so I just stopped listening because I started having a headache."

"Feel stressed since I listened to the first text."

"So stressful"

(stressed)

"I kept on listening but still couldn't get the meaning of the texts."

(stressed but tried to listen)

Better-performance listeners said that

"I just stopped listening to texts because they were too difficult and made me get stressed."

(stressed)

"I really got stressed when I didn't understand the texts, but I still tried to listen until the end of the text."

"I just kept on listening even though some texts were too difficult to understand."

"Stressed but still could continue listening"

"I felt like stop listening when I didn't understand the text, but the feeling was gone when I finished listening to that text."

(stressed but tried to listen)

Listeners from both groups had the problems of understanding unfamiliar words and fast speech rate, so they got stressed while listening. However, better-performance listeners kept on listening whereas some lower-performance listeners stopped listening (Questions 3, 4, 6, and 8). From the results, it can be said that even though high-performance listeners encounter the problems of listening to unfamiliar

vocabulary they still try to listen which show that they use top-down processing strategy to focus on the content of the text rather than on words.

Group 3: Hearing familiar information helps understand the text

The questions on whether hearing familiar information helped listeners in comprehending the text (5, 9 and 10) yielded the following answers.

Table 4.17 Question 5: Did you find that some familiar vocabulary helped you to understand the text?

Answers	**Lower (n=14)**		**Better (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Yes	0	0%	4	28.6%
Some words helped	9	64.3%	8	57.1%
No	5	35.7%	2	14.3%

Question five was asked to confirm whether listeners have linguistic knowledge which could help listeners understand the text. The results showed that both better and lower performance listeners had the same problem which was the vocabulary problem. However, when hearing familiar vocabulary, some words helped listeners from both groups (lower performance group = 64.3%, better performance group = 57.1%) in understanding the texts. However, 28.6% of better-performance group agreed that hearing familiar vocabulary definitely helped understand the text. 35.7% of lower-performance listeners confirmed that hearing the vocabulary they are familiar with did not help them understand the whole text.

Some of the expressions from lower-performance listeners are

"Yeah, some words that I am familiar with helped me get the answers and understand some texts more."

"Helped but not every text"

"Some texts I understood the contents. It was because I heard some words that I know the meanings."

(help with some texts)

"I don't think some familiar vocabulary helped me understand the text."
"I still don't understand the text although I know the meanings of some words."

(not help)

The expressions from better-performance group are
"Hearing familiar vocabulary helped me understand most of the texts."

(help)

"Some of familiar vocabulary helped me understand some of the texts."
"They helped with some texts."
"Helped but not all of the texts"

(help with some texts)

"Hearing some familiar vocabularies didn't help me understand the text because I couldn't catch up with some texts."

(not help)

Table 4.18 Question 9: Have you heard the information similar to what you have listened to in the test before? If so, did you use that knowledge to help you understand the texts?

Answers	**Low (n=14)**		**High (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Yes	6	42.9%	12	85.7%
No	8	57.1%	2	14.3%

Question nine was asked to check whether they have background knowledge and to see if it helps them in understanding the text. The result showed that 85% of better performance listeners heard the information similar to what they have listened to in the test before. Only 14.3% of them haven't the information similar to what have had in the texts. On the other hand, 57% of listeners from lower performance group

haven't heard any information similar to the texts in the test before. However, 42.9% of lower-performance listeners have heard similar information before.

Lower-performance listeners said

"I have heard a little familiar information when we studied English for listening and speaking course, but it didn't help us understand the texts."

"I heard some of the texts such as about the text about the tourism industry, but I didn't understand the content anyway."

(have heard familiar information but that didn't help)

"I am not sure whether I have listened to the texts like this before."

"I haven't heard it before."

"No"

(haven't heard familiar information and that helped)

Better-performance listeners said

"I have heard familiar information when we studied English for listening and speaking course such as the text about the hotel and tourist industry. It helped us imagine that I would understand the text I listened to."

"I have heard it before, but I still couldn't understand some texts."

"Yeah. I am familiar with some information in the texts before."

"I have read some books about accommodations in the hotels, so I think the information I have help me understand some texts more."

(have heard familiar information)

"I don't think I have heard any information similar to the texts in this test before."

(haven't heard familiar information)

Hearing some familiar information to what listeners have listened in the test before could help listener recall the story they have had in a long-term memory to

help predict about the text they were going to be about. It especially helped better-performance listeners and only a few of lower-performance ones.

Table 4.19 Question 10: Which text do you think was the most difficult to understand? Why?

Answers	Lower (n=14)		Better (n=14)	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Antarctic	2	14.3%	6	42.9%
Every text	4	28.6%	5	35.7%
Most texts	8	57.1%	3	21.4%

Question ten was asked to check which type of texts listeners find difficult to understand. The answers from the listeners reflect an understanding of the text. The result showed that 57.1% of lower-performance listeners thought that most texts were difficult. 35.7% of better-performance listeners thought that every text was difficult while 28.6% of lower-performance ones agreed that every text was difficult. Better-performance listeners thought every text was difficult especially "Antarctic" (42.9%) and were also able to explain why the texts were difficult. The explanation about why difficult the text was showed that better-performance listeners used the 'schema' on text comprehension better than lower-performance ones.

Some of lower-performance listeners said that

"Every text was difficult."

"Every text was really really difficult."

"I don't understand vocabularies, so every text was difficult for me."

(every text was difficult)

"Most of the texts were difficult to understand."

(most texts were difficult)

"Antarctic. I think. Actually, all of them were difficult."

(Why was Antarctic the most difficult?)

Some of better-performance listeners said that

"I think every text was difficult to understand because the texts were quite long."

"All of them were difficult but the Antarctic was the most difficult."

(every text was difficult)

"Most of the texts are difficult."

(most texts were difficult)

"The text about the Antarctic was the most difficult one."

"The Antarctic text was the most difficult because it's difficult to get the answers."

(Antarctic)

The results from questions 5, 9, and 10 showed that hearing similar vocabulary and information to what they have heard before helped better-performance listeners to comprehend the text. On the other hand, some familiar vocabulary helped lower-performance listeners understand the text, yet they didn't have knowledge or experiences about the content of the text. So, they could not understand the text as well as the better-performance ones could. Moreover, listeners from both groups agreed that most of the texts were difficult to understand but better-performance listeners could tell how difficult the texts were which showed that they could analyze the text, tried to understand the text and used the background knowledge better than lower-performance ones.

The results discussed above showed that better-performance listeners employed both top-down and bottom-up processing strategies, whereas lower-performance listeners relied more on bottom-up processing strategy.

Group 4: Understanding the speaker's attitude

The ability to understand the speaker's attitude is tapped by question 7.

Table 4.20 Question 7: Did you understand the speaker's attitude or intention towards the listener?

Answers	**Low (n=14)**		**High (n=14)**	
	Frequently	Percentage	Frequently	Percentage
Yes	8	57.1%	10	71.4%
No	6	42.9%	4	28.6%

Question seven was asked to check top-down processing strategy use by high-performance listeners. The result showed that the listeners from both ability groups could understand the speaker's attitude or intention, but higher-performance listeners (71.4%) could conceptualize the speaker's attitude better than the lower-performance ones (57.1%).

The opinions from both groups are presented below.

"Not at all."

"I don't understand the attitudes of the speakers."

"I think I understood a few of them."

"There were a few texts that we could understand the speaker's attitude."

"Yeah, I understand the speaker's intention in some of the texts."

(Low-performance listeners)

"Not all of texts that I understood the speaker's attitude and intention."

"Only a few texts that I didn't understand the speaker's attitude, but I still listened anyway."

"Just understood in some of the texts."

"While listening I understood the speaker's attitude and intention."

"Of course."

(High-performance listeners)

Better-performance listeners were able to understand the speaker's attitude and intention more than lower-performance listeners did. It means that listeners from better ability group were able to understand the message beyond the text i.e. what they have heard.

Group 5: The type of questions in the test

Question 11 dealt with the attitude of the listeners toward the type of questions within the test.

Table 4.21 Question 11: which type of questions did you find more difficult? (Show them questions of the 2 types.)

