



**METACOGNITIVE LISTENING STRATEGIES USED BY
HIGH SCHOOL STUDENTS IN BANGKOK**

BY

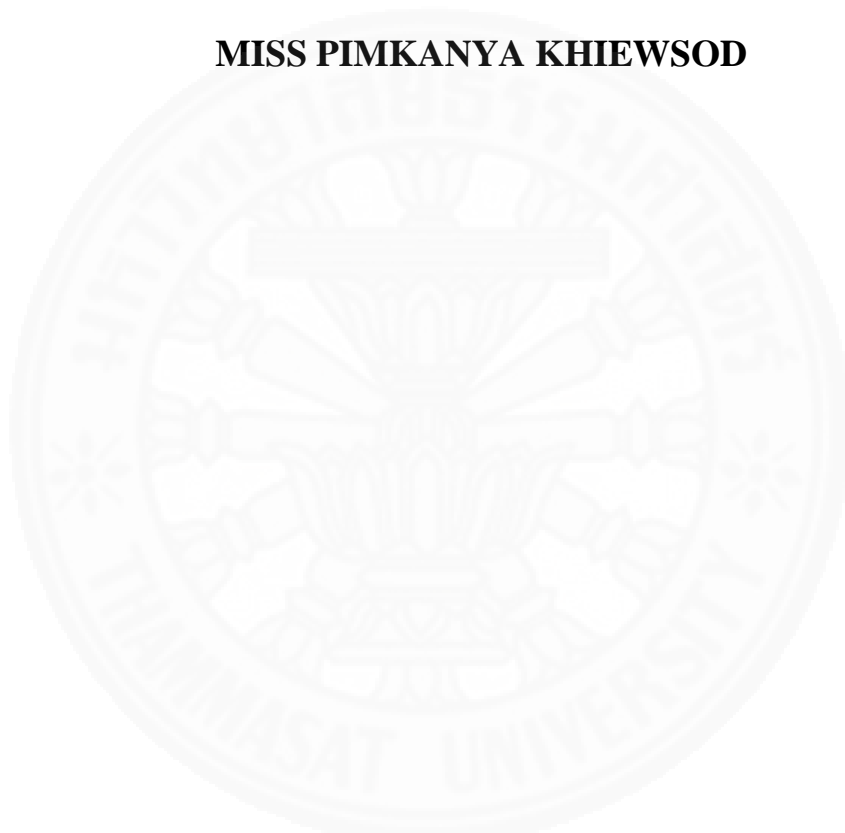
MISS PIMKANYA KHIEWSOD

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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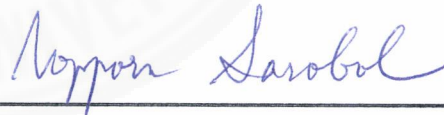
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was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

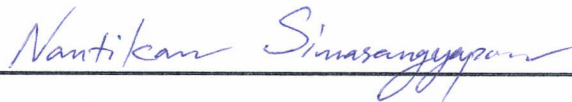
on May 24 , 2017

Chairman



(Associate Professor Nopporn Sarobol)

Member and Advisor



(Nantikarn Simasangyaporn, Ph.D.)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Independent Study Paper Title	METACOGNITIVE LISTENING STRATEGIES USED BY HIGH SCHOOL STUDENTS IN BANGKOK
Author	Miss Pimkanya Khiewsood
Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Paper Advisor	Nantikarn Simasangyaporn,
Academic Years	2016

ABSTRACT

The study aims to investigate metacognitive strategies used by high school students while they are listening to English language. The participants are 50 high school students in a private school in Bangkok aged 16–18 years. They are studying in Mathayom 5 (Grade 11th) in the academic year 2017. Metacognitive Awareness Listening Questionnaire (developed by Vandergrift et al, 2006) is used as an instrument to obtain the data. The obtained data was analysed using the Statistical Package for Social Science (SPSS) to calculate the descriptive statistics, including mean, and standard deviation (SD). The findings show that the students reported higher moderate overall use of metacognitive strategies. Among 5 groups, the use of problem solving and mental translation strategies were reported to be high. On the other hand, the other 3 groups (planning and evaluation, personal knowledge, and directed attention) were reported to be used in a higher moderate level. The present study will assist teachers to understand their students listening characteristic. The results can be used as a basis in developing a better teaching pedagogy.

Keywords: Metacognitive listening, Metacognitive strategies, L2 listening

ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor, Nantikarn Simasangyaporn, Ph.D., for her valuable direction, her supervision, helpful comments, and for being patient with me. Likewise, I would also like to thank Associate Professor Nopporn Sarobol, B.Ed. for the great suggestions, and all my teachers who have taught me and prepared me to be a good teacher.

I wish to thank all of my mathayom 5 students who were my participants, for their willing help in completing the questionnaire.

