

A Study of Five Listening Strategies in EFL Classroom for Higher Education Level: A Case Study of Thai-Nichi Institute of Technology

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Abstract

The purposes of this research were 1) to investigate listening strategies in EFL classroom used by Thai-Nichi Institute of Technology students in five aspects: Metacognitive, Cognitive, Compensation, Memory, and Affective 2) to compare students' five different listening strategies according to gender and academic major, and 3) to gather supplemental suggestions.

Research samples were 201 students who enrolled in English courses of College of General Education and Languages, Thai-Nichi Institute of Technology in the second semester of 2011 academic year through stratified random sampling technique. The instrument used for gathering the data were the rating-scale and open-ended questionnaire. The statistics employed for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

The research findings were as follows: 1. TNI students displayed a high level of mastery of the five English listening strategies. The affective strategy was used at moderate level while the remaining strategies were used at high level. 2. There were no statistically significant differences between male and female students. 3. Students with different academic majors showed statistically significant differences in overall and each aspect. Recommendations, implications, and suggestions for applications and future research are also discussed.

Keywords : Listening Strategies, EFL Classroom, English Teaching Learning

Introduction

Currently, the provision of education in Thailand is in compliance with the principles stipulated in the National Education Act of B.E. 2542 (1999). The teaching and learning process in all subject areas, including a foreign language instruction, must be in accordance with the guidelines stated in Sections 22 and 24 of the Act. Section 22 stipulates that education "shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality". And in organizing the learning process, Section 24 requires that educational institutions and agencies take into account the following in their provision of education: learners' interests and aptitudes; individual differences; training of thinking in thinking process; application of knowledge to prevent problems and problem solving; authentic experience for mastery of practical work and critical thinking; the inculcation of a love for reading and a spirit of inquiry; the integration of knowledge in the subject matter with integrity, values, and desirable attributes, the creation of ambience and facilities that are conducive to teaching, learning, and researching, and the development of well-rounded individuals; collaborative learning and learning from different types of instructional media and other sources of knowledge. Section 24 further requires that educational institutions provide an opportunity for "individuals to learn at all times and in all places" and cooperate with all parties concerned in the community to develop the learners in accordance with their potentiality" (Ministry of Education 1999: 14).

Operating under the philosophy of "disseminating knowledge, building economic base", Thai- Nichi Institute of Technology (TNI)'s main objective is to produce graduates equipped with knowledge in technological advancement and competence in industrial management. Apart from technological knowledge and management skills, all TNI programs also focus on the development of students' language skills, particularly skills in communicating in Japanese and English. In order to achieve this objective, students are required to study English for at least 9 credits (TNI Student Handbook: 2011: 24).

Listening is an important part of the foreign language learning process, and it has also been defined as an active process during which listeners construct meaning from oral input (Bentley & Bacon, 1996). Listening skills develop faster than the other three skills and could affect reading and writing abilities in learning a new language (Scarcella & Oxford, 1992). Furthermore, listening is the most fundamental language skill and plays an important role in our daily communication.

Listening comprehension means the process of understanding speech in a second or foreign language. It was the perception of information and stimuli received through the ears (Richards, Platt, & Platt, 1992). In Lu's (2008) study, the result illustrated that 93.8% of the students considered the listening skill was more important than the other three skills. Strategies were the thoughts and behaviors that learners used to help them comprehend, learn, or retain information (O'Mally & Chamot, 1990). Researchers showed that strategies and the ability to use them effectively were particularly important in foreign language listening.

According to the annual report of College of General Education and Languages (2011), it was presented that the scores of listening proficiency test were at moderate level. College of General Education and Languages, therefore, was required to investigate possible strategies to improve students' listening skills.

This study aimed to investigate the listening strategies of Thai-Nichi Institute of Technology students. The listening strategies in the questionnaire consisted of the following categories: metacognitive strategies, cognitive strategies, compensation strategies, memory strategies, and social/affective strategies. The results of this study will be the important references for both educators and learners to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication.