Answers	**Low (n=14)**		**High (n=14)**	
	Frequently	**Percentage**	**Frequently**	**Percentage**
Cloze-test	4	28.6%	6	42.9%
Multiple choices	6	42.9%	7	50%
Both	4	28.6%	1	7.1%

Question eleven was asked to find out the attitudes towards types of questions (cloze-test and multiple choice questions) they think are difficult for them. This question reflects the processing strategies used by listeners because the cloze-test requires listeners to listen to specific words and write down the answers in the blanks (bottom-up) whereas the multiple choices questions, most of the texts require listeners to understand the text as a whole in order to answer the questions (top-down). The result showed that both lower and better performance listeners agreed that multiple choice questions were easy to guess even though the texts for multiple choice questions were difficult to understand (42.9% and 50% respectively). Cloze-test was also difficult for both lower and better groups (28.6% and 42.9% respectively). They expressed that although the answers to the cloze-test were easy, it was difficult to write down the answers themselves.

Expressions from listeners from both groups were

"Both of them"

"Multiple choice because the texts were very long."

"Multiple choices were difficult but easy to guess."

"Cloze-tests were easy to answer but I still couldn't answer. It was because I couldn't spell some words."

"The texts that had cloze-test questions were easier than multiple choices, but multiple choices were easier to guess. "

(Low-performance listeners)

"I think both types of questions were difficult but more on multiple choices."

"There were so many words that I don't know in the texts, so I have to think so much before answering the questions especially in multiple choices.

"The texts asked in multiple choice questions were difficult but they were easy to guess the answers."

"Cloze-test was difficult for me because I usually write the answers very slowly."

"I think about how words are spelled, so I think cloze-test was more difficult."

(High-performance listeners)

It can be concluded that guessing the answers is one of the variables which may affect the results of processing strategies use in better and lower performance listeners.

Table 5.1 The results from the IELTS listening test, the questionnaire and the interview

	The IELTS listening test	The questionnaire	The interview
Better and lower performance listeners	Lower-performance listeners employed both top-down and bottom-up processing strategies not significantly different. Better-performance listeners employed both bottom-up and top-down processing strategies and more frequently used top-down processing strategy in listening comprehension.	Both better and lower performance listeners employed bottom-up processing strategy, but top-down processing strategy was more frequently used by better-performance listeners.	Lower-performance listeners employed both top-down and bottom-up processing strategies but still were incompetent to comprehend the text. Better-performance listeners used significantly top-down and bottom-up strategies better than the lower-performance ones. They also more frequently use top-down processing strategy.
Male and Female	Male and female listeners employed bottom-up and top-down processing strategies used with no difference. However, male and female listeners from better ability group used significantly more		

Table 5.1 The results from the IELTS listening test, the questionnaire and the interview (continued)

	The IELTS listening test	The questionnaire	The interview
Male and Female (continued)	bottom-up and top-down processing strategies than those male and female listeners from lower ability group. Top-down processing strategy more frequently used by both genders from better ability group.		

4.3 Discussions

Based on the results of the findings, which showed that both lower and better performance listeners employed bottom-up processing strategy, but only better performance listeners relied heavily on top-down processing strategy. Therefore, it can be said that top-down processing strategy helps listeners comprehend the text more efficiently.

As Underwood (1989) says that learners need to not only to comprehend what is meant by the words spoken, but also establish or elaborate the context to which it relates at the same time in order to listen successfully. In conclusion, only top-down or bottom-up processing strategies alone do not help listeners overall improve and understand texts; both are needed at different stage of comprehension.

This result seems to agree with Vandergrift (2003), who found that more-skilled listeners tended to approach both top-down and bottom-up processing interactively, and less-skilled listeners were incompetent in keeping up with the coming input, unable to recognize relevant information, and rapidly forgot previously comprehended knowledge. O'Melley, et.al. (1989) also found that effective second language listeners used both top-down and bottom-up strategies to construct meaning while ineffective listeners try to decode the meanings of individual words.

There are some studies conducted to find out strategies used by learners from different listening abilities but the results differ from the present study. Hansen and Jensen (1994) examined how listeners of different ability levels would be able to answer global and local questions. Their study concluded that low-proficiency level students relied heavily on bottom-up processing skills because they did not have the ability to process and utilize implicit information. Tsui and Fullilove (1998) analyzed answers given by 20,000 Hong Kong examination candidates to different types of listening question. Their study suggested that less-skilled listeners who relied most heavily upon top-down process and that they did so in order to compensate for problems of perception, so bottom-up processing was more important than top-down processing in discriminating the listening performance of L2 leaners on test items. Osada (2001) analyzed local and global questions and idea unit analysis. He analyzed 91 less-proficient EFL listeners from Tokyo and studied whether they tended to rely

on bottom-up processing or top-down processing. The results of Osada's study showed that EFL low-proficiency level Japanese learners tended to rely on bottom-up processing, because they may have had a lower tolerance of ambiguity by measuring recalled idea units and answers local and global questions.

Regarding the roles that gender plays in strategy use, the results of this study showed that there was no difference in the use both top-down and bottom-up processing strategies by male and female listeners.

This result seems to agree with the findings of some studies. Feyten (1991) looked at university students of French and Spanish and failed to find a significant relationship between gender and any foreign language proficiency measure. Bacon (1992) looked at university students of Spanish and also failed to find a significant relationship between gender and listening comprehension. Wharton (2000) also conducted the study about gender difference in strategy use. However, the findings did not reveal any effects for gender in both the number and types of strategy used by bilingual foreign language learners in Singapore.

However, the results from present study contrasted with Hashemi (2011) which revealed that male and female learners differ in the language learning strategies. Green and Oxford (1995) also found that females use strategies more frequently than males and they used different types of learning strategies. Zare (2010) conducted the study focusing on the language learning strategy use of 148 undergraduate language learners in learning English as a foreign language. The findings of the study revealed that the overall use of language learning strategies significantly varied according to gender. Female EFL learners significantly prevailed over male in the use of learning strategies.

CHAPTER 5
SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter consists of two parts. Results of the investigation into listening processing strategies used by listeners from two different ability groups: better and lower performance listeners as well as listening strategies use by different genders will be summarized. Then, pedagogical implications and recommendations for further research will be presented

5.1 Summary of the Findings

This study aimed to investigate listening processing strategies namely bottom-up and top-down processing strategies which are used among students with different levels of performance in listening comprehension and with different gender.

The subjects selected by purposive sampling were 28 third year tourism and management students: 8 males and 20 females who are studying at a university in the south of Thailand in the second semester of the academic year 2011. Subjects were divided into two groups: better-performance listeners and lower-performance listeners according to their scores of the IELTS listening test.

Three research instruments were used to help clarify the answers. The first instrument was the IELTS listening test. The second one was the questionnaire. The last instrument was the interview.

The results of the study showed that lower-performance listeners' use of top-down and bottom-up processing strategies was not statistically significant whereas better-performance listeners employed significantly more top-down processing strategy. Also, they more frequently used top-down processing in order to comprehend the texts. It indicated that top-down processing strategy helps listeners to comprehend the text more efficiently

Both groups had difficulties in taking local questions due to their lack or insufficiency of grammar knowledge but the better group was not deterred by that obstruction and used other strategies to help instead. Listeners form better group finally arrived at global comprehension though they might miss some of the details.

This was in contrast with the listeners from the lower group who struggled with the words and could not get over them to comprehend the text.

Regarding the roles that gender played in strategy use, the results of this study indicated that male and female listeners did not differ in their listening strategies use.

The results of the study comparing female listeners from different ability groups, found that there was a significant difference in strategies used. Better-performance female listeners tended to use more bottom-up and top-down processing in listening comprehension than the lower ability ones. Male listeners from different groups, as well, employed different strategies in both top-down and bottom-up processing.

On the whole, this present study concluded that gender is not as important as students' listening ability in making the choice of strategies.

5.2 Recommendations

The results of the present study could be beneficial for both students and English teachers. It could provide guidance for students, who lack listening processing strategies either those concerning the knowledge of lexical and grammatical forms or the background knowledge, to improve themselves by practicing listening in various situations inside and outside the classroom. Besides, it can provide teachers with ideas to design a suitable syllabus which could include the specific teaching of listening strategies and to develop their teaching methodology so that the students can cope with problems while listening and know what listening processing strategies they need to use in order to comprehend the texts to get the correct answers in the test successfully.

Methods of training students to improve their levels of in listening comprehension are suggested below.

a. Inside class training

1. Since this study has shown that lower-performance listeners were incompetent using top-down processing strategy, which could help them get better in listening comprehension to improve their listening ability, training them to be able to

use top-down processing strategy to help understand the text would be recommended, such as, reading questions before listening to the text and then practice predicting the content of the text which helps to understand the text and be able to get the answers of the questions.