I am deeply indebted to my colleagues at Language Institute of Thammasat University and the school for their cooperation and support.

Lastly, I would like to express my special thanks to my family for their love, motivation and encouragement.

Miss Pimkanya Khiewsood

(3)

TABLE OF CONTENTS

ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(6)
LIST OF FIGURES	(7)
CHAPTER 1 INTRODUCTION	1
1.1 Background	1
1.2 Statement of problem	2
1.3 Objective of the study	2
1.4 Research question	3
1.5 Definition of terms	3
1.6 Limitation of the study	3
1.7 Organization of the study	3
CHAPTER 2 REVIEW OF LITERATURE	5
2.1 Introduction	5
2.2 Listening process	5
2.2.1 Listening process in Second Language	5
2.2.2 Bottom-up and Top-down listening	6
2.3 Listening Strategy	7
2.3.1 Metacognitive Listening	8
2.4 Relevant researches	8
2.4.1 Studies related to metacognitive listening strategies outside of Thailand	9
2.4.2 Studies related to metacognitive listening strategies in Thailand	10
CHAPTER 3 RESEARCH METHODOLOGY	12
3.1 Introduction	12
3.2 Design of the study	12

	(4)
3.3 Context of the study	12
3.4 Participants	12
3.5 Instruments	13
3.6 Data collection procedures	14
3.7 Data analysis	14
CHAPTER 4 RESULTS AND DISCUSSION	16
Introduction	16
4.1 General information of the participants	16
4.2 The reported levels of metacognitive listening strategies	18
4.3 The reported use of each metacognitive listening strategy groups	20
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	25
5.1 Introduction	25
5.2 Summary of the study	25
5.2.1 Objectives of the study	25
5.2.2 Participants, Instruments, and Procedures	25
5.3 Summary of the findings	26
5.3.1 General information of the participants	26
5.3.2 The reported levels of metacognitive listening strategies	26
5.3.3 The reported use of each metacognitive listening strategy groups	26
5.4 Discussion	27
5.5 Conclusion	29
5.5 Recommendations for further research	29
REFERENCES	30
APPENDICES	33
APPENDIX A Metacognitive Awareness Listening Questionnaire Thai version	34

(5)

APPENDIX B Metacognitive Awareness Listening Questionnaire Original	
version	36
BIOGRAPHY	37



LIST OF TABLES

Table 1. Genders of the Participants	16
Table 2. Age of the Participants	17
Table 3. grade in English subject in the previous semester	17
Table 4. Means of reported metacognitive strategies	18
Table 5. Problem-solving strategies	20
Table 6. Planning and evaluation strategies	21
Table 7. Mental translation	22
Table 8. Person knowledge	22
Table 9. Directed attention	23
Table 10. Means of reported metacognitive strategies by groups	23

LIST OF FIGURES

Figures	Page
Graph 11. Means of reported metacognitive strategies by groups	24



CHAPTER 1

INTRODUCTION

1.1 Background

English plays an important role in many countries. English proficiency is required in many work qualifications in Thailand. Although Thai students have learned English since kindergarten, following the early childhood curriculum B.E.2546 (Ministry of Education, 2003), they are not as proficient as they should be. The standard of English aptitude for Thai students is low in comparison with other countries in Asia. The Education First's annual English Proficiency Index (2017), the world's largest ranking of countries by English skills, reported that English language proficiency in Thailand is very low. Thailand fell to 56th out of 72 nations in English proficiency and is now the fifth-worst country in Asia.

In Thailand, the National Institute of Educational Testing Service (Public Organization) (2016) who administered Ordinary National Education Test (O-NET) reported that average English scores were ranked 4th out of 5 five principle subjects. It was only 27.76 out of 100 points.

The Thailand Basic Education Curriculum (2008), which serves as the core curriculum for national education at the basic level, it is aimed to develop learners' competencies. Among 5 learners' key competencies, communication capacity is the main key of language learning. Students listen and read from various types of media and express explanations or opinions. However, comparing between four comprehensions: listening, reading, speaking, writing: listening seem to be the more difficult to be taught in class.

Educational Testing Service (ETS), the world's largest private non-profit educational testing and assessment organization, published a report on Test of English for International Communication (TOEIC) test takers worldwide (2015). In Thailand, the test is administrated by The Center for Professional Assessment. The report showed that Thailand is at the 40th place ranking by mean listening test score, and the

mean is also lower than other countries in Asia such as Philippines, South Korea, and China.

I, as a teacher, found that most of my students had a problem in listening. They could not understand the context of the conversational audio, and could not interact because they did not understand what they had heard. On the contrary, skilled students could do it efficiently. To find out the causes of the performance, the questionnaire about listening strategies was selected as a tool for students' self-reflection in the listening process.