Purposes

1. To investigate listening strategies in EFL classroom used by Thai-Nichi Institute of Technology students in five aspects: metacognitive, cognitive, compensation, memory, and affective
2. To compare students' five different listening strategies according to gender and academic major, and
3. To gather supplemental suggestions.

Methodology

Population and Samples

This research was investigated listening strategies in EFL classroom used by Thai-Nichi Institute of Technology students in five aspects: metacognitive, cognitive, compensation, memory, and affective which consisted of population and sample as follows:

Population of this research was 420 TNI students in 3 majors; Automotive Engineering, Business Japanese, and Multimedia Technology in the second semester of 2011 academic year.

Samples of this research were 201 TNI students derived through Stratified Random Sampling technique.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on five listening strategies of TNI students. This research questionnaire was used to identify five listening strategies: metacognitive, cognitive, compensation, memory, and affective of the undergraduate students at Thai-Nichi Institute of Technology. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of five listening strategies of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders and majors. Part 2 deals with five listening strategies used by Thai-Nichi Institute of Technology students.

The participants were asked to report their information by ticking in only one box. The second part (Part 2) concerns five listening strategies used by Thai-Nichi Institute of Technology students. This part comprises 32 items of listening strategies in 5 major areas: eight items of metacognitive strategies, twelve items of cognitive strategies, seven items of compensation, three items of memory strategies and two items of affective strategies. The participants were asked to check in only one box under the five levels of importance on each item in Part 2 to

indicate their five listening strategies in each area listed in the questionnaire.

The five levels of opinion used in the questionnaire are "Strongly Agree", "Agree", "Neither agree nor disagree", "Disagree", and "Strongly Disagree". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 32 items in the questionnaire.

The third part (part 3) asks for more suggestions and opinions of TNI undergraduate students about five listening strategies based on open-ended questions.

Data Collection

Using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students was accessed through the questionnaire in the second semester of 2011 academic year.

The administration of the research questionnaire was conducted in English classes. Part 1 concerns the demographic variables about their genders and majors. The 32 items of Part 2 cover five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their study. A total of 201 TNI students from the three

majors completed the questionnaires. The students' responses from the questionnaires were subsequently coded using SPSS for Windows as follows: "1 = male and 2 = female" for genders; "1 = Automotive Engineering, 2 = Multimedia Technology, 3 = Business Japanese for majors of studying in TNI and "1 = strongly disagree, 2= disagree, 3=neither nor disagree, 4=agree, 5=strongly agree" for each of the five levels of importance on 32 items in Part 2. The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students' responses were employed to report their demographic variables. Also, they were employed to indicate the rank order of the items in each area of the five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students' responses to the five levels of importance on the 32 items in 5 major areas: eight items of metacognitive strategies, twelve items of cognitive strategies, seven items of compensation, three items of memory strategies and two items of affective strategies. Descriptive analysis was conducted with the second research question in determining the associations of the participants' using five listening strategies to each of these demographic variables: genders and majors.

Data Analysis from Questionnaire

Data analysis from both single item and whole questionnaire was presented by a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows. $1.00 \leq \bar{X} < 1.50$ refers to the lowest level of using five listening strategies in EFL classroom

1.50 $\leq \bar{X} < 2.50$ refers to low level of using five listening strategies in EFL classroom

2.50 $\leq \bar{X} < 3.50$ refers to moderate level of using five listening strategies in EFL classroom

3.50 $\leq \bar{X} < 4.50$ refers to high level of using five listening strategies in EFL classroom

4.50 $\leq \bar{X} < 5.00$ refers to the highest level of using five listening strategies in EFL classroom

The statistics used for analyzing the data

The collected data was analyzed using SPSS/PC (Statistical Package for Social Sciences/Personal computer). The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test and content analysis.

Results of Data Analysis

Phase 1: The results of demographic variables of TNI undergraduate students.

The analysis of the data from the student questionnaire reported by TNI undergraduate students in the 2011 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders and majors as shown in Table 1.