2. Since listeners from both groups could use bottom-up processing strategy but still not as well as top-down processing strategy, training both groups to be proficient at using bottom-up processing strategy would be beneficial. For example, they can be trained to recognize 'linking sounds' such as likes it = likes sit because words in a sentence in English are linked to each other, making them sound different from when they are individual words.

3. Vocabulary is one of the main listening problems listeners in both groups encounter. Thus, training students to be able to understand the meaning of the vocabulary while listening such as teaching the meaning of vocabulary along with its pronunciation would be recommended.

b. Outside Class Training

1. In order to build up students' background knowledge, teachers may train students by assigning them to watch English movies, documentaries, news on TV, or to listen to songs. They are then required to retell it to the class.

c. Suggestions for Research

Based on the results of this present study, some suggestions for research are provided as follow:

1. Since the types of questions (multiple choice and cloze-test) could be one of the factors that might affect the results of this present study, conducting the study about listening strategies used by learners with different levels of ability of English using the same type of questions (i.e. multiple choice) to check their processing strategies would be recommended.

2. Since this study has shown that gender difference did not affect listening processing strategies use, it would be beneficial to conduct the study with larger

groups of subjects of different genders who all have high English ability to see if their use of strategies are the same or different.

3. Since the sample size was limited, conducting the study with larger sample size would be suggested.

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APPENDICE

APPENDIX A

The IELTS Practice Listening Test

The third year tourism management major students in a university in the south of Thailand.

Total test items: 80 items **Total points: 80 points**

Time: 1 hour

Name_____ ☐ male ☐ female

Part 1 / Test 1

Section 1 Question 1-10 Complete the form below.

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

CAR INSURANCE		
Example	Answer	
Name:	**Patrick Jones**	
Address:	**1**. ……., Greendale	
Contact number:	730453	
Occupation:	**2**. ……	
Size of car engine:	1200cc	**Type of car**: **Manufacturer**: Hewton **Model**: **3**. …… **Year**: 1997
Previous insurance company: **4.** ……..		**Any insurance claims in the last five years?** Yes ☑ No ☐ **If yes, give brief details**: Car was **5**.…….in 1999
Name(s)of other driver(s): Simon **6**. ……		**Uses of car**: - social - **8**. ……
Relationship to main driver: **7**. ……..		***(1-10 = Local questions)***
Start date: 31 January		
Recommended Insurance arrangement		
Name of company: **9**. ……		
Annual cost: **10** $. ……..		

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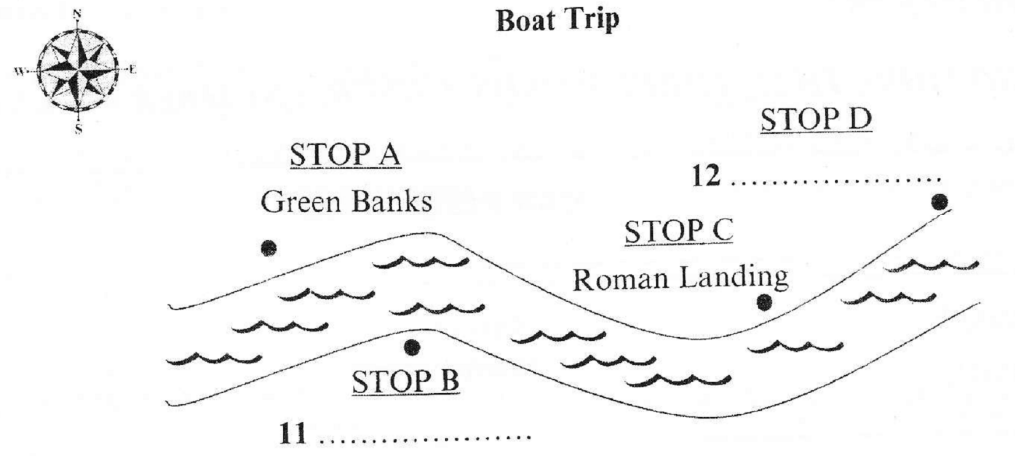
Section 2

Questions 11 and 12 Label the map below. Write **NO MORE THAN TWO WORDS** for each answer.



(11-12 = Local questions)

Complete the form below.

Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

	Attraction	**Further Information**
STOP A: Main Booking Office: First boat: 8 a.m. Last boat: **13**. ……	Palace	• has only **14**. ……...
STOP B:	**15**. …….	• has good **16**……..of city centre
STOP C:	Museum	• bookshop specializing in the **17** ……..of the local area
STOP D:	Entertainment Complex	• **18**……..cinema • bowling alley • video games arcade

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

19. How often do the Top Bus Company tours run?

……..

20. Where can you catch a Number One Sightseeing Tour from?

……..

(14-20 = Local questions)

Section 3 Questions 21-30

Choose the correct letter, A, B or C.

21. The Antarctic Centre was established in Christchurch because

A. New Zealand is a number of the Antarctic Treaty.
B. Christchurch is geographically well positioned.
C. The climate of Christchurch is suitable. ***(global question)***

22. One role of the Antarctic Centre is to

A. provide expeditions with suitable equipment.
B. provide researchers with financial assistance.
C. ensure that research is internationally relevant. ***(local question)***

23. The purpose of the Visitors' Centre is to

A. provide accommodation.
B. run training sessions.
C. show people what Antarctica is like. ***(local question)***

24. Dr. Merrywhether says that Antarctica is

A. unlike any other country
B. extremely beautiful
C. too cold for tourists. ***(local question)***

25. According to Dr. Merrywhether, Antarctica is very cold because

A. of the shape of the continent.

B. it is surrounded by a frozen sea.

C. it is an extremely dry continent. ***(local question)***

26. Dr. Merrywhether thinks Antarctica was part of another continent because

A. he has done his own research in the sea.

B. there is geological evidence of this.

C. it is very close to South America. ***(global question)***

Complete the table below.

Write **ONE WORD AND / OR TWO NUMBERS** for each answer.

Date	**Event**
1870	Polar Research meeting
27……to……	1st International Polar Year
1957	Antarctic Treaty was proposed
1959	Antarctic Treaty was **28**. ……

(27-28 = local question)

Question 29-30

Choose TWO letters, A-E. Which **TWO achievements** of the Antarctic Treaty are mentioned by the speakers?

A. no military use
B. animals protected
C. historic sites preserved
D. no nuclear testing
E. fishing rights protected

(29 = global question)

(30 = local question)

Section 4 Question 31-40

Choose the correct letter *A, B or C*

Left and Right Handedness in Sport

31. Anita first felt the Matthews article was of value when she realized
    A. how it would help her difficulties with left-handedness.
    B. the relevance of connections he made with music.
    C. the impressive size of his research project.

(global question)

32. Anita feels that the findings on handedness will be of value in
    A. helping sportspeople identify their weaknesses.
    B. aiding sportspeople as they plan tactics for each
    C. developing suitable training programmes for sportspeople.

(local question)

33. Anita feels that most sports coaches
    A. know nothing about the influence of handedness.
    B. focus on the wrong aspects of performance.
    C. underestimate what science has to offer sport.

(global question)

34. A German study showed there was greater 'mixed handedness' in musicians who

A. started playing instruments in early youth.
B. play a string instrument such as the violin.
C. practice a great deal on their instrument.

(local question)

35. Studies on ape behavior show that

A. apes which always use the same hand to get food are most successful.
B. apes have the same proportion of left- and right-handers as humans.
C. more ape are left-handed than right-handed.

(local question)

Complete the table below.

Write **ONE WORD AND / OR A NUMBER** for each answer.

Sport	Best laterality	Comments
Hockey	mixed laterality	• hockey stick has to be used in **36**. …….. • mixed-handed players found to be much more 37. ……..than others.
Tennis	single laterality	• give a larger relevant field of 38. ……... • cross-lateral players make 39. …….too late
Gymnastics	cross laterality	• gymnasts' 40 ……..is so important for performances

(36-40 = local questions)

****

Part 2 Test 2

Section 1 Question 1-10 Complete the form below.

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Example	**Answer**
Type of job required:	Part-time

Student is studying **1** ……

Student is in the **2**. ……year of the course.

Complete the table below ***(1-2 = local questions)***

Write **NO MORE THAN TWO WORDS** for each answer.