There were previous researches on Thai students' performances in listening, but there were few researches on English listening strategies of Thai students as L2 listeners. The researcher therefore conducted this study to explore the way of listening that students used. The results will be discussed regarding observing the similarities or differences between Thai students and others.

1.2 Statement of problem

As can be seen in the background of the study, Thai learners' English proficiency is not adequate. The O-NET test score and TOEIC listening test score are very low. Based on my experiences, students always have problems in listening, and the curriculum does not focus on listening enough. Therefore, in order to improve Thai learners' proficiency in English listening, it is important to investigate their listening strategies which can lead to the development of a better way to teach listening.

1.3 Objective of the study

1. To investigate the levels of metacognitive awareness on listening strategies used by Thai high school students during listening comprehension.
2. To find out metacognitive strategies that students used most and least among 5 groups.

1.4 Research question

1. What are the levels of metacognitive awareness on listening strategies used by Thai high school students during listening comprehension?
2. What are the metacognitive strategies that students used most and least among 5 groups?

1.5 Definition of terms

Metacognitive listening strategies refer to the techniques or activities that listeners consciously or unconsciously use in order to control the listening processes through planning, monitoring, problem solving, and evaluation (Goh, 2013; Vandergrift, 2007).

High school students refers to Thai students who are studying in a private school in Bangkok attended after elementary school or junior high school and usually consisting of grades 9 or 10 through 12. In the study, it represents Mathayom 5 students.

L2 listeners refers to Thai students who learn English as a foreign language, and listen to the text in English that is not the native language of the listener.

1.6 Limitation of the study

The data obtained from the questionnaire were self-reported by participants in this study. One of the problems with this self-reported measure is that the participants may not reported what strategies they actually use when listening.

1.7 Organization of the study

In this chapter, the background to the study consists of English listening in Thailand is presented. In Chapter 2, the literature relating to listening strategies, metacognitive strategies, and listening process are discussed. Chapter 3 describes the design of the study, the participants, the data collection and the data analyses. Chapter

4 presents the results of the qualitative analyses. Chapter 5 contains the conclusion of the study.



CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

Listening is a receptive skill. It refers to a process of receiving messages constructing and representing meaning, discussing meaning with the speaker and responding, and creating meaning through involvement, imagination and understanding (Rost, 2002). In this study, listening skill specifically refers to the English listening skill of Thai EFL learners.

2.2 Listening process

Listening is a critical element in the competent language performance of the foreign language learners whether they are communicating at school, at work, or in the community (Van Duzer, 1997:1). Nancy and Bruce (1988:1) state that listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processing of learning and communication essential to productive participation in life.

2.2.1 Listening process in Second Language

L2 listening is different from L1 listening. While L1 listeners process and match up the short-term memory message, and consider what is worth saving in long-term memory. L2 listeners require more attention because the schemata may not be sophisticated. Automatic processing happens in L1 listening, controlled processing is needed for L2 listening. (Flowerdew & Miller, 2005) Although internal listening-related difficulties affect the listening processes, the complexities of L2 listening may involve external factors related to speaker, text, or context. Therefore, Buck (2001) conducted research and concluded that a point on one linear continuum is not L2 listening, but it is a multi-dimensional space.

The listening process of Anderson (1983, 1985) which is cited by O'Malley, Chamot, and Kupper (1989) explains that listening comprehension contains three components. Perceptual processing is the process in which the oral text and sounds are perceived specific words and is encoded to text for meaningful representations. The second process, parsing processing, is used to construct meaningful representations. The complex propositions and relationships can be used to recreate their intended meaning depending on the learners' knowledge of the language and general knowledge of the topic. However, the difficulty of second language listeners may be in understanding unfamiliar language spoken by native speakers, they may understand individual words when heard separately. Utilization processing consists of relating a meaning to existing knowledge to store in long-term memory. The new text meaning and existing knowledge is related to the new meaning in short-term memory in which the comprehension takes place.

2.2.2 Bottom-up and Top-down listening

Bottom-up listening or text-based processing is when the process listener decodes and interprets the linguistic inputs (Rost, 1990). Many students process English from the bottom-up. They have learned vocabulary and grammatical structure. In first language listening, the limitation can be experienced easily by repeating the audio recording at a fast speed. Bottom-up process is a tool to unify our understanding. Skilled listeners are not proficient at synthesizing information, drawing conclusion, or making inferences. Even less-experienced listeners avoid using bottom-up process for identifying sounds and words.

The bottom-up approach involves listening exercises which develop bottom-up processing helping learners to recognize individual words, sentences, and clause divisions and recognize key linguistic features of the words and sentences.

