



**ENGLISH LISTENING COMPREHENSION PROBLEMS  
OF EMPLOYEES AT AN INTERNATIONAL  
AUTOMOTIVE COMPANY IN THAILAND**

**BY**

**MISS TANAWAN JULAMONTHOL**

**AN INDEPENDENT STUDY PAPERSUBMITTED IN  
PARTIALFULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN ENGLISH FOR CAREERS  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015  
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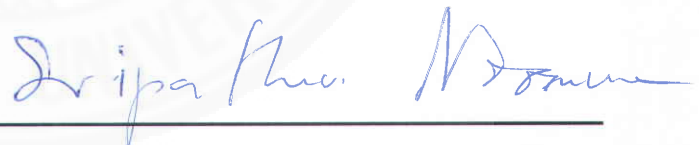
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ENGLISH LISTENING COMPREHENSION PROBLEMS OF EMPLOYEES AT  
AN INTERNATIONAL AUTOMOTIVE COMPANY IN THAILAND

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## ABSTRACT

This research investigated listening comprehension problems and provided suggestions for listening comprehension improvement of employees at THAI-SWEDISH Assembly Company. The participants of this study were 132 employees who encountered difficulty in English listening with colleagues, customers, and suppliers in the workplace. The data collection was gathered by questionnaire. The result of this study showed that unknown slang and idioms, speed of speech, insufficient English vocabulary, and outside noise were the major listening comprehension problems of the employees. Practicing listening skill with native speakers was the main way to improve the listening comprehension of employees.

**Keywords:** Listening comprehension problems, listening comprehension improvement

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

Thailand is member in the ASEAN Economic Community (AEC), established in Dec 2015. A part of AEC's objective is a single market and production base in ASEAN countries. Furthermore, it aims to be an integrated market for resources, product, labor and services, which can be moved to anywhere in ASEAN. In particular, the free movement of labor is the one of the core principles of a single market and production base (Asean up, 2016). ASEAN can lead to implementation of existing economic initiatives; accelerate the movement of business persons, skilled labor and talents; and strength the institutional mechanisms (Kiat, 2015). The AEC attracts foreign investors to expand businesses in ASEAN countries. As per agreement, English is the lingua franca. Therefore, Thai employees need to improve their English communication skills to increase competitiveness with other AEC countries.

Nowadays, the Thai-Swedish Assembly Company's employees use English to communicate with foreigner colleagues, oversea suppliers and customers in Japan, India, China, Indonesia, Malaysia, Europe, America, Latin America, South Africa, and Australia. They encounter listening difficulties with those persons due to a variety of accents and pronunciation. Listening is a key element to communicate with people. Although listening is an invisible process that it is difficult to describe (Wipf, 1984), employees need to have the interpretation ability to convey information to speakers. Currently, the employees have to use listening skill to understand the main idea, perceive the details and evaluate messages. Furthermore, they need to act after they get assignments from meetings. Therefore, listening is the main skill to reduce or increase the communication capability of employees, which can lead to a better performance, salary increase, and promotions.

Likewise, the Thai-Swedish Assembly Company can recruit employees from other AEC countries, who have strong English, to work with them instead of Thai employees. Thai employees thus need to be conscious of their performance.

The aims of this study were the identification of the listening comprehension problems, which employees encounter in the workplace, and suggestions about listening comprehension improvement.

## **1.2 RESEARCH QUESTION**

This study seeks to answer the following research questions:

- 1.2.1 What English listening comprehension problems do employees encounter when listening to spoken English?
- 1.2.2. How can employees improve their listening comprehension?

## **1.3 OBJECTIVES OF STUDY**

The present attempts to explore the listening comprehension problems of employees at the THAI-SWEDISH Assembly Company.

- 1.3.1 To find out the listening comprehension problems employees at the THAI-SWEDISH Assembly Company encounter when listening to spoken English.
- 1.3.2 To determine how employees can improve their listening comprehension.

## **1.4 DEFINITION OF TERMS**

The definition of terms is as follows:

### **1.4.1. Employees**

Employees refer to white collar staff who use English to communicate at Thai-Swedish Assembly Company.

### **1.4.2 International company**

An international company refers to the Thai-Swedish Assembly Company which is an automotive company based in Sweden. It is a subsidiary of the Volvo Group. The company has expanded its business to Thailand.

### **1.4.3 Listening**

Listening refers to the interpretation of messages from customers, suppliers and colleagues.

### **1.4.4 Listening Comprehension**

Listening comprehension refers to interpretation in English listening. Employees can describe the information from customers, suppliers and colleagues correctly.

#### 1.4.5 Listening Comprehension Problems

Listening comprehension problems refer to Thai Swedish Assembly employees' inability to interpret English speech from customers, suppliers and colleagues. They cannot understand the messages.

### 1.5 SCOPE OF THE STUDY

This study focused only on Thai white collars employees at Thai Swedish Assembly Company that use English language for communication at the workplace. The number of participants was 132 white collars employees who already passed the English qualification from the Human Resources Department.

### 1.6 SIGNIFICANCE OF THE STUDY

The present research is significant because of the following reasons:

The world economy is expanding and businesses can be established across borders such as the Thai-Swedish Assembly Company. This study will present valuable information on comprehension problems in English listening of white collar employees at Thai Swedish Assembly Company. The findings will be useful for Thai Swedish Assembly Company and employees to know their listening problems. They will gain beneficial information to develop their listening comprehension.

### 1.7 LIMITATIONS OF THE STUDY

There are some limitations of this study. The first limitation was participant's time. The researcher had only 30 minutes per day in the morning to distribute the questionnaire and collect the data, and this looks many days. The participants may have hurried to do the questionnaires without careful consideration. The second limitation was the group of participants. The participants worked in a European company. Some of the listening comprehension problems may not be generalizable to employees who work in Japanese or Thai companies.

### 1.8 ORGANIZATION OF THE STUDY

The investigation of English comprehension problems was divided into five parts.

The first chapter presents the background of the study, research question, research objective, definition of terms, scope of the study, significance of the study, limitations of the study, and organization of the study.

The second chapter contains the review of literature and relevant research

The third chapter describes the research methodology and instrument of this research.

The fourth chapter reports the findings of the study and the discussion.

The fifth chapter contains the conclusion and recommendations for further research.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

There are four main points in this chapter: (1) theories of listening comprehension (2) theories of listening comprehension problem (3) theories of listening comprehension improvement (4) relevant research.

### **2.1 THEORIES OF LISTENING COMPREHENSION**

#### **2.1.1 Listening comprehension definition**

Comprehension is understanding in the meaning of written or spoken language (Terry & Tomas, 1977). Rivers (1966, p.196) concludes that, "speaking does not of itself constitute communication unless what is being said is comprehended by another person". The capability is effective when the listener responds to what he or she hears, attempts to understand messages and applies the information (Anderson & Lynch, 1988). Listening comprehension is the capability of understanding sounds, knowledge of vocabulary, stress, and intonation (Rost, 2002).