Position Available	**Where**	**Problem**
Receptionist	in the **3** …….	evening lectures
4…….	in the Child Care Centre	too early
Clerical Assistant	in the **5** …….	evening lectures

(3-5 = local questions)

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

STUDENT DETAILS	
Name:	Anita Newman
Address:	**6**……. Room No. **7**……...
Other skills:	Speaks some Japanese
Position Available	**8**……..at the English Language Centre
Duties:	Respond to enquiries and **9**……..
Time of interview:	Friday at **10**……..a.m.

(6-10 = local questions)

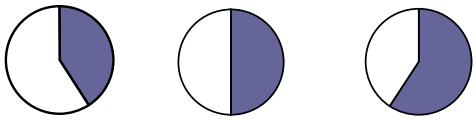
Section 2 Question 11 – 20

Choose the correct letter A, B or C

11. On the holiday, you will be walking for
    a. 6 days
    b. 8 days
    c. 10 days

(local question)

12. What proportion of the sponsorship money goes to the charity?



Money going to charity

a b c

(local question)

13. Each walker's sponsorship money goes to one
    a. students.
    b. teacher.
    c. school.

(local question)

14. When you start the trek you must be
    a. interested in getting fit
    b. already quite fit.
    c. already very fit.

(local question)

15. As you walk you will carry
    a. all of your belongings.
    b. some of your belongings.
    c. none of your belongings.

(global question)

16. The Semira Region has a long tradition of

    a. making carpets.

    b. weaving blankets.

    c. carving wood. ***(local question)***

Complete the form below. Write **ONE WORD ONLY** for each answer.

ITINERAY	
Day 1	arrive in Kishba
Day 2	rest day
Day 3	Spend all day in a **17**…….....……
Day 4	visit a school
Day 5	rest day
Day 6	see a **18**…….....……with old carvings
Day 7	rest day
Day 8	swim a **19**…….....……
Day 9	Visit a **20**…….....……
Day 10	Depart from Kishba

(17-20 = local questions)

Section 3 Question 21-30

Complete the notes below

Write **ONE WORD AND / OR A NUMBER** for each answer.

OCEAN RESEARCH

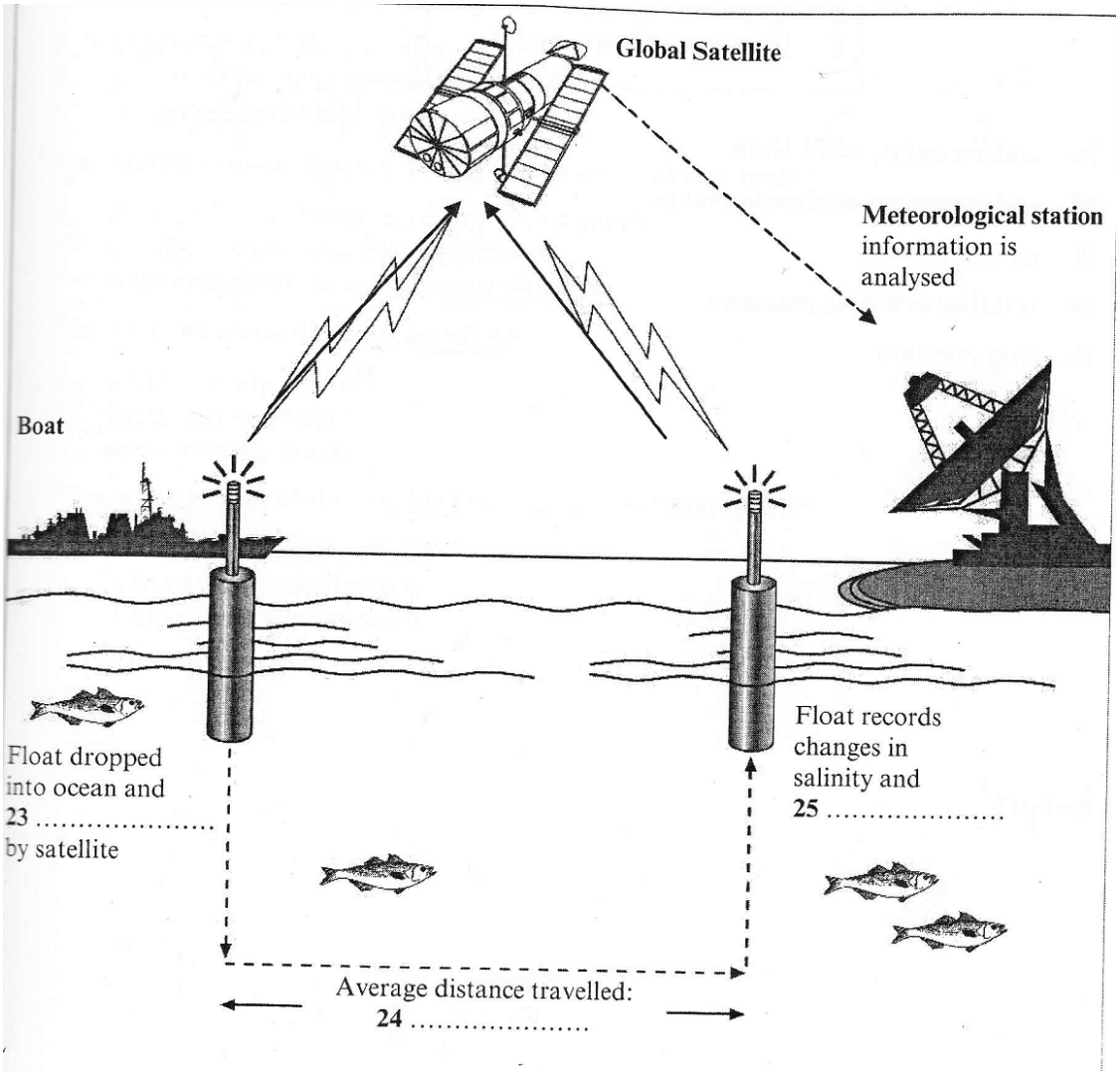
The Robotic Float Project

- Float is shaped like a 21. ……
- Scientists from 22. ……worked on the project so far.

(21-22 = local questions)

Complete the diagram below

Write **ONE WORD AND / OR A NUMBER** for each answer.



(23-25 = local questions)

In what time period can data from the float projects help with the following things? Write the correct letter, A, B or C, next to the questions 26-30

A	At present
B	In the near future
C	In the long-term future

26. understanding of El Nino …… ***(global question)***
27. understanding of climate change …… ***(global question)***
28. naval rescues …… ***(local question)***
29. sustainable fishing practices …… ***(local question)***
30. crop selection …… ***(local question)***

Section 4 Question 31-40

Choose the correct letter, A, B or C.

Hotel and tourist industry

31. According to the speaker, how might a guest feel when staying in a luxury hotel?
    a. impressed with the facilities
    b. depressed by the experience
    c. concerned at the high costs ***(global question)***

32. According to recent research, luxury hotels overlook the need to
    a. provide for the demands of important guests.
    b. create a comfortable environment.
    c. offer an individual and personal welcome ***(local question)***

33. The company focused their research on
    a. a wide variety of hotels
    b. large, luxury hotel chains.
    c. exotic holiday hotels. ***(local question)***

34. What is the impact of the outside environment on a hotel guest?
    a. It has a considerable effect.
    b. It has a very limited effect.
    c. It has no effect whatsoever. ***(local question)***

Complete the notes below. Write ONE WORD ONLY for each answer.

A company providing luxury serviced apartments aims to:

- Cater specifically for **35**……..travellers
- Provide a stylish **36**……..for guests to use
- Set a trend throughout the **37**……..which becomes permanent

Traditional holiday hotels attract people by:

- Offering the chance to **38**……..their ordinary routine life
- Making sure that they are cared for in all respects – li ***(35-40 = local questions)***
- Leaving small treats in their rooms – e.g. cosmetics or **40**……..

Tapescripts

Test 1

SECTION 1

WOMAN: Hello…motor insurance department…

MAN: Oh hello… I'd like to ask about insurance for my car.

WOMAN: Yes, of course. I'll just take a few details. What's your name?

MAN: Patrick Jones. **Example**

WOMAN: And your address?

MAN: It's 27 Bank Road. ***(Q1)***

WOMAN: 27 Bank Road. Is that in Greendale?

MAN: Yes.

WOMAN: And what's your daytime phone number?

MAN: My work number is 730453

WOMAN: And could I ask what your occupation is?