Real world knowledge builds new knowledge structures augmenting existing propositions or schemata with new information. Listeners connect it with information they have known or interrelate portions of the new text. The advantages are listeners will be able to anticipate what will occur next, to predict conclusions, and to infer the

meaning of incompletely understood words. It can be said to use 'top-down processing'.

Many researches present top-down as evidence overruling bottom-up. Performed schema is seen to be placed more than incoming data from speech-stream in some learners (Field, 1997). They prefer to know new items of vocabulary by top-down evidence. For example, listeners interpret vocabulary by the knowledge that a word exists. From L1 and L2 language listening, the information of the word is processed to the phoneme. On the other hand, bottom-up listening is the use of linguistic cues in perception mechanisms. It focuses on individual linguistic components of discourse. Comprehension is viewed as a process of decoding messages proceeding from phonemes to words, to phrases and clauses and other grammatical elements, and to sentences. In the study, bottom-up listening was used to lead students be able to identify the words.

2.3 Listening Strategy

When listening, mental processes that are worked in order to match between input and knowledge to learn the new information that is not understand are referred as learning strategies. O'malley & Chamot (1989) defined the importance of analyses of strategies processing into three research-based conclusions, but the strategies for second language acquisition may differ from other skills such as reading and problem-solving due to the specific applications.

Among the strategies, O'Malley and Chamot (1990, 1985 as cited in Bacon, 1992) divided strategies into three; metacognitive, the strategies of planning, monitoring, and evaluating comprehension; cognitive, the strategies that operate information, such as rehearsal, summarizing, and reorganization; and social affective strategies, which interact with another person or self-assurance in order to complete a task. These strategies: cognitive, metacognitive, and social-affective, strategies are categorized as listening strategies. While cognitive strategies work on listening input in order to interpret the meaning and form the understanding, metacognitive strategies are controlling plans, monitoring, solving problems, and evaluating the cognitive process (Goh, 2013).

In a child's cognitive development, academic learning and language development, metacognition has an important role. The studies about metacognition in second language listening have been examined in recent years. The efficacy raises learner's awareness of the listening process by strategies training and reflections (Goh, 2006). Goh (2012) mentioned about the conception of listeners' metacognitive awareness that it is influenced by a comprehensive metacognitive approach and the development of metacognitive knowledge.

2.3.1 Metacognitive Listening

Metacognitive knowledge or knowledge about cognition refers to personal world knowledge and belief as a cognitive being that has to interact with people. Goh referred to three types of metacognitive knowledge identified by Flavell (1979). The first type is personal knowledge which includes individual feelings, anxiety, and beliefs. It is the learners' interaction with a learning situation. The second type refers to task knowledge regarding internal and external factors influenced by the difficulty of a task. The last type is strategy knowledge which refers to strategies that learners use to achieve a learning goal.

Metacognition knowledge that enhances L2 learners thinking and comprehension (Wander, 1991, 1998) was used to develop Metacognitive Awareness Listening Questionnaire (MALQ). An individual's metacognitive knowledge affects the outcome of cognitive enterprises (Flavell, 1979). L2 listening process mainly focused on the use of strategies for listening comprehension (Rubin, 1994). It was self-management during listening investigated through an examination of L2 listeners' use of metacognitive strategies. Metacognitive knowledge was emphasized using explicitly reports of the perceptions, understanding, and cognitive goals of listeners. The procedures most commonly used diaries (Goh, 1997), interviews (Goh, 2002), and questionnaires (Vandergrift, 2002).

Metacognitive strategies deal with monitoring and assessing listening. L2 teachers need to know how to teach effective strategies to have L2 learners acquire a second language, especially listening, which is more challenging than other skills.

In order to explore the impact of raising metacognitive awareness on listening, Metacognitive Awareness Listening Questionnaire was used to look at the metacognitive strategies L2 learners used during listening comprehension. Vandergrift (2006) explained the five-factors underlying MALQ used by listeners.

2.4 Relevant researches

2.4.1 Studies related to metacognitive listening strategies outside of Thailand

Marzano et al., (1988) defined metacognitive as part of cognitive development which enables learners to concentrate and manage the learning styles and abilities. High degrees of metacognitive awareness made learners learn new information, practice, and reinforce better.

Another investigation of metacognitive awareness in non-English majors from Chang (2002) indicated problem-solving, directed attention, and personal knowledge as positive factors affecting EFL listening, and that mental translation is different. The findings showed that more than half translated keywords which is an inefficient strategy.

Vandergrift (2003) investigated the relationship between listening proficiency and listening strategy used in a group of 36 junior high school student speakers of French in Canada. The study showed that high proficiency listeners manipulated meta-cognitive strategies more frequently than low proficiency listeners.