#### **2.1.2 Listening Comprehension Process**

Brownell (1996) describes the SIER model. The SIER is an acronym of four listening stages involving the linking of activities of sensing, interpreting, evaluating, and responding. This model is used as a diagnostic tool as for the listening process that is divided to four listening stages sensing, interpreting, evaluating, and responding (Steli, Barker, and Watson, 1983). The sensing starts by hearing, seeing, and receiving verbal and nonverbal messages. The messages should not be interrupted so they can be delivered completely. After receiving the message, the interpretation will be placed in a meaningful context using experience, knowledge, and attitudes to connect to the verbal and nonverbal message's component. Interpretation can help to guarantee that the receiver understands the sender's message. The evaluation process occurs in active listening after the interpretation process. The facts and opinions are sorted by the receiver. The evaluation process consists of logic and emotion. The receiver

needs to respond to the sender after finishing the evaluation process. It is an interaction between senders and receivers including the verbal and nonverbal messages, so the senders will know that their message is effective information and the receiver can interpret and respond to them.

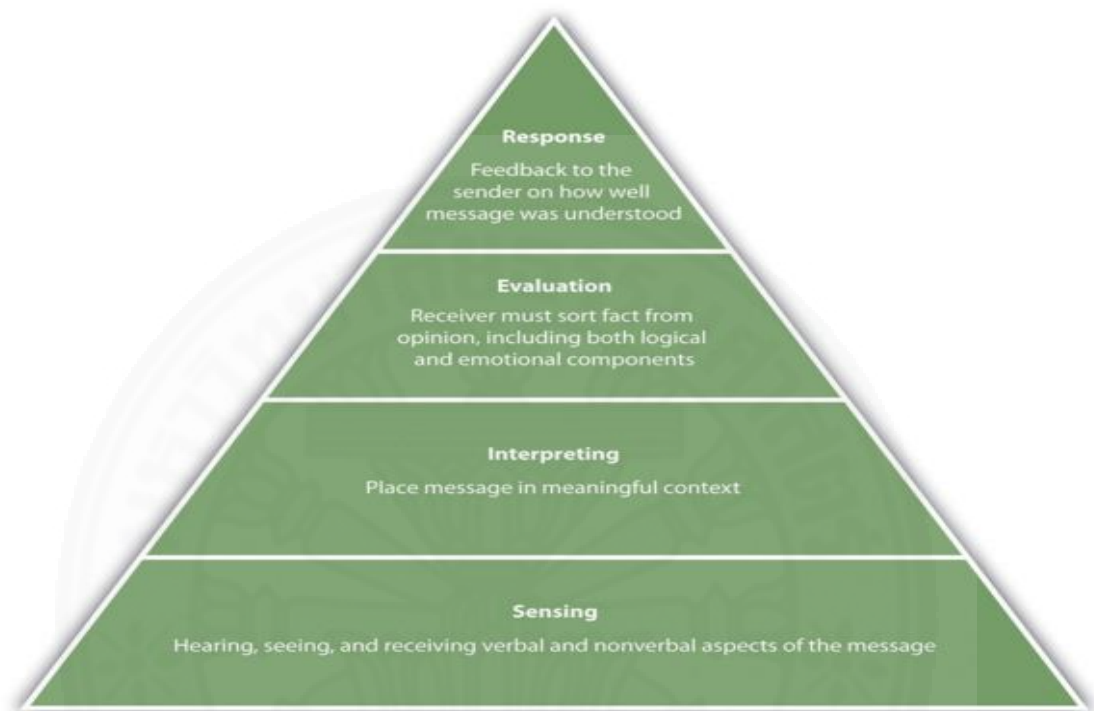


Figure 2.1 The SIER Model

Source: Reprint from *Effective listening: Key to your Success* by Lyman K. Steil Larry L. Barker Kittie W. Watson

In the view of Richards (2008) the listening comprehension process requires study of characteristics of spoken verbalization. He divided verbal characteristics into two different kinds of processes to understand spoken speech: bottom-up and top down processing. Firstly, the bottom-up process is the foundation of understanding the incoming data. Receiving data is the first step for the comprehension process. After that, the receiver needs to analyze the data, sounds, words, clauses, sentences, text-unit meaning as a sequence, which is the decoding process. Scanning of input, i.e., familiar words and grammatical knowledge, is utilized to connect the elements of sentences. The process can be summarized as follows:



- 1) Listeners catch the real context and memorize a phonological representation.
- 2) Listeners divide the phonology into components, and identify the messages, and functions.
- 3) Listeners recognize each component. In addition, they construct essential propositions and continually build through a hierarchical representation of proposals.
- 4) Listeners identify the proposals for the components and memorize them.

In bottom-up processing, listeners need to recognize words and clues, and grammar structures that relate to key elements in sentences. Word and sentence functions need to use stress and intonation to identify them. Secondly, the top-down processing uses the background knowledge to interpret the meaning of messages. The top-down process starts from meaning and converts to language. The schemata or background knowledge uses a listener's previous knowledge that relates to the subject of speech. Some background knowledge can be connected or applied to the speech concept. Listening comprehension often occurs from the top down. In general, both the bottom-up and top-down processes occur together. The scope depends on listener's background knowledge with the topic and text's content, the data's density, the text type, and the objective of the listener in listening. It is accepted that the speaker and listener need to conceive both top-down, bottom-up and apply them through an interactive process. The top-down approach focuses on the speaker's purpose and the topic of the message. The bottom-up approach focuses on the individual's knowledge of the spoken messages, such as individual words or grammatical structure, which supports the understanding of the messages (Nunan, 1998). The interactive process is two-way communication combining the top-down and bottom-up approaches (Richards, 1990).

## **2.2 THEORIES OF LISTENING COMPREHENSION PROBLEMS**

According to Roach and Wyatt (1988), we think that we hear the word and sentence but actually, sound is heard instead. The brain reconstructs this sound into

spoken language's words and sentences. This reconstruction is based on expectation, and past experience. The words that listeners understand do not have a relationship to the words the speakers say. Listeners misunderstand the message from speaker, believing it to be based on the ability to interpret a wide variety of different cues in the environment, not only sound but also many visual cues and past listening experiences are included in listening understanding. Underwood (1989) claims that different background knowledge of learners, such as their culture and education, creates problems. Moreover, native speakers probably have less trouble than the foreign language learners because they have different sound and tones. Bingol, Celik, Yildiz, and Mart (2014) explain the potential listening problems as follows: unfamiliarity with cultural knowledge; accented speech; words many meanings; speakers speaking very fast, it difficult to catch the messages; the length of messages; the physical conditions, such as sitting in the back or front of classroom; and motivation topic. According to Brownell (1996) factors affecting listening comprehension are as follows: 1) Characteristics of listener can lead to effective listening. This is based on personal styles that affect listening capability, for instance, listeners are interested to know a variety of information and they are open-minded to get information. They have listening objectives. 2) Listening skill: intelligent listeners use prediction and intelligence may be an important factor. 3) Nervousness or anxiety affect listening ability 4) Negative attitudes also influence listening. 5) Different genders have different listening abilities. 6) An individual's culture, background, and other variables define his unique attitude. Both the perceptual process and information processing are influenced through culture. 7) The organization of the message. 8) The medium of message. Hamilton (2011) states that physical barriers, personal barriers, gender and semantic limits are obstacles to listening. Physical barriers impact listening comprehension. Personal barriers are the listener's problems. Emotions possibly play a part in personal barriers that impact listening comprehension. Gender barriers are another obstacle such as a man not concentrating when listening to a woman speaker because they feel superior. Semantic barriers involve the meaning of words. Problems affecting listening comprehension also include the speed of delivery, redundancy, and prosodic features. In addition, new words, slang and idioms are barriers to listening comprehension (Kijpooonpol, 2008).