MAN: Dentist. ***(Q2)***

WOMAN: OK…now a few details about your car… What size is the engine?

MAN: It's 1200 ccs.

WOMAN: Thank you…and the make and model?

MAN: It's a Hewton Sable.

WOMAN: Could you spell the model name please?

MAN: Yes…S-A-B-L-E. ***(Q3)***

WOMAN: Ah yes…thanks. And when was it made?

MAN: 1997.

WOMAN: Lovely….right…I presume you've had a previous insurer?

MAN: Yes.

WOMAN: Right…we need to know the name of the company.

MAN: Yes…it was Northern Star. ***(Q4)***

WOMAN: Thank you, and have you made any insurance claims in the last five years?

MAN: Yes…one in 1999.

WOMAN: And what was the problem?

MAN: It was stolen…but… ***(Q5)***

WOMAN: That's fine, Mr. Jones…that's all we need to know at the moment…

……..

WOMAN: And will there be any other named drivers?

MAN: Just the one. .

WOMAN: And his name?

MAN: Simon Paynter.

WOMAN: Could you spell the surname please?

MAN: P-A.Y-N.T-E-R. ***(Q6)***

WOMAN: OK thank you. . And what relationship is he to you?

MAN: He's my brother-in-law. ***(Q7)***

WOMAN: And what will you or Mr Paynter be using the car for?

MAN: Well . . . mainly for social use...

WOMAN: Social use (murmuring). Will you be using it to travel to work? ***(Q8)***

MAN: Yes...sometimes.

WOMAN: …. Anything else?

MAN: No. That's it .

WOMAN: And finally . . . when would you like to start the insurance?

MAN: I'll need it from the 31st of January.

WOMAN: Right . . . Mr Jones . . . I'm getting a couple of quotes coming up on the computer now . . . and the best bet looks like being with a company called Red Flag. ***(Q9)***

MAN: Yeah.

WOMAN: And that comes out at $450 per year … ***(Q10)***

MAN: Well . . . that seems OK . . . it's quite a bit lower than I've been paying up to now..

WOMAN: Great . . . so would you like me to go ahead with that?

MAN: Sure...why not?

WOMAN: How would you like to pay?

SECTION 2

Thank you for calling the Tourist Line. There are many different ways of getting round the city and and we'd like to suggest some you may not have thoughts of. How about a city trip by boat? There are four main stopping points - from west to east: stop A Green Banks, stop B city- Bridge, stop C Roman Landing and stop D Newtown. You can find the main booking office at stop A. ***(Q11) (Q12)***

The first boat leaves at 8 a.m. and the last one at 6.30 p.m. There are also many ***(Q13)*** attractions you can visit along the river. At Stop A, if you have time, you can visit the fine 16th century palace here built for the king with its beautiful formal gardens, ***(Q14)*** It's very near the booking office. Now you can enjoy every corner of this superb residence.

Stop B Why don't you visit Tower Restaurant with its wide range of ***(Q15)*** refreshments? This is a place where you can sit and enjoy the wonderful views ***(Q16)*** over the old commercial and banking centre of the city.

Stop C is the area where, in the first century AD, invaliding soldiers crossed the river; this was much shallower than it is now, that's why this area is called Roman Landing. There's an interactive Museum to visit here with a large shop which has a good range of local history books. ***(Q17)***

At the furthest point of the trip, stop D, the most exciting place to visit is the new Entertainment Complex with seven-screen cinema, bowling alley and video ***(Q18)*** games arcade.

Besides the boat tours, there are city buses. Two companies offer special services: The Top Bus Company runs all its tours with a live commentary in English. Tours leave from 8.30 a.m. every 20 minutes. There are departures from Central ***(Q19)***

Station, Castle Hill and Long Walk. This is a hop-on hop0off service and tickets are valid for 24 hours. For further details call Top Bus on 0208 9447810.
The Number One Sightseeing Tour is available with a commentary in eight languages. Buses depart from Central Station every five to six minutes from ***(Q20)*** about 9 a.m. with the last bus at around 7 p.m. There are also Number One services with an English-speaking….

SECTION 3

INTERVIWER: We're pleased to welcome Dr Martin Merry whether of the Antarctic Centre in Christchurch, New Zealand who has come along to talk to us today about the role of the Centre and the Antarctic Treaty.

INTERVIWER: Now my first question is about the choice of location for the centre. Why Christchurch? Was it because of the climate?

DOCTOR: Well actually New Zealand is the second closest country ***(Q21)*** to Antarctica and Christchurch is often used on Antarctic expeditions.

INTERVIWER: Right, so it's because of where we are… coupled with our historical role. So tell us – what is the main purpose of the centre?

DOCTOR: Well…we have two complementary roles. One is as a scientific base for expeditions and research and the other is as an information centre.

INTERVIWER: Tell us something about the role as a scientific base.

DOCTOR: We're able to provide information about what scientists ***(Q22)*** should take with them to the South Pole – for example, the centre contains a clothing warehouse where expeditions are supplied with suitable clothing for the extreme conditions.

INTERVIWER: I suppose you need a bit more than your normal winter coat!

DOCTOR: Yes, exactly and then there's also the specialist library and mapping services.

INTERVIWER: Right. And which countries are actually located at the centre?

DOCTOR: Well… the centre houses research programmes for New Zealand, for The United States as well as for Italy… there's even a US post office at the American airforce base here.

INTERVIWER: Really? And what does the visitor's centre offer?

DOCTOR: Well, since very few people will ever experience the Antarctic first hand, the visitors' centre aims to recreate the atmosphere of Antarctica. ***(Q23)*** There's a mock camp site where you can see inside an Antarctic tent and imagine yourself sleeping there. And the centre also acts as a show case for the unique international co-operation which exists in Antarctica today.

INTERVIWER: What is it actually like at the South Pole? I know you've been there on a number of occasions.

DOCTOR: Yes, I have and each time I'm stuck by the awesome beauty of the place. ***(Q24)*** It's magnificent but you can really only visit it in the summer months.

INTERVIWER: October to March.

DOCTOR: Yes, because it's completely dark for four months of the year *(pause)* … and in addition it has to be the coldest place on earth.

INTERVIWER: Colder than the North Pole? Why's that?

DOCTOR: Well, unlike the North Pole, which is actually a frozen sea, Antarctica is a land mass shaped like a dome, with the result that the winds blow down the slopes at speeds of up to 150 km an hour and that's what makes it so cold. ***(Q25)*** And one other interesting thing is that Antarctica is the driest continent on earth, surprisingly, and so you have to drink large amounts of water when you're there.

INTERVIWER: How old is Antarctica?

DOCTOR: We're pretty sure it was part of a larger land mass but it broke away from the rest of the continent 170 million years ago.

INTERVIEWR: How can you be certain of this?

DOCTOR: …because fossils and rocks have been discovered in Antarctica which are the same as those found in places such as Africa and Australia. ***(Q26)***

INTERVIEWR: Amazing… To think that it was once attached to Africa…

INTERVIEWR: Now let's just have a look at the Antarctica Treaty. How far back does the idea of an international treaty go?

DOCTOR: Well, as far back the 19th century, when eleven nations organized an international event.

INTERVIEWR: When was that exactly?

DOCTOR: In 1870. And it was called the Polar Research Meeting. And then, not long after that, they organized something called the First International Polar Year.

INTERVIEWR: And that took place when exactly?

DOCTOR: Over two years from 1882 to 1883. But it wasn't until ***(Q27)*** the 1950s that the idea of an international treaty was proposed. And in 1959 the Treaty was actually signed. ***(Q28)***

INTERVIEWR: What do you see as the main achievements of the treaty?

DOCTOR: Well, firstly it means that the continent is reserved for peaceful use. ***(Q29)(Q30)***

INTERVIEWR: That's Article 1, isn't it?

DOCTOR: Yes…

INTERVIEWR: That's important since the territory belongs to everyone.

DOCTOR: Yes but not as important as Article 5, which prohibits any nuclear explosions or waste disposal. ***(Q29)(Q30)***

INTERVIEWR: Which is marvelous. Well, I'm afraid we're going to have to stop there because I'm afraid we've run out of time. Thanks for

coming along today and telling us all about the centre and its work.