Vandergrift (2004) suggested that learners have to automatically use strategies while listening for success in listening comprehensive. Thus, a metacognitive cycle was proposed to raise learners' awareness about strategies and improve their comprehension. In metacognitive process, the teacher helps learners learn how to listen. Regarding the implicit process of skilled listeners and the explicit process of beginner listeners, a limitation showed that it is not effective enough for learning to listen in other ways. Therefore, metacognitive learning activities should lead to student self-efficacy to help students understand themselves on listening comprehension and raise metacognitive awareness on listening.

Liu (2008) investigated 101 non-English major university students at three universities in Taipei. They were assigned into three groups by listening proficiency levels: the advanced, upper-intermediate and lower-intermediate/elementary levels. The findings showed that planning strategies were used by high proficient listeners more than less proficient listeners. They had better knowledge of the hierarchy of strategy use to contribute to their comprehension, and they did not rely on translating from their first language into the target language.

Alavinia and Mollahosseini (2012) from Urmia University, Iran revealed a positive relationship between learners' emotional intelligences and the use of metacognitive strategies. They studied the relationship between Emotional Intelligence (EI) scales and metacognitive strategies components. The results supported the study of Aghasafari (2006) that there was a positive relationship between overall EQ and language learning strategies.

The summary of Li's study (2013) reported the level of metacognitive awareness used by non-English majors to determine the level of metacognitive awareness and help them understand their problems. Among five factors, there was a significant difference between planning-evaluation (3.4) and directed attention (4.1). The average mean score was 3.65 out of 6, which shows a low level of metacognitive awareness.

On the other hand, Goh and Hu (2014) explored the relationship between metacognitive awareness and IELTS sample listening test. The average test score was 24.58 out of 40 and the mean MALQ score was 3.96 out of 6. Goh and Hu discussed that participants moderately use strategies and are confident in listening with low anxiety. Among five factors, directed attention and problem solving were more highly used than mental translation and personal knowledge.

2.4.2 Studies related to metacognitive listening strategies in Thailand

In Thailand, Thangpatipan (2014) reviewed the results from Thai people. The study investigated language learning strategies used by 60 Thai high school English Program (EP) students in a secondary school. In terms of metacognitive strategies, good learners usually try to improve themselves to be better English learners except

when communicating in English. Meanwhile, poor learners prefer to communicate with people who can speak English more than looking for other ways. Additionally in cognitive strategies, the findings showed that good learners frequently use strategies. They tried to talk like native English speakers, but always run through without making summaries of information. Poor learners frequently skim first, and go back to read carefully without making summaries of what they learned.

Another study conducted in Thailand is an experimental study to investigate the effect of strategy instruction on Thai university students' level of listening comprehension and self-efficacy was conducted (Simasangyaporn, 2016). The study used MALQ to elicit the participants' listening strategy use before and after the intervention and the level of reported use in each strategy group. The findings revealed that, at pre-test, 161 first year students reported slightly high use of directed attention, mental translation, planning-monitoring-evaluation, problem solving strategies but they reported low personal knowledge strategies.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology including: design of the study, context of the study, participants, instruments, data collection procedures, data analysis.

3.2 Design of the study

In order to investigate the strategies used when learners listen to L2 text, this study adopted a small-scaled quantitative research study design. A questionnaire was used to explore participants' listening strategies use. The questionnaire was given to L1 Thai students in a school in Bangkok who studied English as a foreign language in order for them to reflect on listening comprehension.

3.3 Context of the study

This study is aimed to study the listening strategies used by Thai high school students while they listened in English language. In Thailand, English is taught as a foreign language. Since kindergarten, a lot of Thai students have learned English at least 3 hours a week.

3.4 Participants

The participants were 50 Thai Mathayom five students who were studying in the first semester of the 2017 academic year in the private high school in Bangkok. Their English proficiency is intermediate level. The participants were in language program, whose curriculum focused on English and Chinese. English is learned as a foreign language in the class room twice a week. They get an opportunity to study

with foreigners in a conversation subject an hour a week. They are consequently familiar with listening activities. However, in a regular English lesson, students mostly learn reading and writing and rarely practice listening and speaking. Students communicate in English only in the classroom.

3.5 Instruments

The instrument of the study was designed to elicit the use of metacognitive strategies in the participants. It was divided into two parts. The first part consists of demographic information about the respondents including gender, age, and grade of English subject in the last semester. The second part was adopted from Metacognitive Awareness Listening Questionnaire (MALQ) developed by Vandergrift et al. (2006).

Metacognitive Awareness Listening Questionnaire (MALQ) consists of a 21 item questionnaire on a six-point Likert scale rating from strongly disagree to strongly agree. A statistically significant relationship between student answers on MALQ and L2 listening comprehension success are the evidence for reporting the reliability and factorial validity of the instrument. Vandergrift et al. (2006) designed MALQ from the literature on learning strategies, metacognition, listening comprehension, and self-regulation which were examined to provide theoretical validation.