### **2.3 THEORIES OF LISTENING COMPREHENSION IMPROVEMENT**

There are a lot of activities that can help listeners to improve listening comprehension skill. Osada (2004) asserts that learners need to consolidate the information from the following sources: phonetics, phonology prosodic, lexical, syntactic, linguistic, and pragmatics in order to understand the speaker's message. Nation and Wang (1999) state that reading at least one time per bi-weekly can increase vocabulary (as cited in Nation and Newton, (2009). In addition, the improvement focuses on language-focused learning of pronunciation, spelling, vocabulary, grammar, and discourse (Nation & Newton, 2009). Tafari (2009) as cited in Pimsamarn (2011) stated that learners should be urged to see movies as it can increase visual awareness.

### **2.4 RELEVANT RESEARCH**

The section reviews studies on listening comprehension problems in English.

Hamouda (2013) found that unfamiliar words, the length of the spoken text, accent pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, lack of practice, lack of access to resources of EFL listening, unclear pronunciation, limited vocabulary, poor knowledge of grammar, environmental variables, and physical variables were the major listening comprehension problems. The research was conducted at English Language and Transaction, Qassim University in Saudi Arabia, and included sixty first-year students, majoring in English. The instrument was divided into two tools. Firstly, a questionnaire was used to obtain information about the difficulties while listeners were taking a listening course at Qassim University. Secondly, semi-structured interviews were used with twelve volunteers from the sixty first-year students.

Juan and Abidin (2013) determined that the lack of prior knowledge in English vocabulary and listening comprehension process barriers were the main problems affected listening capability. Furthermore, different accents of native speakers, short duration of concentration on conversations, and learning habits also impacted listening comprehension. They studied the English listening comprehension problems of international university students from China. The research was conducted as qualitative research. Interviews with open-ended questions were main process for this

research. The researcher investigated participants' perspective with questions that, which concerned their English listening comprehension and self-learning problems as follows; Firstly, the pre-listening gathered the background problems of listening experience. Secondly, while-listening concerned the cognate words and memorization. Lastly, post-listening was investigated. The researcher drew the three participants by random sampling from students in the level four class of the language centre of USM (University Sains Malaysia) in China who had come to Malaysia for six months.

Cubalit (2014) found that most participants encountered listening comprehension problems regarding text, speaker's recognition and listener's recognition. They had difficulty understanding native speakers and grammar structures. The accents of different speakers also contributed to listening comprehension problems. The participants were Thai students who studied in English for International Communication (EIC) in the Faculty of Business Administration and Liberal Arts (BALA), RMUTL, Phitsanulok, campus. The thirty participations were randomly drawn from the second to fourth year to participate in the research; there were twenty females and seven males, aged from age nineteen to twenty-three. The research instrument was a questionnaire that was distributed after last demonstration class.

Nowrouzi, Tam, Zarein, and Nimehchisalem (2015) studied three parts of the listening comprehension problems of Iranian EFL students: 1) perception information 2) parsing information 3) utilization information. They found that the perception problems occurred when speech was fast. The parsing problem referred to difficulty in following unfamiliar topics of listeners. The utilization problem was a high-level problem. Listeners could not get the details, the supporting ideas, and the relationships among the ideas from listening. The participants were 70% female with minimum and maximum age of nineteen to twenty three years old from of Iranian tertiary level first-year EFL learners. The participants were English major drawn randomly from three universities in Mashhad, Iran. The researcher used a questionnaire as the instrument.

In conclusion, most related studies found problems about lack of vocabulary, the speed of speech's speaker, and speaker's accents. Thus, the present study will investigate the listening comprehension problems of the employees in an international company in Thailand.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This study investigated the listening comprehension problems of employees at THAI-SWEDISH Assembly Company. This chapter discusses: (1) the participants, (2) the material, and (3) the procedures.

#### **3.1 PARTICIPANTS**

The population of the study was white collar employees at THAI-SWEDISH Assembly Company. They were chosen as participants because they regularly use English to communicate with overseas colleagues, suppliers and customers. In addition, they encounter listening comprehension problems while listening. The number of participants in this study was calculated based on Taro Yamane's technique. From the calculations the minimum number of participants required for a population of 197 should be 132 at a confidence level at 95%.

#### **3.2 MATERIAL**

A questionnaire was used to study the listening comprehension problems of employees when listening to spoken English. The questionnaire was in Thai in order to decrease ambiguity and misinterpretation of the items. It consisted of four parts as follows:

##### Part I: Demographic Data

The participants were required to provide their demographic information including gender, age, education, department, and English level.

##### Part II: Self-assessment of English listening comprehension problem

This part consisted of 25 five-point Likert scale items aiming to investigate the frequency of the listening comprehension problems participants encountered when listening to spoken English. A five-point Likert scale, ranging from "Very high" to "Very Low", was used with the following criteria:

5	=	Very high
4	=	High
3	=	Moderate
2	=	Low
1	=	Very low

### Part III: Listening comprehension improvement

This part contained of eight five-point Likert items aiming to examine the listening comprehension improvement. A five-point Likert scale, ranging from “Strongly agree” to “Strongly Disagree”, was used with the following criteria:

5	=	Strongly agree
4	=	Agree
3	=	Moderate
2	=	Disagree
1	=	Strongly Disagree

### Part IV: Recommendations or suggestions

This part required the participants to write short suggestions on how to improve English listening skill.

## **3.3 PROCEDURES**

### **3.3.1 Data Collection**

The questionnaire was piloted to ensure its validity and reliability, including face and content validity, appropriateness, correctness, and quality. It was piloted with five employees at THAI-SWEDISH Assembly Company. Insights gained from the piloting stage were taken into consideration. Ambiguous terms were clarified and irrelevant items were excluded.

The questionnaires were distributed to the 132 participants by hand in late April 2016. The respondents were informed about the purpose of the study, the instructions and the confidentiality in completing the questionnaires.

### **3.3.2 Data analysis**

The data obtained from the questionnaires was analyzed by the researcher using Microsoft Excel. In part I, the findings on the participants’ demographic information were analyzed using frequency distribution and percentage. In parts II, the findings on

the participants' listening comprehension problems were analyzed using frequency distribution, percentage, arithmetic mean, and standard deviation. The average scores were interpreted through a scale of following ranges:

4.21-5.00	=	Very high
3.41-4.20	=	High
2.61-3.40	=	Moderate
1.81-2.60	=	Low
1.00-1.80	=	Very low

In part III, the findings on the participants' opinions on how to improve their listening comprehension were analyzed using frequency distribution, percentage, arithmetic mean, and standard deviation. The average scores were interpreted as follows:

4.21 - 5.00	=	Strongly Agree
3.41 - 4.20	=	Agree
2.61 - 3.40	=	Moderate
1.81 - 2.60	=	Disagree
1.00 - 1.80	=	Strongly Disagree

In part IV, the participants' suggestions or recommendations were analyzed using content analysis.

In summary, this chapter illustrated the methodology of the study including subject, material, and procedures. The findings of the study are presented in the next chapter.



## CHAPTER 4

### RESULTS

This chapter reports the findings of the study on the listening comprehension problems of employees at THAI-SWEDISH Assembly Company. The results are presented in four parts as follows:

#### 4.1 DEMOGRAPHIC INFORMATION

The demographic data was analyzed in terms of gender, age, department, education, years of studying English and English knowledge & skill level of 132 participants by means of frequency and percentage. The findings are shown in the following tables:

*Table 4.1 Gender*

<b>Gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Male	55	41.67
Female	77	58.33
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.1 presents the gender of participants. A total of 58.33% of the participants were female and 41.67% were male.