SECTION 4

My topic is handedness – whether indifferent sports it is better to be left- or right-sided or whether a more balanced approach is more successful. I'm left-handed myself and I actually didn't see any relevance to my own life when I happened to start reading an article by a sports psychologist called Peter Matthews. He spent the first part of the article talking about handedness in music instead of sport, which I have to say almost put me off from reading further. But what I soon became struck by was the sheer volume of both observation and investigation he had done in many ***(Q31)*** different sports and I felt persuaded that what he had to say would be if real interest. I think Matthews' findings will be beneficial, not so much in helping sportspeople to work on their weaker side, but more that they can help them identify the most suitable strategies to use in a given game. Although most trainers know how important ***(Q32)*** handedness is, at present they are rather reluctant to make use of the insights ***(Q33)*** scientists like Matthews can give, which I think is rather short-sighted because focusing on individual flexibility is only part of the story. Anyway, back to the article.

Matthews found a German study which looked at what he called 'mixed-handedness', that is, the capacity to use both left and right hands equally. It looked at mixed-handedness in 40 musicians on a variety of instruments. Researchers examined a number of variables, e.g. type of instrument played, regularity of practice undertaken and length of time playing instrument…and found the following: keyboard players had high levels of mixed-handedness, whereas string players like cellists and violinists strongly favoured one hand. Also those who started younger were more mixed-handed. ***(Q34)***

Matthews also reports studies of handedness in apes. Apes get a large propotion of their food by 'fishing' ants from ant hills. The studies show that apes, like humans,

show handedness – though for them right- and left-handedness is about equal, whereas about 85% of humans are right-handed. Studies showed that apes consistently using the same hand fished out 30% more ants than those ***(Q35)*** varying between the two.

Matthews started researching several different sports and found different types of handedness in each. By the way, he uses 'handedness' to refer to the dominant side for feet and eyes as well as hands. Anyway, this team measured the hand, feet and eyes of 2,611 players and found that there were really three main types oflaterality: mixed – you walk equally well on both sides – both hand and eye; single – you tend to favour one side but both hand and eye favour the same side; and cross-laterality – a player's hands and eyes favour only one side but they are opposite sides. Let's start with hockey. Matthews found that it was best to be mixed-handed – this is because a hockey stick must be deployed in two directions – it would be a drawback ***(Q36)*** to have hand or eye favouring one side. An interesting finding is that mixed-handed hockey players were significantly more confident that their single-handed ***(Q37)*** counterparts. Things are slightly different in racket sports like tennis. Here the important thing is to have the dominant hand and eye on the one side. This means that there is a bigger area of vision on the side where most of the action occurs. ***(Q38)*** If a player is cross lateral the racket is invisible from the dominant eye for much of the swing. It means that they can only make corrections much later ….and ***(Q39)*** often the damage has been done by then.

And moving to a rather different type of sport which involves large but precise movements – gymnastics. It's been found that cross hand-eye favouring is best. The predominant reason for this is because it aids balance – which is of course ***(Q40)*** absolutely central to performance in this sport.

TEST 2

SECTION 1

AGENT: Good morning.

STUDENT: Oh, good morning. Is this…er…room number 26?

AGENT: Yes, that's right.

STUDENT: So is this the Student Job Centre?

AGENT: It certainly is. How can I help you?

STUDENT: Well, actually I'm looking for a job – a part-time job. ***Example***
Do you have anything available at the moment?

AGENT: Ah, yes… Are you a registered student? I'm afraid this service is only available to full-time students.

STUDENT: Yes…I am. I'm doing a degree in Business Studies. (***Q1)***
Here's my student card.

AGENT: Which year are you in?

STUDENT: Well…I've been at uni for four years but I'm in the Third Year because I took last year off. (***Q2)***

AGENT: Right…well, let's just have a look at what positions are available at the moment. There's a job working at the reception desk at the Sports Centre, for three evenings (***Q3)***
a week – that's Wednesdays, Thursday and Fridays.

STUDENT: That sounds like fun but unfortunately I have evening lectures – so that's not possible, I'm afraid. Is there anything during the day?

AGENT: OK, that's no good then, Um. What about cleaning?
There's a position for a cleaner at the Child Care Centre. (***Q4)***

STUDENT: Right…

AGENT: But you'd need to be there at 6 a.m. Does that appeal?

STUDENT: Six o'clock in the morning! Oh, that's far too early for me, I'm afraid. I'd never make it that early in the morning.

AGENT: Mmm… Well – there was a position going in the Computer Lab.

for three days a week that might be OK. Ah, here it is!
Not, it's in the library, not the Lab., Clerical Assistant (***Q5)***
required – I think it mostly involves putting the books back on
the shelves. Oh no – hang on. It's for Wednesday and Friday
evenings again.

STUDENT: No – I can't manage that because of the lectures.

AGENT: OK, I'm getting the idea. Look, I'll just get a few details from you anyway, and then we can check through the list and see what comes up.

AGENT: We'll fill in the personal details on this application form first, if that's OK?

STUDENT: Yes, that's fine.

AGENT: Now, what's your name again?

STUDENT: Anita Newman – that's N-E-W-M-A-N.

AGENT: And your address, Anita?

STUDENT: I'm in one of the Halls of Residence for post-graduate students, you know, International House. (***Q6)***

AGENT: OK – that's easy. What's your room number there?

STUDENT: It's B569 – no sorry B659. I always get that wrong. (***Q7)***
I haven't been living there very long.

AGENT: Do you have any other skills? Typing, languages, that sort of thing?

STUDENT: Well, I speak some Japanese.

AGENT: Right, I'll make a note of that. Now – let's see what else is available. What do you think of administrative work? There is a position for an Office Assistant at the English Language Centre. (***Q8)***

STUDENT: That sounds interesting.

AGENT: It's for 3 days a week – Monday, Friday and Saturday mornings. Interested?

STUDENT: Mmm. I was hoping to have Saturdays free. But I need the work so …can you tell me what the job involves?

AGENT: Yes, sure. It says here that you'll be required to deal with student Enquiries and answer the phone. (***Q9***)

STUDENT: I'm sure I can handle all that without a problem.

AGENT: Great. Well, would you like me to arrange an interview for you? Say, Friday morning, around ten?

STUDENT: Could we make it a bit later? Unfortunately, I've got something to do at ten. Would that be OK?

AGENT: Not a problem. How about eleven thirty? (***Q10***) Hope it works out for you Anita.

SECTION 2

Good morning, I'm very pleased to have been invited along to your club to talk about our Charity Sponsored Walking Holiday for Education Aid. I'll start by giving you a brief overview of what it entails. First of all let me explain what we mean by 'sponsored' here. This is where people promise to donate money to the charity if you achieve your goal, in this case to walk a certain number of miles.

Basically we are organizing a ten-day holiday, from the sixth to the sixteenth of November, with eight days actual walking, (***Q11***) trekking in the Semira Mountains.

Let's have a look at some of the details. We require you to raise sponsorship money of at least $3,200, paying $250 of it up front as a deposit and the rest in stages throughout the year. Out of this about thirty-five per cent will go on our expenses, and that leaves sixty-five per cent (***Q12***) guaranteed to go to the charity.

Which brings me to the most important part. This trek is being specifically organized to help education in the Semira region, Last year we helped train

teachers for the disabled, and this year we're focusing on the pupils. Each of the walkers' sponsorship money will go to help an individual special needs pupil (***Q13)*** in one of the mountain schools. In the second part of the talk I'll be giving you a lot more details, but back to the basic information
Age limits. This is the second time we have run this kind of holiday and um, on the first we even had an eighty-year old, but we found it was wise to establish limits this time. You have to be at least eighteen and the top limit is now seventy, though you need to obtain a health certificate from your doctor if you are over sixty years old.

Now, the Semira Mountains are among the highest in the world but you mustn't be too daunted, we will mainly be trekking in the foothills only, although there will be spectacular views even in the foothills. However, you will need to be ***(Q14)*** extremely fit if you aren't now and you're interested in coming with us. You have plenty of time to get into shape. You will be sleeping in tents so you must have quite a bit of equipment with you but you will be helped by local assistants. Your bedding and so forth will be carried by them. We ask that you only walk with (***Q15)*** a small rucksack with needs for the day.

I don't think I've really said enough about the marvelous area you'll be walking in. Let's have a look at some of the sights you'll be seeing. Apart from these spectacular snow-covered peaks and valleys, there are marvelous historic villages. The area has been famous for centuries for making beautiful carpets, although recently there (***Q16)*** has been a trend to move into weaving blankets and wood carving. The people are extremely friendly and welcoming. We deliberately keep the parties small in size to minimize disruption to people and landscape.