Table 1 shows that the percentages of the TNI undergraduate respondents in genders ranged from 53.23 % for male and 46.77% for female; in majors ranged from 36.32% for Business Japanese, 33.83% for Automotive Engineering, and 29.85% for Multimedia Technology.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	N	Percentage (%)
1. Gender		
1.1 male	107	53.23
1.2 female	94	46.77
Total	201	100
2. Majors		
2.1 Automotive Engineering	68	33.83
2.2 Multimedia Technology	60	29.85
2.3 Business Japanese	73	36.32
Total	201	100

Table 2: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in each aspect and in total

Using five listening strategies in EFL classroom	n	\bar{X}	S.D.	Level
1. metacognitive	201	4.37	0.59	high
2. cognitive	201	4.19	0.63	high
3. compensation	201	3.95	0.78	high
4. memory	201	4.15	0.95	high
5. affective	201	3.48	1.04	moderate
Total	201	4.02	0.79	high

Phase 2: The results of the usage of the five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students

The table above indicated that TNI students had using five listening strategies in EFL classroom at high level ($\bar{X} = 4.02$) when considered in each aspect. It found that using metacognitive strategies at high level ($\bar{X} = 4.37$), using cognitive strategies at high level ($\bar{X} = 4.19$), using compensation strategies at high level ($\bar{X} = 3.95$), using memory strategies at high level ($\bar{X} = 4.15$), and using affective strategies at moderate level ($\bar{X} = 3.47$)

The table showed that using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of metacognitive strategies was at high level ($\bar{X} = 4.37$) which rank order of the highest using five listening strategies in EFL classroom was item 8. *I will ask myself how much I understand.* ($\bar{X} = 4.69$), item 1. *I will try to listen to every word the speaker said.* ($\bar{X} = 4.56$), and the lowest using five listening strategies in EFL classroom in area of metacognitive strategies was item 7. *I will think in English, and listen in English.* ($\bar{X} = 3.99$) and item 3. *I will pay attention to the speaker's intonation.* ($\bar{X} = 3.99$).

Table 3: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of metacognitive strategies

Metacognitive Strategies	n	\bar{X}	S.D.	Level
1. I will try to listen to every word the speaker said.	201	4.56	0.63	very high
2. I will try to listen for the words and phrases I have learned.	201	4.54	0.58	very high
3. I will pay attention to the speaker's intonation.	201	3.99	0.86	high
4. I will listen carefully for the keywords to understand the content.	201	4.39	0.77	high
5. I will purposefully listen.	201	4.43	0.69	high
6. I will purposefully watch.	201	4.38	0.87	high
7. I will think in English, and listen in English.	201	3.99	0.70	high
8. I will ask myself how much I understand.	201	4.69	0.68	very high
Total	201	4.37	0.72	high

Table 4: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of cognitive strategies

Cognitive Strategies	n	\bar{X}	S.D.	Level
1. I listen for main ideas first and then details.	201	4.41	0.68	high
2. I will briefly write down what the speaker said.	201	4.03	0.73	high
3. I will briefly translate what I heard into Thai.	201	4.51	0.61	very high
4. I will not translate what I heard words by words.	201	3.98	0.68	high
5. I will concentrate on the speaker's English.	201	4.50	0.55	very high
6. I will take notes while listening.	201	4.39	0.59	high
7. I will try to understand the content by the clues and vocabulary I have heard.	201	4.42	0.52	high
8. I will check the content by what I already heard.	201	4.43	0.59	high
9. I will guess the meaning of sentences by the patterns and grammatical clues.	201	3.98	0.54	high
10. I will drop conclusions from everything that I watched.	201	3.94	0.71	high
11. I will drop conclusions from everything that I heard.	201	3.96	0.66	high
12. I will try to guess the content from the speakers' intonation and pauses.	201	3.76	0.70	high
Total	201	4.19	0.63	high

The table showed that using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of cognitive strategies was high level ($\bar{X} = 4.19$) which rank order of the highest using five listening strategies in EFL classroom was item 3. *I will briefly translate what I heard into Thai.* ($\bar{X} = 4.51$), item 5. *I will concentrate on the speaker's English.* ($\bar{X} = 4.50$), and the lowest using five listening strategies in EFL classroom in the area of cognitive strategies was item 12. *I will try to guess the content from the speakers' intonation and pauses* ($\bar{X} = 3.76$).