*Table 4.2. Age*

<b>Age (years)</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
21-25	17	12.88
26-30	41	31.06
31-35	51	38.64
above 35	23	17.42
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.2 presents the age of the participants. A total of 38.64% of the participants were between 31-35 years old, 31.06% were between 26-30 years old, 17.42% were above 35 years, and 12.88 % were between 21-25 years old.



*Table 4.3 Department*

<b>Departments</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Logistics	47	35.61
Engineering	43	32.58
IT	2	1.52
Finance & Accounting	8	6.06
Human Resources& Safety	6	4.55
Other	26	19.70
<b>Total</b>	<b>132</b>	<b>100.00</b>

Table 4.3 presents the department of the participants. A total of 35.61% of the participants were in the Logistics department, 32.58% were in the Engineering department, 19.70% were in other departments, 6.06% were in the Finance & Accounting department, 4.55% were in the Human Resources& Safety department, and 1.52% were in the IT department.

*Table 4.4 Education*

<b>Education</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Bachelor's Degree	112	84.85
Master's Degree	20	15.15
Doctoral degree	0	0
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.4 presents the education of the participants. A total of 84.85% of the participants graduated with a bachelor's degree, and 15.15% graduated with a master's degree.

*Table 4.5 Years of studying English*

<b>Years of studying English</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
0 - 6 years	11	8.33
6 - 12 years	34	25.76
12 - 18 years	54	40.91
18 - 24 years	21	15.91
Above 24 years	12	9.09
<b>Total</b>	<b>132</b>	<b>100</b>

Table 4.5 presents the years of studying English. A total of 40.19% had studied between 12-18 years, 25.76% had studied between 6-12 years, 15.91% had studied between 18-24 years, 9.09% had studied above 24 years old, and 8.33% had studied between 0-6 years.

*Table 4.6.English knowledge and skill level*

English knowledge and skill levels		Excellent	Good	Fair	Poor	Very Poor	Mean
English listening	n	0	7	82	42	1	3.28
	%	0	5.3	62.12	31.82	0.76	
English speaking	n	0	14	82	35	1	3.17
	%	0	10.61	62.12	26.52	0.76	
English reading	n	0	2	66	63	1	3.45
	%	0	1.52	50	47.73	0.76	
English writing	n	0	9	64	58	1	3.39
	%	0	6.82	48.48	43.94	0.76	
English Vocabulary	n	1	14	83	31	3	3.16
	%	0.76	10.61	62.88	23.48	2.27	
English Grammar	n	2	31	64	35	0	3
	%	1.52	23.48	48.48	26.52	0	
English culture	N	2	40	81	9	0	2.73
	%	1.52	30.3	61.36	6.82	0	

Table 4.6 presents the English knowledge and skill level. A total of 62.12% of the participants rated their listening and speaking skill as fair. In addition, 50% of them rated their reading skill as fair, 48.48% rated their writing skill as fair, 62.88% of participants rated their vocabulary knowledge as fair, 48.48% rated their grammar knowledge as fair, and 61.36% rated their English culture skill as fair.

## **4.2 SELF-ASSESSMENT OF ENGLISH LISTENING COMPREHENSION PROBLEMS**

This part presents the findings concerning the participants' self-assessment of their English listening comprehension problems. The participants were requested to

complete the questionnaires indicating listening problems in four main areas: message, speaker, listener, and physical setting. The findings are illustrated in the form of statistical data including frequency, arithmetic mean and standard deviation.

*Table 4.7 Listening problems related to the message*

<b><u>Statement: Listening problems related to the message</u></b>		<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>	<b>Mean</b>	<b>SD</b>	<b>Level of problem</b>
I find it difficult to understand when the speaker uses unknown English vocabulary.	N (%)	18 (13.64)	66 (50.00)	39 (29.55)	8 (6.06)	1 (0.76)	3.70	0.81	High
I find it difficult to understand when the speaker uses unknown English slang and idioms.	N (%)	23 (17.42)	58 (43.94)	48 (36.36)	2 (1.52)	1 (0.76)	3.76	0.78	High
I find it difficult to understand when the speaker uses complicated grammar structures.	N (%)	16 (12.12)	62 (46.97)	38 (28.79)	14 (10.61)	2 (1.52)	3.58	0.89	High
I find it difficult to understand when the speaker speaks about unfamiliar stories or topics.	N (%)	18 (13.64)	49 (37.12)	43 (32.58)	20 (15.15)	2 (1.52)	3.46	0.96	High
I find it difficult to understand when the speaker speaks about uninteresting stories or topics.	N (%)	15 (11.36)	30 (22.73)	47 (35.61)	38 (28.79)	2 (1.52)	3.14	1.01	Moderate
I find it difficult to understand when the speaker speaks long messages.	N (%)	17 (12.88)	39 (29.55)	44 (33.33)	25 (18.94)	7 (5.30)	3.26	1.07	Moderate

I find it difficult to understand when the speaker reduces the form of words such as wanna (want to) kinda (kind of), gotta (got to).	N	12	26	38	36	20			
	(%)	(9.09)	(19.70)	(28.79)	(27.27)	(15.55)	2.80	1.19	Moderate
<b>Total</b>							3.38	1.02	Moderate

Table 4.7 indicates that listening problems related to message were at a moderate level ( $\bar{x} = 3.38$ ). Four out of seven statements were rated as high problems. The biggest listening problem for the respondents was when the message has unknown English slang and idioms ( $\bar{x} = 3.76$ ). On the contrary, the lowest problem level of respondents was when the speaker reduces the form of words ( $\bar{x} = 2.80$ ).

*Table 4.8 Listening problems related to the speaker*

<u>Statement: Listening problems related to the speaker</u>	-	Very high	High	Moderate	Low	Very low	Mean	SD	Level of problem
I find it difficult to understand when the speaker uses periphrasis, or speaker keeps beating around the bush. He does not get to the point.	N (%)	18 (13.64)	42 (31.82)	47 (35.61)	22 (16.66)	3 (2.27)	3.38	0.99	Moderate
I find it difficult to understand when the speaker's pronunciation is wrong.	N (%)	20 (15.15)	52 (39.39)	48 (36.36)	10 (7.58)	2 (1.52)	3.59	0.89	High
I find it difficult to understand when the speaker speaks too fast.	N (%)	28 (21.21)	59 (44.70)	36 (27.27)	9 (6.82)	0 (0.00)	3.80	0.85	High
I find it difficult to understand when the speaker speaks an unfamiliar accent.	N (%)	24 (18.18)	48 (36.36)	50 (37.88)	9 (6.82)	1 (0.76)	3.64	0.88	High

I find it difficult to understand when the speaker speaks without repeating the message or does not summarize the message at the end of conversation.	N (%)	11 (8.33)	20 (15.15)	64 (48.48)	35 (26.52)	2 (1.52)	3.02	0.9	Moderate
I find it difficult to understand when the speaker speaks with a monotone.	N (%)	9 (6.82)	8 (6.06)	57 (43.18)	55 (41.67)	3 (2.27)	2.73	0.88	Moderate
I find it difficult to understand when the speaker does not use nonverbal communications such as facial expressions.	N (%)	8 (6.06)	11 (8.33)	51 (38.64)	57 (43.18)	5 (3.79)	2.7	0.91	Moderate
<b>Total</b>							3.27	0.99	Moderate

Table 4.8 indicates that listening problems related to the speakers were at a moderate level ( $\bar{x} = 3.27$ ). Threeout of seven statements were rated as high problems. The biggest listening problem for the respondents was when speaker speaks too fast( $\bar{x} = 3.80$ ). On the contrary, the lowest problem level of respondents waswhen speaker does not use nonverbal communications such as facial expressions( $\bar{x} = 2.70$ ).