I hope that there are still some people interested. I'll be distributing leaflets at the end where you can find out more information, but just for the moment I'll outline the itinerary, the main high points of the holiday. Obviously, you'll start by flying out to

Kishba, the capital city, on Day One. After a couple of days to acclimatize yourself, you'll start the trek on Day Three walking through the enormous Katiba Forest ***(Q17)*** which will take the whole of the day. Day Four takes us higher up. Going through the foothills past a number of villages and visiting a school for the disabled in Sohan. Then you have a rest day, that's Day Five, before going to the ***(Q18)*** spectacularKumi Temple with twelfth-century carvings, set in a small forest by a lake and that's Day Six, the highlight for many. We stay near there for Day Seven because then comes the hardest day, walking through very mountainous country, but culminating in a swim in the Parteh Falls. This is the highest waterfall ***(Q19)*** in the region. Day Nine is much easier, with part of the day spent in a village ***(Q20)*** where they make some of the gorgeous red blankets. Then back down to Kishba and the journey home. So you can see it's a pretty packed timetable…

SECTION 3

SIMON: Thanks to all of you for coming along today to hear about how the robotic float project is helping with ocean research. Well, first of all we'll look at what a robotic float does and its use. So let's start with the device itself. It looks a bit like a cigar and it's about one and ***(Q21)*** a half metres long. More importantly it's full of equipment that;s designed to collect data, So, it can help us in building up a profile of different factors which work together within the world's oceans.

STUDENT 1: Sounds like a big project – isn't it too big for one country to undertake?

SIMON: That's quite true but this project is a really good example of international co-operation. Over the last five years scientists from thirteen countries have been taking part in the project and ***(Q22)*** launching floats in their area of ocean control. And next year this number will rise to fourteen when Indonesia joins the project.

STUDENT 2: That's impressive.

SIMON: But let's move onto how floats work.

SIMON: The operational cycle goes like this. Each of the floats is dropped in the ocean from a boat at a set point and activated from a satellite.***(Q23)*** Then the float immediately sinks about 2,000 metres…that's two whole kilometres down in the water. It stays at this depth for about 10 days and is carried around by the currents which operate in the ocean at this level. During this time it's possible for it to cover quite large distances but the averagesis fifty kilometres. ***(Q24)***

STUDENT 2: So what is it actually recording?

SIMON: Well at this stage nothing, but as it rises to the surface it collects all sorts if data, most importantly variations in salinity, that's salt levels, and the changes in temperature, a bit like underwater weather ***(Q25)*** balloons. Then when it gets back to the surface all the data it's collected is beamed up to the satellite. After about five hours on the surface the float automatically sinks, beginning the whole process again.

STUDENT 1: What happens to the data?

SIMON: Well the information is transferred direct to onshore meteorological stations…like our one in Hobart… and within four hours the findings can be on computers and they can be mapped and analysed.

.....

STUDENT 2: You say you're building models of the world's ocean systems but how're they going to be used, and more importantly, when?

SIMON: Some of the data has already helped in completing projects. For example, our understanding of the underlying causes of El Nino ***(Q26)*** events is being confirmed by float data. Another way we're using float data is to help us to understand the mechanics of climate change, like global warming and ozone depletion. That's part of an ongoing variability study but the results are still a long way off. ***(Q27)*** However, this is not the case with our ocean weather forecasting. Because we know from the floats what the prevailing weather conditions will be in certain parts of the ocean, we can advise the

navy on search and rescue missions. That's happening right now ***(Q28)*** and many yachtsmen owe their lives to the success of this project. In addition, the float data can help us to look at the biological implications of ocean processes.

STUDENT 1: Would that help with preserving fish stocks? ***(Q29)***

SIMON: Yes, and advising governments on fisheries legislation. We're well on the way to completing a project on this. We hope it will help to bring about more sustainable fishing practices. We'll be seeing the results of that quite soon.

STUDENT 2: It sounds like the data from floats has got lots of applications.

SIMON: Yes it does. It's also a powerful agricultural tool. If we were aware of what the weather would be like, say, next year, we could make sure that the farmers planted appropriate grain varieties to produce the best yield from the available rainfall.

STUDENT 1: That sounds a bit like science fiction, especially when now we can't even tell them when a drought will break.

SIMON: I agree that this concept is still a long way in the future, but it ***(Q30)*** will come eventually and the float data will have made a contribution.

SECTION 4

Good morning everyone. Today's lecture forms part of the Hospitality and Tourism module. Last week I looked at the economy end of the hotel business; this week I 'm going to discuss the luxury end of the market. Let's consider the following scenario…

You wake up in the middle of the night in a strange hotel miles away from home, disoriented most probably from jet lag, when even the most expensive surroundings can seem empty and dispiriting. You have paid a great deal of money to stay in ***(Q31)*** this first-class hotel with its contemporary technology, but according to recent research carried out by an international travel and public relations company, all is not well. The research suggests that even the most opulent, luxurious hotels seem to have

underestimated the most basic needs of their customers – be they travelling for work or pleasure: the need to feel at home in surroundings which are both familiar and inviting. ***(Q32)***

Do these findings, however, apply only to hotels situated in particular areas? Is it possible that the external environment can affect a guest's well-being? The company's research covered a whole range of different hotel types, both ***(Q33)*** independent hotels and those which are part of large chains. They investigated chic so-called boutique hotels in the heart of downtown business districts, stately mansions located in the depths of beautiful countryside, and plush hotel built at the edge of tropical beaches surrounded by palm tree and idyllic blue ocean. And the research concluded that what was *outside* the hotel building simply didn't matter. ***(Q34)*** This is a fascinating revelations and those of you hoping to move into careers in the travel and leisure industry would be well advised to look at the findings in more detail.

But back to the main point of this lecture…the need to feel at home. What can the hotel industry do about it? And is the very idea so subjective that it's impossible to do anything about it on a global basis?

.....

However, nothing stands still in this world. One company has come up with the slogan 'Talk Your Home With You', and aims to provide clients with luxury serviced apartments. Those in the business travel industry maintain that these serviced apartments dispense with all the unwanted and expensive hotel services that business travellers don't want, while maximizing the facilities they do want. ***(Q35)*** For example, not only sleeping and living accommodation, but also a sleek ***(Q36)*** modern kitchen that allows guests to cook and entertain if they wish, at no additional cost. The attraction of such facilities are obvious and it'll be interesting to see whether the company manages to establish a trend all over the world and make a lasting ***(Q37)***

impact on the luxury accommodation market.

Now, finally I want to consider the psychology underpinning the traditional holiday hotel industry. As a hotelier, how do you go about attracting people to give up the security of their own home and entrust themselves to staying in a completely strange place and sleeping in an unfamiliar bed? Firstly, hotels exploit people's need to escape the predictability of their everyday lives. For a few days people can ***(Q38)*** pretend they are free of responsibilities and can indulge themselves. Secondly, there is something very powerful in our need to be pampered and looked after, it's almost as if we return to being a baby, when everything was done for us and ***(Q339)*** we felt safe and secure. And not far removed from this is the pleasure in being spoilt and given little treats – like the miniscule bottles of shampoo and tiny bars of soap, the chocolate on your pillow at night – and we actually forget that we are ***(Q40)*** paying for it all! Next week, I'm going to look at eco-hotels, a fairly new phenomenon but increasingly popular…

APPENDIX B

แบบสอบถามกลวิธีการฟังเพื่อความเข้าใจ

<u>คำชี้แจง</u> แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อสำรวจ
กลวิธีการฟังเพื่อความเข้าใจของนักศึกษาชั้นปีที่ 3 คณะพณิชยศาสตร์และการจัดการ
หลักสูตรการจัดการการท่องเที่ยว มหาวิทยาลัยในภาคใต้ของ
ประเทศไทยข้อมูลที่ได้จากแบบสอบถามนี้จะนำไปวิเคราะห์หากลวิธีในการฟังเพื่อความเข้าใจ
ของนักศึกษาหลักสูตรการจัดการการ ท่องเที่ยวเพื่อเป็นประโยชน์ต่อการส่งเสริมการเรียนรู้ทักษะ
การฟัง

<u>แบบสอบถามแบ่งเป็น 2 ตอน คือ</u>

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 กลวิธีในการฟังระดับคำและระดับประโยค