After exploring the impact of raising metacognitive awareness on listening, Metacognitive Awareness Listening Questionnaire was used to look at the metacognitive strategies L2 learners used during listening comprehension. Vandergrift (2006) explained the five-factors underlying MALQ used by listeners.

- Problem-solving represents the use of inference and monitoring known words to decode meaning of unknown words using general knowledge.
- Planning and evaluation represents the strategies listeners use to prepare themselves before listening, and to evaluate the effective of listening.
- Mental translation represents the translation learners do in their head while listening.
- Personal knowledge represents learner perceptions, anxiety, and self-efficacy concerning the L2 listening difficulties.

- Directed attention represents strategies that listeners use to concentrate and pay attention when they have difficulty listening. They focus harder on the text when they have trouble understanding.

3.6 Data collection procedures

MALQ originated in English and was translated into the learners' L1 (Thai) by the researcher. After that, the questionnaires in Thai language were sent to the expert to check the equivalence of Thai and English. Before administering the questionnaire, the researcher visited the participants with clear explanations given of the study's purpose on the first page of the questionnaire in order to inform them that the results of the study does not affect their grades and encourage cooperation from the respondents in answering the questionnaires. Firstly, students were given a listening task. Then, the questionnaire was distributed to 50 high school students, and collected after the participants completed them within a day. After that, the data was checked and analyzed.

3.7 Data analysis

The levels of agreement which were collected were analyzed in order to evaluate participants' metacognitive strategies used to comprehend when they are listening to English. The Likert-scale points were coded as scores for the items as follows:

6 = Strongly agree

5 = Agree

4 = Slightly agree

3 = Slightly disagree

2 = Disagree

1 = Strongly disagree

The scores were analyzed using the Statistical Package for the Social Sciences (SPSS) program. The descriptive statistics were used to find the central tendency of

the usage level overall and in each group of strategies. The levels were interpreted according to the criteria as follows:

5.17-6.00 = Highest use of the strategy

4.34-5.16 = High use of the strategy

3.51-4.33 = Higher moderate use of the strategy

2.68-3.50 = Lower moderate use of the strategy

1.84-2.67 = Low use of the strategy

1.00-1.83 = Lowest use of the strategy



CHAPTER 4

RESULTS AND DISCUSSION

Introduction

This chapter reports the results of the study which is divided into three parts based on the questionnaire to answer the research questions as follows:

- 4.1 General information of the participants
- 4.2 The reported levels of metacognitive listening strategies
- 4.3 The reported use of each metacognitive listening strategy groups

4.1 General information of the participants

In the first part of the questionnaire, there were three questions asking about the participants' general information including gender, age, and grade in English subject in the previous semester. The results for each question are shown in the following tables in terms of frequency and percentage.

Table 1. Genders of the Participants

Gender	Frequency	Percentage
Male	23	46
Female	27	54
Total	50	100

As shown in Table 1, there were more female participants than male participants.

Table 2. Age of the Participants

Age	Frequency	Percentage
15 years old	4	8
16 years old	41	82
17 years old	5	10
Total	50	100

Table 2 shows that most participants (82%) were 16 years old, followed by 17 and 15 years old (10%8%, respectively).

Table 3. grade in English subject in the previous semester

Grade	Frequency	Percentage
1	0	0
1.5	2	4
2	5	10
2.5	9	18
3	19	38
3.5	7	14
4	8	16
Total	50	100

According to table 3, the largest percentage of the participants (38%) had got grade 3 in English subject, 18% of students had got grade 2.5 in English subject, and 16% of students had got grade 4 in English subject. There is no students who got grade 1. The results showed that most of participants (68%) were good at English. Their English proficiency was in intermediate level, and the rest of participants (32%) were in beginner-intermediate level.

4.2 The reported levels of metacognitive listening strategies

The second part of the questionnaire investigated strategies used for listening comprehension reported by high school students in Thailand. The findings are in the statistical data including mean and standard deviation.

Table 4. Means of reported metacognitive strategies

Statements	Mean	S.D.	Rank	Level of interpretation
1. Before I start to listen, I have a plan in my head for how I am going to listen.	4.08	.853	16	Higher moderate
2. I focus harder on the text when I have trouble understanding.	4.98	.742	1	High
3. I find that listening is more difficult than reading, speaking, or writing in English.	4.06	1.268	17	Higher moderate
4. I translate in my head as I listen.	4.74	.899	4	High
5. I use the words I understand to guess the meaning of the words I don't understand.	4.32	1.039	10	Higher moderate
6. When my mind wanders, I recover my concentration right away.	3.90	1.182	20	Higher moderate
7. As I listen, I compare what I understand with what I know about the topic.	4.44	.907	8	High
8. I feel that listening comprehension in English is a challenge for me.	4.30	1.093	12	Higher moderate
9. I use my experience and knowledge to help me understand.	4.86	.729	2	High
10. Before listening, I think of similar texts that I may have listened to.	4.50	.995	6	High
11. I translate key words as I listen.	4.78	.864	3	High
12. I try to get back on track when I lose concentration.	4.10	1.093	15	Higher moderate