*Table 4.9 Listening problems related to the listener*

<b><u>Statement: Listening problems related to the listener</u></b>		<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>	<b>Mean</b>	<b>SD</b>	<b>Level of problem</b>
I find it difficult to understand when I do not understand the context or the situation.	N (%)	13 (9.85)	42 (31.82)	72 (54.55)	5 (3.79)	0 0.00	3.48	0.73	High
I find it difficult to understand when I do not have background knowledge.	N (%)	15 (11.36)	35 (27.27)	67 (50.76)	15 (10.61)	0 0.00	3.39	0.83	Moderate

I find it difficult to understand when I lack grammar knowledge.	N (%)	9 (6.82)	38 (28.79)	53 (40.15)	32 (24.24)	0 0.00	3.18	0.88	Moderate
I find it difficult to understand when I have limited vocabulary knowledge.	N (%)	13 (9.85)	70 (53.03)	42 (31.82)	7 (5.30)	0 0.00	3.67	0.73	High
I find it difficult to understand when I feel like I am having an anxiety attack.	N (%)	14 (10.61)	27 (20.45)	57 (43.18)	32 (24.24)	2 (1.52)	3.14	0.96	Moderate
I find it difficult to understand when I am sick.	N (%)	9 (6.82)	13 (9.85)	35 (26.52)	67 (50.76)	8 (6.06)	2.61	0.99	Moderate
I find it difficult to understand when I have bias against the speaker.	N (%)	11 (8.33)	13 (9.85)	33 (25.00)	61 (46.21)	14 (10.61)	2.59	1.08	Low
I find it difficult to understand when I am not concentrating on the speakers.	N (%)	30 (22.73)	28 (21.21)	58 (43.94)	14 (10.61)	2 (1.51)	3.53	1.01	High
<b>Total</b>							3.20	0.98	Moderate

Table 4.9 indicates that listening problems related to the listener were at a moderate level ( $\bar{x} = 3.20$ ). Three out of eight statements were rated as high problems. The biggest listening problem for the respondents was when they have limited vocabulary knowledge ( $\bar{x} = 3.67$ ). On the contrary, the lowest level of respondents was when they have bias against the speaker ( $\bar{x} = 2.59$ ).

*Table 4.10 Listening problems related to the physical setting*

<b><u>Statement: Listening problems related to the physical setting</u></b>	-	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>	<b>Mean</b>	<b>SD</b>	<b>Level of problem</b>
I find it difficult to understand when other outside noise is annoying.	N (%)	19 (14.39)	51 (36.64)	57 (43.18)	4 (3.03)	1 (0.76)	3.63	0.8	High

I find it difficult to understand when the speaker is speaking at a distance.	N (%)	11 (8.33)	28 (21.21)	67 (50.76)	21 (15.91)	5 (3.79)	3.14	0.92	Moderate
I find it difficult to understand when the speaker speaks via telephone, teleconferencing or Skype.	N (%)	9 (6.82)	23 (17.42)	60 (45.45)	30 (22.73)	10 (7.58)	2.93	0.99	Moderate
<b>Total</b>							3.23	0.95	Moderate

Table 4.10 indicates that listening problems related to physical setting were at a moderate level ( $\bar{x} = 3.23$ ). One out of three statements was rated as a high problem. The biggest listening problem for the respondents was when the listener was annoyed by outside noise ( $\bar{x} = 3.63$ ). On the contrary, the lowest level of problem for the respondents was when speaker speaks via telephone, teleconferencing or Skype ( $\bar{x} = 2.93$ ).

#### 4.3 LISTENING COMPREHENSION IMPROVEMENT

This part presented the solutions to improve the listening comprehension of the 132 respondents by self-assessment. The questionnaire contained closed-ended solutions with a five-point Likert scale. The findings are presented with statistical data including mean and standard deviation.

*Table 4.11 Listening comprehension improvement*

Statement	-	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Mean	SD	Frequency
I think I need to increase my vocabulary and background knowledge by reading English books or English websites	N (%)	49 (37.12)	73 (55.30)	6 (4.55)	4 (3.03)	0 (0.00)	4.27	0.69	Strongly Agree
I think I need to increase my grammar knowledge	N (%)	34 (25.76)	83 (62.88)	12 (9.09)	2 (1.52)	1 (0.76)	4.11	0.68	Agree

I think I need to recite the vocabulary.	N (%)	38 (28.79)	69 (28.79)	12 (38.64)	2 (23.48)	1 (2.27)	4.04	0.82	Agree
I think I need to watch English movies.	N (%)	43 (32.58)	69 (52.27)	16 (12.12)	4 (3.03)	0 0.00	4.14	0.74	Agree
I think I need to practice my listening skills with native speakers	N (%)	58 (43.94)	65 (49.24)	7 (5.30)	2 (1.52)	10 0.00	4.36	0.66	Strongly Agree
I think I need to have positive attitudes toward the speakers. I should not have bias.	N (%)	30 (22.73)	58 (43.94)	26 (19.70)	14 (10.61)	4 (3.03)	3.73	1.03	Agree
I think I need to concentrate on the messages from speakers while I am listening.	N (%)	28 (21.21)	81 (61.36)	17 (12.88)	4 (3.03)	2 (1.52)	3.98	0.78	Agree
I think I need to learn about pronunciation.	N (%)	41 (31.06)	67 (50.76)	18 (13.64)	4 (3.03)	2 (1.52)	4.07	0.84	Agree
<b>Total</b>							4.09	0.8	Agree

Table 4.11 illustrates that the participants agreed that they needed to improve their listening comprehension ( $\bar{x} = 4.09$ ). To do this, the need to practice listening skill with native speakers ( $\bar{x} = 4.36$ ), and increase their vocabulary and background knowledge by reading English books or English websites ( $\bar{x} = 4.27$ ). They agreed that they need to improve listening comprehension by watching English movies ( $\bar{x} = 4.14$ ), increasing grammar knowledge ( $\bar{x} = 4.11$ ), learning pronunciation ( $\bar{x} = 4.07$ ), recitation vocabulary ( $\bar{x} = 4.04$ ), concentration message from speaker ( $\bar{x} = 3.98$ ), and having positive attitudes toward the speakers ( $\bar{x} = 3.73$ ).

#### 4.4 RECOMMENDATIONS OR SUGGESTIONS

The participants were asked to provide recommendations or suggestions on how to improve English listening comprehension skill. The answers are presented as follows:

- The participants suggested that reading English books, listening to English news or English song, and watching English movies or YouTube can help to improve their listening comprehension skills. The



listeners can get the new words and increase listening comprehension from these things.

- The participants recommended that vocabulary recitation can increase listening skill.
- The participant gave the suggestion that increasing listening skill requires practice with native speakers.
- The participants mentioned that learning about accents and pronunciation can improve English listening comprehension skill.
- The participants suggested that English needs to be used every day and listeners should not be nervous to communicate in English.
- The participants recommended that listener should try to get main idea from listening.
- The participants recommended that listeners should take English courses.

## **CHAPTER 5**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATIONS**

This chapter consists of five parts: (1) summary of the study, (2) summary of the findings, (3) the discussion of the results, (4) the conclusion, and (5) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

This section includes the objective of the study, participants, materials, and the procedures of the study.