The table showed that using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in the area of compensation strategies was high level ($\bar{X} = 3.95$) which rank order of the highest using five listening strategies in EFL classroom was item 4. *I will try to guess the content from the speakers' body language.* ($\bar{X} = 4.09$), item 2. *I will try to guess the content from my previous background knowledge.* ($\bar{X} = 4.04$), and the lowest using five listening strategies in EFL classroom in area of compensation strategies was item 6. *I will check the content by what I have already seen.* ($\bar{X} = 3.75$).

Table 5: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of compensation strategies

Compensation Strategies	n	\bar{X}	S.D.	Level
1. I will try to guess the content from the clues I already heard.	201	3.97	0.79	high
2. I will try to guess the content from my previous background knowledge	201	4.04	0.65	high
3. I will try to guess the content from the speakers' facial expressions.	201	4.01	0.71	high
4. I will try to guess the content from the speakers' body language.	201	4.09	0.61	high
5. I will try to guess the content from the animation.	201	3.93	0.88	high
6. I will check the content by what I have already seen.	201	3.75	0.91	high
7. I will try to guess the content by the following pilots.	201	3.88	0.93	high
Total	201	3.95	0.78	high

The table showed that using five listening strategies, in EFL classroom of Thai-Nichi Institute of Technology students, in the area of memory strategies was at a high level (\bar{X} = 4.15). The rank order of the highest using five listening strategies in EFL classroom was item 2. *I will try to understand the content by*

my experience and what I have seen. (\bar{X} = 4.22), item 1. *I will try to understand the content by my experience and what I heard.* (\bar{X} = 4.18), and the lowest using five listening strategies in EFL classroom in area of memory strategies was item 3. *I will combine all the clues I have heard.* (\bar{X} = 4.05).

Table 6: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of memory strategies

Memory Strategies	n	\bar{X}	S.D.	Level
1. I will try to understand the content by my experience and what I heard.	201	4.18	0.97	high
2. I will try to understand the content by my experience and what I have seen.	201	4.22	0.79	high
3. I will combine all the clues I have heard.	201	4.05	1.09	high
Total		4.15	0.95	high

Table 7: Table of mean and standard deviation of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in area of affective strategies

Affective Strategies	n	\bar{X}	S.D.	Level
1. I will encourage myself and give myself confidence.	201	3.37	1.11	moderate
2. If I don't understand what someone says in English, I ask them to repeat.	201	3.59	0.97	high
Total		3.48	1.04	moderate

The table showed that using five listening strategies, in EFL classroom of Thai-Nichi Institute of Technology students, in the area of affective strategies was at a moderate level ($\bar{X} = 3.48$). The rank order of a high using five listening strategies in EFL classroom was item 2. *If I don't understand what someone says in English, I ask them to repeat.* ($\bar{X} = 3.59$) and a low using five listening strategies in EFL classroom in area of affective strategies was item 1. *I will encourage myself and give myself confidence.* ($\bar{X} = 3.37$).

Phase 3: The results of comparison using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students according to genders and majors

The table showed that students with different genders had no differences in using five listening strategies in EFL classroom in total and in each aspect.

Table 8: Table of comparison using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in total and in each aspect according to genders

Components	Genders				t	p
	Male (N=107)		Female (N=94)			
	\bar{X}	S.D.	\bar{X}	S.D.		
1. metacognitive	4.34	0.61	4.40	0.57	-1.295	0.267
2. cognitive	4.18	0.65	4.20	0.61	0.326	0.731
3. compensation	3.94	0.81	3.96	0.75		
4. memory	4.13	0.97	4.17	0.93		
5. affective	3.47	1.05	3.49	1.03		
Total	4.01	0.81	4.04	0.77	-.607	0.612

*Statistical Significance at .05 level

Table 9: Table of comparison using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students in total and in each aspect according to majors