Statements	Mean	S.D.	Rank	Level of interpretation
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	4.34	1.022	9	High
14. After listening, I think back to how I listened, and about what I might do differently next time.	4.06	.998	17	Higher moderate
15. I don't feel nervous when I listen to English.	3.98	1.169	19	Higher moderate
16. When I have difficulty understanding what I hear, I give up and stop listening.	3.00	1.414	21	Lower moderate
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	4.46	1.110	7	High
18. I translate word by word, as I listen.	4.30	.974	12	Higher moderate
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	4.70	.886	5	High
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	4.14	1.010	14	Higher moderate
21. I have a goal in mind as I listen.	4.32	.957	10	Higher moderate
Overall	4.30	1.00		Higher moderate

Table 4 displays the means of 21 items representing metacognitive listening strategies that were reported to be used by students. It shows that the two strategies students used the most are statement 2 and statement 9. When students had trouble understanding, they focus harder on the text (statement 2), followed by the use of experiences in understanding (statement 9). In contrast, they reported to give up and stop listening (statement 16) the least, followed by recover the concentration right away when their mind wanders (statement 6).

4.3 The reported use of each metacognitive listening strategy groups

The MALQ items, which were developed by Vandergrift et al. (2006), were categorized into 5 groups of strategy through exploratory factor analysis and confirmatory factor analysis. The results in the study, therefore, are also discussed in accordance to those groups.

Problem-solving strategies are strategies which language learners employ when they have difficulty understanding the listening texts. The overall mean of 4.52 indicated the participants in this study reported a high use of problem-solving strategies. The strategies which the participants reported to use the most are using their experience and knowledge to help them understand (item 9) and comparing the meaning of a word to their current understanding (item 19). The problem-solving strategies reported to be used the least are adjusting their interpretation (item 13) and using known words to guess unknown words (item 5).

Table 5. Problem-solving strategies

Statements	Mean	S.D.	Rank	Level of interpretation
5. I use the words I understand to guess the meaning of the words I don't understand.	4.32	1.039	6	Higher moderate
7. As I listen, I compare what I understand with what I know about the topic.	4.44	.907	4	High
9. I use my experience and knowledge to help me understand.	4.86	.729	1	High
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	4.34	1.022	5	High
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	4.46	1.110	3	High
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	4.70	.886	2	High
Overall	4.52	.94		High

Planning and evaluation strategies are strategies which language learners use to prepare themselves for listening and evaluate the results of their listening efforts. The overall mean of 4.22 indicated the participants in this study reported a higher moderate use of planning and evaluation strategies. The strategies which the participants reported to use the most are using their similar texts that they may have listened to (item 10) and having a goal in their mind as they listen (item 21). The planning and evaluation strategies reported to be used the least are planning before listening (item 14) and evaluating the way they listened to improve for next time (item 14).

Table 6. Planning and evaluation strategies

Statements	Mean	S.D.	Rank	Level of interpretation
1. Before I start to listen, I have a plan in my head for how I am going to listen.	4.08	.853	4	Higher moderate
10. Before listening, I think of similar texts that I may have listened to.	4.50	.995	1	High
14. After listening, I think back to how I listened, and about what I might do differently next time.	4.06	.998	5	Higher moderate
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	4.14	1.010	3	Higher moderate
21. I have a goal in mind as I listen.	4.32	.957	2	Higher moderate
Overall	4.22	.96		Higher moderate

Mental translation strategies represented what learners do in their head to translate while listening. The overall mean of 4.6 indicated the participants in this study reported a high use of mental translation strategies. The strategies which the participants reported to use the most are translating key words (item 11) and translating in their head (item 4). The mental translation strategies reported to be used the least is translating word by word (item 18).

Table 7. Mental translation

Statements	Mean	S.D.	Rank	Level of interpretation
4. I translate in my head as I listen.	4.74	.899	2	High
11. I translate key words as I listen.	4.78	.864	1	High
18. I translate word by word, as I listen.	4.30	.974	3	Higher moderate
Total	4.60	.91		High

Personal knowledge strategies are strategies which represent learners' perceptions, anxiety, and self-efficacy concerning the L2 listening difficulties. The overall mean of 4.11 indicated the participants in this study reported a higher moderate use of personal knowledge strategies. The strategies which the participants reported that concerns them the most are the challenge of listening comprehension in English (item 8) and the difficulty of English listening compared with other skills (item 3). The personal knowledge strategy that concerns them the least is relaxation while listening to English (item 15).