<u>ตอนที่ 1</u> ข้อมูลทั่วไปของผู้ตอบแบบสำรวจ

โปรดทำเครื่องหมาย /ในช่องว่างหน้าคำตอบตรงกับตัวคุณมากที่สุด

1. ชื่อ: _____
2. เพศ: ☐ชาย ☐หญิง
3. คุณสนทนาภาษาอังกฤษได้บ้างหรือไม่
   ☐มากที่สุด ☐มาก ☐ปานกลาง ☐น้อย ☐ไม่เลย
4. คุณเรียนภาษาอังกฤษมาเป็นระยะเวลา _____ปี
5. คุณเคยเรียนภาษาอังกฤษที่โรงเรียนหรือสถาบันสอนภาษาอื่นๆ
   นอกเหนือจากสถานศึกษาที่กำลังศึกษาอยู่บ้างหรือไม่
   และนานเท่าไร_____
6. คุณฝึกฟังภาษาอังกฤษนอกเหนือจากห้องเรียน
   ☐มากกว่า 3 ชม./สัปดาห์ ☐2-3 ชม./ สัปดาห์ ☐1-2 ชม./สัปดาห์
   ☐น้อยกว่า 30 นาที/สัปดาห์ ☐ไม่เลย(ให้ข้ามไปทำตอนที่ 2)
7. หากคุณได้ฝึกฟังนอกเหนือจากชั้นเรียน คุณฝึกฟังภาษาอังกฤษจากแหล่งใด
   (ตอบได้มากกว่า 1 ข้อ)
   ☐วิทยุ ☐โทรทัศน์ ☐ภาพยนตร์ ☐เพลง ☐สื่ออินเตอร์เน็ต
   ☐อื่นๆ _____

ตอนที่ 2 ข้อมูลด้านการฟังเพื่อความเข้าใจ

หัวข้อ	คำตอบ	
	ใช่	ไม่ใช่
1. เมื่อข้าพเจ้าไม่เข้าใจคำศัพท์บางคำในบริบทของการฟังแล้ว ข้าพเจ้าก็จะไม่วิตกกังวล ในทางกลับกัน ข้าพเจ้าจะพยายามฟังให้จบเพื่อทำความเข้าใจบริบทนั้น When I listen and don't understand some vocabulary which is in the text, I am not stressed. Instead, I will listen until the end of the text.		
2. เมื่อข้าพเจ้าได้ฟังแล้ว ข้าพเจ้าสามารถ เข้าใจเจตคติของผู้พูดที่มีต่อผู้ฟัง ว่าผู้พูดต้องการจะสื่ออะไรถึงผู้ฟัง I can determine a speaker's attitude or intention towards a listener.		
3. ในการฟัง ข้าพเจ้ามักจะให้ความสำคัญกับคำศัพท์ที่ได้ยินมากกว่าฟังเพื่อทำความเข้าใจ ในภาพรวมทั้งเรื่อง I focus on the meaning of individual words, instead of listening to the whole text to understand the content.		
4. เมื่อไม่เข้าใจคำศัพท์ที่ฟัง ข้าพเจ้าก็จะไม่สามารถคาดเดาความหมายจากบริบทในประโยค เพื่อเทียบเคียงกับคำที่ข้าพเจ้ารู้จัก และข้าพเจ้าเกิดความกังวล If I struggle with some vocabulary while listening, I cannot guess the meaning from the sentences. Then I feel stressed.		
5. ในขณะที่ฟังข้าพเจ้าไม่เข้าใจและไม่สามารถจับใจความสำคัญ และไม่สามารถแยกแยะใจความสนับสนุน ของเรื่องที่ฟังได้ While listening, I cannot catch the main idea of important information and cannot distinguish the main idea from the supporting details.		
6. เมื่อข้าพเจ้าได้ฟังได้ฟังเรื่องใด ข้าพเจ้ามักจะจินตนาการภาพขึ้นในใจราวกับว่าข้าพเจ้า เข้าไปมีบทบาทอยู่ในเรื่องนั้น When I listen to something, I usually have a picture of it in my mind, as if I were really in it.		

หัวข้อ	คำตอบ	
	ใช่	ไม่ใช่
7. ข้าพเจ้าพยายามวิเคราะห์ประโยคโดยอาศัยคำเชื่อมประโยคเพื่อให้เข้าใจเรื่องที่ฟัง I try to analyze the sentence by listening for linking words to help with understanding the text.		
8. ข้าพเจ้าพยายามวิเคราะห์น้ำเสียง การเน้นคำ เพื่อนำมาประมวลผลในการทำความเข้าใจบริบทของเรื่องในขั้นต้น I try to guess the meaning of the text from a piece of language in terms of its style, tone, and stress in order to understand the context.		
9. ข้าพเจ้าพยายามวิเคราะห์ประโยคโดยอาศัยความรู้ด้านไวยากรณ์ I try to analyze the sentence by the knowledge of grammatical form.		
10. ในขณะที่ฟัง ข้าพเจ้าพยายามเชื่อมโยงเสมอว่าเรื่องที่ฟังนั้น เคยได้ฟัง หรืออ่านมาก่อนหรือไม่ While listening, I try to match the content with similar situations that I may already be familiar with in my own language.		
11. เมื่อไม่เข้าใจคำศัพท์ที่ฟัง ข้าพเจ้าใช้วิธีวิเคราะห์คำ เดาความหมายจาก บริบทในประโยค เพื่อเทียบเคียงกับคำที่ข้าพเจ้ารู้จัก When I don't understand some vocabulary in the listening, I am able to guess the meaning from the sentences I hear in the text to match with familiar words.		
12. ข้าพเจ้าฟังคำกริยาในบริบท แล้วพยายามจับคู่คำนามที่ตามมาเพื่อให้เข้าใจประโยคมากยิ่งขึ้น I listen for verbs, and then try to fit them with nouns.		
13. ข้าพเจ้าฟัง เสียงขึ้นลงของผู้พูด ฟังเป็นวลี รวมถึงการหยุดเว้นวรรคคำ แล้วค่อยผูกเรื่องเพื่อให้เข้าใจ ความหมายของบริบทของเรื่อง I listen for groups of words and phrases until there is a pause and try to understand it.		

หัวข้อ	คำตอบ	
	ใช่	ไม่ใช่
14. ข้าพเจ้าพยายามทำความเข้าใจ และฟังเนื้อหาที่ได้ยิน เช่น ตัวเลข สถานที่ หรือรายละเอียดอื่นๆ แล้วนำมาปะติดปะต่อ เพื่อช่วยในการเข้าใจประโยค When I listen, I try to piece numbers, places or other details to help understanding the sentences.		
15. ในการฟัง ข้าพเจ้ามักจะตั้งสมมติฐานเรื่องที่ฟัง เพื่อจะช่วยให้ข้าพเจ้าเข้าใจบริบท When I listen to something, I usually hypothesize the story. It would help me to understand the contexts.		
16. อื่นๆ (ระบุ) Other (Please specify) _____ _____ _____		

APPENDIX C

Interview Form

Objectives

This structured interview aims to collect data about cognitive strategies in listening with junior students, majoring in Tourism Management at Prince of Songkla University Trang Campus

Section 1 General Information (to be filled by the interviewer)

1. Name _____

2. Gender ☐ Male ☐ Female

3. Group

☐ high performance in listening comprehension

☐ low performance in listening comprehension

****

Section 2 This is to check what processing strategies students use.

1. What were you thinking about while reading the questions before listening to the text?
2. Did you read all the questions in the test before listening to the text? If so, did that help you with the listening comprehension?
3. Did you have any problems while taking the test? If so, what problems did you encounter?
4. While listening, did you focus on individual words or understanding of the whole text?
5. Did you find that some familiar vocabulary helped you to understand the text?
6. When you didn't understand the text, did you keep on listening until the end of the tape in order to understand the whole text?
7. Did you understand the speaker's attitude or intention towards the listener?

8. What did you do and how did you feel when you didn't understand certain words and then couldn't understand the text?
9. Have you heard the information similar to what you have listened to in the test before? If so, did you use that knowledge to help you understand the texts?
10. Which text do you think was the most difficult to understand? Why?
11. What questions did you find more difficult? (Show them questions of the 2 types.)

VITAE

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Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in Education	Prince of Songkla University	2005

List of Proceeding

Nufai, J., & Chatupote, M. (2012). Effects of Processing Strategies on Listening Comprehension [Abstract]. Processing of the 4th International Conference on Humanities and Social Sciences. Prince of Songkla University (7).