##### **5.1.1 Objective of the Study**

This study aimed to investigate the listening comprehension problem of employees at THAI-SWEDISH Assembly Company and provide some suggestions to resolve the listening comprehension problems.

##### **5.1.2 Participants, Materials, and Procedures**

**5.1.2.1 Participants:** The participants of the study were 132 employees at THAI-SWEDISH Assembly Company who encounter listening comprehension problems.

**5.1.2.2 Materials:** The instrument was a questionnaire used to obtain the data. The respondents were surveyed in four main parts: (1) demographic information of the participants, (2) self-assessment of English listening comprehension problems, (3) listening comprehension improvement, and (4) recommendations or suggestions to improve English listening comprehension skill.

**5.1.2.3 Procedures:** The questionnaire in Thai language was distributed to 132 participants and it was collected within one week. Closed-ended questions with a Likert scale and open ended questions were contained in the questionnaire in order to measure the English listening comprehension problems, English listening comprehension improvement, and suggestions. The researcher used Microsoft Excel to analyze the findings in the form of descriptive statistics in part I, II, and IV. The last part contained open-end

question seeking recommendations on English listening comprehension improvement from the participants.

## **5.2 SUMMARY OF THE FINDINGS**

The findings can be summarized as follows:

### **5.2.1 Demographic Information**

There were 132 participants in this study. A total of 58.33% of the participants were female and 41.67% were male. A total of 38.64% of the participants were between 31-35 years of age and 12.88% were between 21-25 years old. The largest numbers of participants were in the Logistic department at 35.61% and the fewest were in the IT department. The majority at 84.85% had graduated with a bachelor's degree, and 15.15% had graduated with a master's degree. A total of 40.19% of participants had studied English between 12-18 years and 8.33% had studied English between 0-6 years. A total of 62.12% of participants rated their listening and speaking skill at the fair level; 50% of them rated their reading skill at the fair level, 48.48% of the participants rated their writing skill at the fair level, 62.88% of the participants rated their vocabulary knowledge at the fair level, 48.48% rated their grammar knowledge as fair, and 61.36% rated their English culture skill as fair.

### **5.2.2 English listening comprehension problems**

The findings on English listening comprehension problems are divided into four main points: (1) Messages, (2) Speakers, (3) Listeners, and (4) Physical setting.

Firstly, the participants rated the problems related to the message at a moderate level with the average 3.38%. Unknown English slang and idioms was rated at an average of 3.76%, which was the biggest listening problem for the respondents. On the contrary, reducing the forms of words was the lowest problems at an average of 2.80%.

Secondly, the listening problems related to speaker were rated as moderate at an average of 3.27%. The biggest listening problem was when the speaker speaks too fast at the average of 3.80%. On the other hand, the speaker not using

nonverbal communication such as facial expressions was the lowest level of problem at the average of 2.70%.

Thirdly, listening problems related to listener were rated as moderate at the average of 3.20%. The limited vocabulary knowledge was rated as a high problem at the average of 3.67% but bias was the lowest problem at the average of 2.59%.

Lastly, listening problems related to physical setting were at a moderate level with the average of 3.23%. The outside noise was the listening problem at the highest average of 3.63%. On the contrary, when speaker speaks via telephone, teleconferencing or Skype was the listening comprehension problem at the lowest average of 2.93%.

#### 5.2.3 English listening comprehension improvement

The participants strongly agreed that practice listening skill with native speakers can improve listening comprehension at 4.36% but positive attitudes of the listener toward the speakers had the lowest average at 3.73%.

#### 5.2.4 Recommendations or suggestions

The participants made suggestions for English listening skill improvement as follows: practice with native speakers, learning about accents and pronunciation, listening to English songs, using English for communication every day, gathering the main idea, and taking an English course.

### 5.3 DISCUSSION

This section concerns the general information of the participants, listening comprehension problems, listening comprehension improvement, and recommendations.

#### 5.3.1 Listening comprehension problems

The participants in this study rated their listening skill at a fair level which was similar to speaking skill. The reason may be because listening skill and speaking skill are always used together in communication. This finding relates to the study of Rivers (1966, p.196), who concluded that “speaking does not of itself constitute communication unless what is being said is comprehended by another person”.

In this research, the respondents rated their vocabulary knowledge at a fair level. They faced difficulty in listening comprehension when the message had unknown English slang & idioms. The unknown slang and idioms were new words for the participants. This showed that the limited slang and idiom vocabulary was a listening comprehension problem. This is in line with the findings of Kijpooonpol's (2008) study that new words, slang and idioms are barriers to listening comprehension. Furthermore, Juan and Abidin (2013) determined that a lack of prior knowledge of English vocabulary also affected listening ability. Although, reducing the form of words was rated as the lowest average, it was still a listening comprehension barrier. The participants may not clearly understand words when speakers reduce the form of words. This result is in accordance with Brownell (1996), who found that an unclear message is difficult to follow.

The speaker also contributed to the listening comprehension problems of the listeners. This research found that speed of speech made it difficult to understand the message from the speaker. This finding is similar to Cubalit's (2014) study, which found that listener had difficulty understanding when speakers speak very fast. In addition, Hamouda's (2013) study also showed comprehension problems related to the speed of the speaker. Likewise, this result concurs with Bingol, Celik, Yildiz, and Mart (2014), who determined that the speed of the speaker can make it difficult to catch messages. On the contrary, nonverbal communication was rated as the lowest listening comprehension barrier.

This result relates to Brownell's (1996) study, which found that visual cues can improve listening.

The listener can also be barrier to listening comprehension. The participants encountered listening problems when they heard unknown vocabulary. They also had limited English vocabulary knowledge. The finding is in line with Rost's (2002) study, which determined that capability of understanding comes from sound, knowledge of vocabulary, stress, and intonation. Furthermore, the vocabulary knowledge was problem. This supports Richards (2008), who found that listeners who have proficiency in vocabulary have a foundation for understanding the message. The finding is also in line with

Hamouda (2013), who found that insufficient vocabulary was a listening comprehension problem. The bias against the speaker rarely affected listening ability. However, it was a part of the listening comprehension problem. This is in agreement with Brownell (1996), who found that negative attitudes also influences listening and block information from speakers.

The physical setting affected listening comprehension at a moderate level. The sound from outside can be annoying and affect listening comprehension. The finding is in accord with the study of Bingol, Celik, Yildiz, and Mart's (2014), which found that the physical conditions reduce listening capability. However, the participants also found it difficult to listen to speakers via phone or Skype. The finding supports Brownell(1996), who discovered that telephones and live speakers have different impacts on listening comprehension.

#### 5.3.2 Listening comprehension improvement

The participants strongly agreed that practice listening skill with native speakers can improve listening comprehension 4.36% while positive attitudes of listeners toward the speakers had at the lowest average. The participants also agreed that positive attitudes of listeners can improve listening skill at the lowest average. This result is in agreement with Brownell (1996), who found that negative attitudes affected listening ability and obstructed information from speakers. Thus, participants should reduce their bias and attempt to understand the message from the speaker.

#### 5.3.3 Recommendations

The participants suggested interesting ways to develop listening comprehension as follows: Firstly, reading English books, listening to English news or songs, watching English movies or YouTube, using English in daily life, catching up the main idea, vocabulary recitation, learning about accents and pronunciation and enrolling in an English course. These can improve listening ability. The findings were in line with Nation and Wang (1999), who determined that listening skill could be increased by reading one time per bi-weekly. In addition, Nation and Newton (2009) stated that the improvement focuses on language-focused learning of pronunciation, spelling, and vocabulary. Tafari (2009) concluded that learners should be motivated with English movies.