ANOVA

Strategies		SS	df	MS	F	p	Sheffe'
1. metacognitive	Between Groups	1.256	2	.628	5.009	0.050*	BJ-MT
	Within Groups	59.689	199	.313			
	Total	60.945	201				
2. cognitive	Between Groups	.955	2	.477	4.219	0.058	
	Within Groups	74.807	199	.392			
	Total	75.762	201				
3. compensation	Between Groups	3.439	2	1.720	7.963	0.030*	AE-MT
	Within Groups	110.834	199	.580			
	Total	114.273	201				
4. memory	Between Groups	.441	2	.221	3.545	0.062	
	Within Groups	77.365	199	.405			
	Total	77.807	201				
5. affective	Between Groups	5.422	2	2.711	4.428	0.059	
	Within Groups	116.937	199	.612			
	Total	122.358	201				
Total	Between Groups	1.026	2	.513	6.084	0.049	BJ-MT, AE-MT
	Within Groups	1.026	199	.289			
	Total	56.183	201				

*Statistical Significance at .05 level

The table showed that students with different academic majors had statistically significant differences in overall at .05 level. When considered in each aspect, it was found that there were statistically significant differences at .05 level in metacognitive strategies of Business Japanese

students and Multimedia Technology students. Moreover, there were statistically significant differences in compensation strategies at .05 level of Automotive Engineering students and Multimedia Technology students.

Table 10: Table of frequency and percentage of number of opinions and suggestions of TNI undergraduate students in using five listening strategies in EFL classroom

Opinions and suggestions	n	Fre	%
Using five listening strategies in EFL classroom	27		
Opinions	15		55.55
1. Listening makes me motivation in learning English.		7	25.92
2. Listening English songs makes me understand foreign culture.		5	18.51
3. Listening strategies are useful to my learning English.		3	11.11
Suggestions	12		44.45
1. Teachers should use English songs in their teaching listening skill.		6	22.22
2. Conversation in classroom should be used in practicing listening skill.		4	14.82
3. Teachers in all classes should teach listening strategies in classroom.		2	7.41

Phase 4: The results of study opinions and suggestions about using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students

The table showed that TNI undergraduate students had opinions and suggestions in using five listening strategies in EFL classroom as follows:

1. For using five listening strategies in EFL classroom, it revealed that the answers of 27 students were divided into 2 categories which were opinions and suggestions; 15 students (55.55%) and 12 students (44.45%) respectively. *Listening makes me motivation in learning English* was equal to 25.92% (7 students); *Listening English songs makes me understand foreign culture* was 18.51% (5 students); *Listening strategies are useful to my learning English* was 11.11% (3 students).

Suggestions from 12 students (44.45%) were *Teachers should use English songs in their teaching listening skill* was 22.22% (6 students); *Conversation in classroom should be used in practicing listening skill* was 14.82% (4 students); *Teachers in all classes should teach listening strategies in classroom* was 7.41% (2 students).

Conclusion

According to the study and data analysis, the results of this study were concluded as follows.

Part 1: The results of demographic variables of TNI undergraduate students.

The obtained data from Part 1 of the student questionnaire provided a profile of respondents: genders and majors. The frequency distributions of students' responses to the administered questionnaires were calculated using SPSS for Windows and tabulated, as presented in the previous table.

As shown in the table, the percentages of the TNI undergraduate respondents (n = 201), in genders ranged from 53.23% for male and 46.77% for female; in majors ranged from 36.32% for Business Japanese, 33.83% for Automotive Engineering, and 29.85% for Multimedia Technology.

Phase 2: The results of using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students

TNI students had used five listening strategies in EFL classroom at high level (\bar{X} = 4.02) when considered in each aspect. It was found that students were using metacognitive strategies at high

level (\bar{X} = 4.37), using cognitive strategies at high level (\bar{X} = 4.19), using compensation strategies at high level (\bar{X} = 3.95), using memory strategies at high level (\bar{X} = 4.15), and using affective strategies at moderate level (\bar{X} = 3.47)

Phase 3: The results of comparison using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students according to genders and majors

1. Students with different genders had no differences in using five listening strategies in EFL classroom in total and in each aspect.