Hamilton (2011) argued that listening requires practice and it is not an inborn ability.

#### **5.4 CONCLUSION**

The main English listening comprehension problems of employees at Thai-Swedish Assembly Company were unknown slang and idioms, speed of speech, limited English vocabulary, and outside noise. In contrast, reducing the form of words, using verbal communication, bias, and speaking via telephone, teleconferencing or Skype were low problems.

The participants agreed with listening comprehension improvement by practice listening to native speakers but a positive attitude toward speakers had the lowest average. The participants suggested interesting opinions to improve listening comprehension as follows: practicing with native speakers, learning about accent and pronunciation, listening to English songs, using English for communication every day, gathering the main idea, and enrolling in an English course.

#### **5.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 Further study should be conducted with employees from different companies in other areas in Thailand.

5.5.2 Interviews can be employed to obtain in-depth information regarding the participants' listening comprehension problems.

5.5.3. Further study should be conducted on participants' listening strategies in order to learn more about how they apply listening strategies when encountering listening problems.



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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. The lotus is surrounded by a circular band containing the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' in English at the bottom. The entire seal is rendered in a light gray, semi-transparent style.

## **APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE IN ENGLISH**

**ENGLISH LISTENING COMPREHENSION PROBLEMS OF EMPLOYEES**

**AT AN INTERNATIONAL AUTOMOTIVE COMPANY IN THAILAND**

The main objective of this questionnaire is to study the listening comprehension problems of employees at International Automotive Company. It is part of a research paper as partial fulfillment of the requirements for a Master's degree of Art in English for careers, Language Institute, Thammasat University. Please be assured that your responses will be treated with confidentiality and be used for study purposes. Thank you very much for your co-operation.

The questionnaire is divided into four parts:

**Part I:** Demographic data

**Part II:** Self-assessment of English listening comprehension problems

**Part III:** Listening comprehension improvement

**Part IV:** Recommendation or suggestion

**Part I: Demographic Data**

Instruction: Please read the following statement and check (✓) the bracket or write a short answer for each item.

1. Gender ( ) Male ( ) Female
2. Age
 

( ) 21-25 years	( ) 26-30 years
( ) 31-35 years	( ) above 35 years
3. Which department are you in?
 

( ) Logistic	( ) Engineering	( ) IT
( ) Finance & Account	( ) Human Resource & Safety	( ) Other
4. Educational Level
 

( ) Bachelor's degree	
Major.....	
Minor.....	
( ) Master's degree	
Major.....	
Minor.....	

( ) Doctoral degree in.....

5. How long have you studied English?

( ) 0-6 years

( ) 6 years- 12 years

( ) 12 years- 18 years

( ) 18 years-24 years ( ) above 24 years

6. What is your English knowledge and skill level?

Knowledge and Skill	Excellent	Good	Fair	Poor	Very Poor
English listening					
English speaking					
English reading					
English writing					
English Vocabulary					
English grammar					
English culture					

## **Part II: Self-assessment of English listening comprehension problems**

Instruction: Please check (✓) the statement that most reflect your feeling and/ or opinion using the scale below.

No	Statement					
	<b><u>Listening problem related to message</u></b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
1	I find it difficult to understand when the speaker uses unknown English vocabulary.					
2	I find it difficult to understand when the speaker uses unknown English slang and idioms.					
3	I find it difficult to understand when the speaker uses complicated grammar structures.					
4	I find it difficult to understand when the speaker speaks about unfamiliar stories or topics.					
5	I find it difficult to understand when the speaker speaks about uninteresting stories or topics.					
6	I find it difficult to understand when the speaker speaks long messages.					
7	I find it difficult to understand when the speaker reduces form of word such as wanna (want to) kinda (kind of), gotta (got to)					
	<b><u>Listening problem related to speaker</u></b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
8	I find it difficult to understand when the speaker uses periphrasis, or speaker keeps beating around the bush. He does not get to the point.					

9	I find it difficult to understand when the speaker's pronunciation is wrong.					
10	I find it difficult to understand when the speaker speaks too fast.					
11	I find it difficult to understand when the speaker speaks an unfamiliar accent.					
12	I find it difficult to understand when the speaker without repeating the message or he does not summarize the messages at the end of conversation.					
13	I find it difficult to understand when the speaker uses monotones.					
14	I find it difficult to understand when the speaker does not use nonverbal communications such as facial expressions.					
	<b><u>Listening problem related to listener</u></b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
15	I find it difficult to understand when I do not understand the context or the situation.					
16	I find it difficult to understand when I do not have background knowledge					
17	I find it difficult to understand when I am lack of grammar knowledge.					
18	I find it difficult to understand when I have limited vocabulary knowledge					
19	I find it difficult to understand when I feel like I am having an anxiety attack.					
20	I find it difficult to understand when I am sick.					
21	I find it difficult to understand when I have bias against the speaker.					
22	I find it difficult to understand when I am not concentrating on the speakers.					
	<b><u>Listening problem relate to physical setting</u></b>	<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>
23	I find it difficult to understand when other outside noise is annoying.					
24	I find it difficult to understand when the speaker is speaking at a distance.					
25	I find it difficult to understand when the speaker speaks via telephone or Teleconferencing or Skype.					

### **Part III: Listening comprehension improvement.**

What do you think you need to do to improve your listening comprehension skill?

Instruction: Please check (✓) the statement that most reflect your feeling and/ or opinion using the scale below.

No	Statement	Strongly agree	Agree	Moderate	Disagree	Strongly disagree
1	I think I need to increase my vocabulary and background knowledge by reading English books or English websites					
2	I think I need to increase my grammar knowledge					
3	I think I need to recite the vocabulary.					
4	I think I need to watch English movies.					
5	I think I need to practice my listening skills with native speakers.					
6	I think I need to have positive attitudes toward the speakers. I should not have bias.					
7	I think I need to concentrate on the messages from speakers while I am listening.					
8	I think I need to learn about pronunciation.					

#### **Part IV: Recommendations or suggestions.**

Please provide some recommendations or suggestions to improve English listening comprehension skills.

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**THANK YOU**

## APPENDIX B

### แบบสอบถาม

วัตถุประสงค์หลักของการสำรวจครั้งนี้คือ การศึกษาปัญหาความเข้าใจในการฟังของพนักงานในบริษัท  
รถยนต์ระหว่างประเทศ ข้อมูลการตอบคำถามของท่านจะนำมาใช้เพื่อวัตถุประสงค์การวิจัยครั้งนี้เท่านั้น ทาง  
ผู้ทำวิจัยขอขอบพระคุณอย่างสูงที่ได้สละเวลาในการตอบแบบสอบถามครั้งนี้

**แบบสอบถามมีทั้งหมดด้วยกัน 4 ส่วน**

**ส่วนที่ 1: ข้อมูลทั่วไป**

**ส่วนที่ 2: การประเมินปัญหาเกี่ยวกับความสามารถในการฟังภาษาอังกฤษของตนเอง**

**ส่วนที่ 3: แนวทางการพัฒนาความสามารถในการฟังภาษาอังกฤษ**

**ส่วนที่ 4: ข้อเสนอแนะเกี่ยวกับแนวทางการพัฒนาความสามารถในการฟังภาษาอังกฤษ**

**ส่วนที่ 1: ข้อมูลทั่วไป**

กรุณาอ่านข้อความด้านล่างกรอกข้อมูล และ ใส่เครื่องหมาย (✓) ในวงเล็บที่ท่านเลือก

1. เพศ ( ) ชาย ( ) หญิง
2. อายุ
  - ( ) 21-25 ปี ( ) 26-30 ปี
  - ( ) 31-35 ปี ( ) มากกว่า 35 ปี
3. คุณทำงานอยู่ในแผนกไหน
  - ( ) โลจิสติกส์ ( ) วิศวกรรม ( ) คอมพิวเตอร์ ไอที
  - ( ) การเงินและบัญชี ( ) ทรัพยากรมนุษย์ ( ) อื่นๆ
4. ระดับการศึกษา
  - ( ) ระดับปริญญาตรี
  - สาขาเอก.....สาขาโท.....
  - ( ) ระดับปริญญาโท
  - สาขาเอก.....สาขาโท.....
  - ( ) ระดับปริญญาเอกในสาขาวิชา.....
5. คุณเรียนภาษาอังกฤษมาทั้งหมดกี่ปี

( ) 0-6 ปี                      ( ) 6ปี- 12 ปี            ( ) 12 ปี- 18 ปี

( ) 18 ปี-24ปี            ( ) มากกว่า 24ปี

6. ความรู้ทางด้านภาษาอังกฤษของคุณอยู่ในระดับใด

ความรู้และทักษะ	ดีมาก	ดี	ปานกลาง	แย่	แย่มาก
การฟังภาษาอังกฤษ					
การพูดภาษาอังกฤษ					
การอ่านภาษาอังกฤษ					
การเขียนภาษาอังกฤษ					
คำศัพท์ภาษาอังกฤษ					
ไวยากรณ์ภาษาอังกฤษ					
วัฒนธรรมอังกฤษ					



## ส่วนที่ 2: การประเมินปัญหาเกี่ยวกับความสามารถในการฟังภาษาอังกฤษของตนเอง

กรุณาอ่านข้อความด้านล่างและใส่เครื่องหมาย (✓) ในช่องที่ท่านเลือก

ข้อ	ปัญหาที่พบ					
	ปัญหาการฟังที่เกี่ยวข้องกับข้อความ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้คำศัพท์ที่ฉันไม่รู้ความหมาย					
2	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้คำศัพท์แสงและสำนวนที่ฉันไม่ รู้ความหมาย					
3	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้โครงสร้างประโยคที่ยาก หรือซับซ้อน					
4	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดเกี่ยวกับเรื่องที่ฉันไม่คุ้นเคยมา ก่อน					
5	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดเรื่องที่ไม่น่าสนใจ					
6	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดข้อความที่ยาวและต่อเนื่อง					
7	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้การลดรูปของคำ เช่น wanna (want to), kinda (kind of), gotta (got to).					
	ปัญหาการฟังที่เกี่ยวข้องกับผู้พูด	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
8	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดอ้อมค้อม ผู้พูดพูดวกไปวนมา ไม่ตรงประเด็น					
9	ฉันมีปัญหาในการฟังเมื่อผู้พูดออกเสียงผิด					
10	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดเร็วมาก					
11	ฉันมีปัญหาในการฟังเมื่อผู้พูดมีสำเนียงที่แตกต่างไม่คุ้นเคยมา ก่อน					
12	ฉันมีปัญหาในการฟังเมื่อผู้พูดพูดโดยไม่มีการพูดซ้ำหรือสรุป ข้อความในการสนทนา					
13	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้น้ำเสียงที่น่ารำคาญ					

14	ฉันมีปัญหาในการฟังเมื่อผู้พูดไม่แสดงสีหน้าหรือท่าทางใดๆเลย					
	<b>ปัญหาการฟังที่เกี่ยวข้องกับผู้ฟัง</b>	<b>มากที่สุด</b>	<b>มาก</b>	<b>ปานกลาง</b>	<b>น้อย</b>	<b>น้อยที่สุด</b>
15	ฉันมีปัญหาในการฟังเมื่อฉันไม่เข้าใจบริบทหรือ สถานการณ์เกี่ยวกับเรื่องที่ฟังมาก่อน					
16	ฉันมีปัญหาในการฟังเมื่อฉันไม่มีพื้นฐานความรู้เกี่ยวกับเรื่องที่ฟังมาก่อน					
17	ฉันมีปัญหาในการฟังเมื่อฉันขาดทักษะทางหลักไวยากรณ์ภาษาอังกฤษ					
18	ฉันมีปัญหาในการฟังเมื่อฉันไม่รู้คำศัพท์ภาษาอังกฤษ					
19	ฉันมีปัญหาในการฟังเมื่อฉันรู้สึกประหม่า					
20	ฉันมีปัญหาในการฟังเมื่อฉันป่วย					
21	ฉันมีปัญหาในการฟังเมื่อฉันมีอคติกับผู้พูด					
22	ฉันมีปัญหาในการฟังเมื่อฉันไม่ตั้งใจฟังผู้พูด					
	<b>ปัญหาการฟังที่เกี่ยวข้องทางกายภาพ</b>	<b>มากที่สุด</b>	<b>มาก</b>	<b>ปานกลาง</b>	<b>น้อย</b>	<b>น้อยที่สุด</b>
23	ฉันมีปัญหาในการฟังเมื่อมีเสียงรบกวนจากภายนอก					
24	ฉันมีปัญหาในการฟังเมื่อผู้พูดอยู่ห่างจากฉัน					
25	ฉันมีปัญหาในการฟังเมื่อผู้พูดใช้โทรศัพท์หรือ Tele conferencing หรือ Skype.					

### ส่วนที่ 3: แนวทางการพัฒนาความสามารถในการฟังภาษาอังกฤษ

อะไรที่คุณคิดว่าจำเป็นในการปรับปรุงทักษะความเข้าใจในการฟังภาษาอังกฤษ กรุณาอ่านข้อความด้านล่างและใส่เครื่องหมาย (✓) ในช่องที่ท่านเห็นด้วย

ข้อ	ข้อความ	เห็นด้วย อย่างมาก	เห็นด้วย	เห็นด้วย ปานกลาง	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างมาก
1	ฉันต้องเพิ่มความรู้เรื่องคำศัพท์โดยการอ่านหนังสือภาษาอังกฤษหรือเว็บไซต์ภาษาอังกฤษ					
2	ฉันต้องเพิ่มทักษะความรู้ทางไวยากรณ์ภาษาอังกฤษ					
3	ฉันต้องเพิ่มพูนคำศัพท์โดยการท่องคำศัพท์ภาษาอังกฤษ					
4	ฉันต้องฝึกทักษะการฟังโดยการดูภาพยนตร์ภาษาอังกฤษ					
5	ฉันต้องฝึกทักษะการฟังภาษาอังกฤษจากเจ้าของภาษา					
6	ฉันต้องมีความคิดในด้านบวกต่อผู้พูด ฉันไม่ควรมีอคติ					
7	ฉันต้องให้ความสนใจกับเนื้อหาของผู้พูดในขณะที่ฟัง					
8	ฉันต้องเรียนเกี่ยวกับการออกเสียงในภาษาอังกฤษ					

### ส่วนที่ 4: ข้อเสนอแนะเกี่ยวกับแนวทางการพัฒนาความสามารถในการฟังภาษาอังกฤษ

กรุณา ให้คำแนะนำเกี่ยวกับการพัฒนาทักษะการฟังภาษาอังกฤษโดยตนเอง

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ขอบคุณ