2. Students with different academic majors had statistically significant differences in overall at .05 level. When considered in each aspect, it was found that there were statistically significant differences at .05 level in metacognitive strategies of Business Japanese students and Multimedia Technology students. Moreover, there were statistically significant differences in compensation strategies at .05 level of Automotive Engineering students and Multimedia Technology students.

Phase 4: The results of the study on opinions and suggestions about using five listening strategies in EFL classroom of Thai-Nichi Institute of Technology students

TNI undergraduate students had opinions and suggestions in using five listening strategies in EFL classroom as following:

For using five listening strategies in EFL classroom, it revealed that the answers of 27 students were divided into 2 categories which were opinions and suggestions; 15 students (5.55%) and 12 students (44.45%) respectively. *Listening makes me motivation in learning English* was equal to 25.92% (7 students); *Listening English songs makes me understand foreign culture*. 18.51% (5 students); *Listening*

strategies are useful to my learning English. 11.11% (3 students).

Suggestions from 12 students (44.45%) were, *Teachers should take English songs in learning listening*. 22.22% (6 students); *Conversation in classroom should be used in practicing listening skill*. 14.82% (4 students); *Teachers in all classes should teach listening strategies in classroom*. 7.41% (2 students).

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

The result of using five listening strategies in EFL classroom of TNI students in five areas was high. In this way, it might concern with the following reasons.

1. Metacognitive strategies were at high level because TNI undergraduate students might have set goals in listening and motivated themselves to get a good grade so they tried very hard to listen and decode it. This is related to a point of view of Dornyei (2003), who advocated that a learner may be highly motivated in listening if he or she thinks that the chance of getting a task done properly is high and regards such a completion of task as meaningful and significant (Willis & Hodson, 1999). Furthermore, the metacognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergriff, 1999).

2. Cognitive strategies were at high level because which the TNI students might have been

familiar with using cognitive strategies that were related to the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies, Henner-Stanchina (1987) engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. On the other hand, top-down processing went from meaning to language (Richards, 2008).

3. Compensation strategies were at high level because the TNI students might have been using various techniques including guessing the content from my previous background knowledge and guessing the content from the speakers' facial expressions (Coskun, 2010). In addition, the TNI students were able to apply these strategies in daily life learning.

4. Memory strategies were at high level because the TNI students might usually involve in listening for main ideas, guessing the meaning of vocabulary from context clues, listening for details, taking notes effectively and systematically, and picturing what is being listened to. Getting the students to practice these skills in class will enhance their comprehension (Brownell, 2002).

5. Affective strategies were at moderate level because the TNI students might lack of learning social skills. Some students required individual studies more than group work studies which related to

concept of Vandergriff (2003) who defined the affective strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Moreover, socio-affective strategies are non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. Therefore factors such as emotions and attitudes should be considered (Oxford, 1990).

6. The point of view of the TNI undergraduate students towards using five listening strategies was ranked at a high level because they understood how to use English listening strategies. This was also caused a high English listening strategies using which related with the statement of the educational theorist, Nunan (2002) advocated that Language learning strategies refer to the processes that are consciously selected by learners and which may result in actions taken to enhance language learning. Language use strategies help learners to use the target language properly.

Recommendations

According to the study, the useful suggestions for further development and improvement were demonstrated as follows.

1. Recommendations for this study

1.1 From the results of the study, it is found that TNI should encourage their students to have more confident in listening skills by using a sound lab room. Therefore, the students will have an opportunity to listen English in various situations.

1.2 Teachers should teach higher level strategies to students and support TNI undergraduate students in listening and provide supplementary materials both in and outside the classroom.

1.3 The results of the study from opinions and suggestions showed that the TNI administrators should provide teaching materials for improving listening skills both in and outside classroom.

2. Recommendations for further study

2.1 A survey of English listening and speaking strategies using and English listening-speaking motivation should be studied.

2.2 Comparisons of using English listening strategies and speaking strategies of TNI undergraduate students should be done.

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