Table 8. Person knowledge

Statements	Mean	S.D.	Rank	Level of interpretation
3. I find that listening is more difficult than reading, speaking, or writing in English.	4.06	1.268	2	Higher moderate
8. I feel that listening comprehension in English is a challenge for me.	4.30	1.093	1	Higher moderate
15. I don't feel nervous when I listen to English.	3.98	1.169	3	Higher moderate
Overall	4.11	1.17		Higher moderate

Directed attention strategies are strategies which language learners employ to concentrate and pay attention when they have difficulty listening. The overall mean of 3.99 indicated the participants in this study reported a higher moderate use of directed

attention strategies. The strategies which the participants reported to use the most are focusing harder when they have trouble understanding (item 2) and trying to get back on track when they lose concentration (item 12). The directed attention strategies reported to be used the least are recovering my concentration (item 6) and stopping when they have difficulty understanding (item 16).

Table 9. Directed attention

Statements	Mean	S.D.	Rank	Level of interpretation
2. I focus harder on the text when I have trouble understanding.	4.98	.742	1	High
6. When my mind wanders, I recover my concentration right away.	3.90	1.182	3	Higher moderate
12. I try to get back on track when I lose concentration.	4.10	1.093	2	Higher moderate
16. When I have difficulty understanding what I hear, I give up and stop listening.	3.00	1.414	4	Lower moderate
Overall	3.99	1.10		Higher moderate

As table 10 shows, the results reported a higher moderate overall use of metacognitive listening strategies. Statements involving mental translation strategies have the highest mean scores, followed by problem-solving strategies and planning-evaluation strategies. Directed attention strategies was reported as the least used strategies, following by personal knowledge strategies.

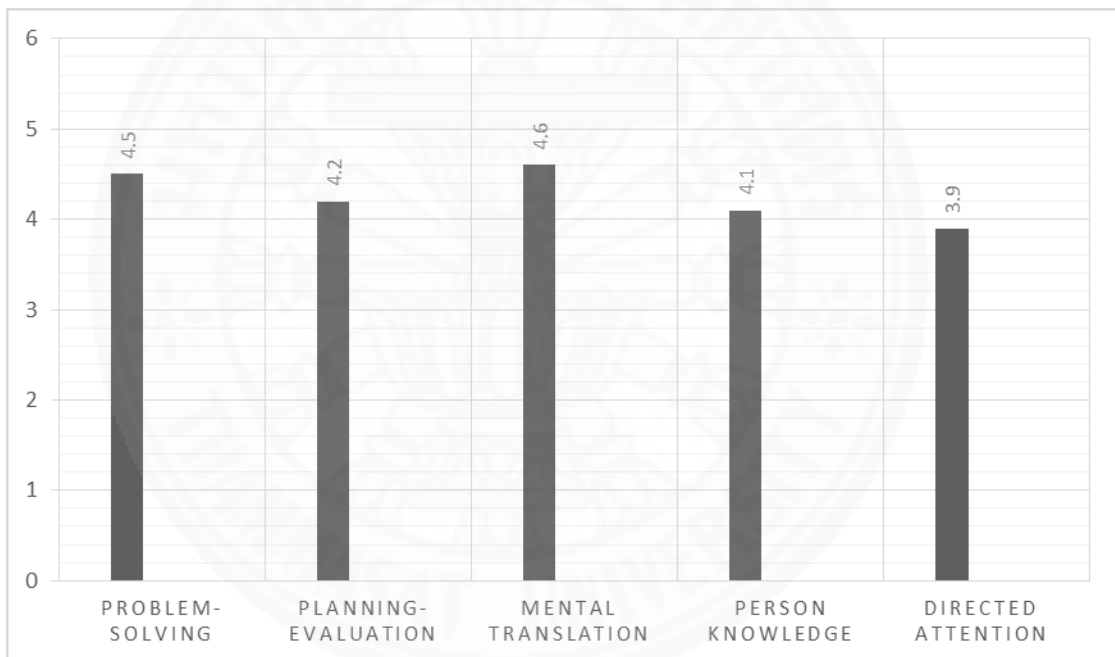
Table 10. Means of reported metacognitive strategies by groups

Type of Strategies	Mean	S.D.	Rank	Level of interpretation
Problem-solving	4.52	.683	2	High
Planning-evaluation	4.22	.677	3	Higher moderate
Mental translation	4.6	.679	1	High

Type of Strategies	Mean	S.D.	Rank	Level of interpretation
Person knowledge	4.11	.698	4	Higher moderate
Directed attention	3.99	.629	5	Higher moderate
Overall	4.30	.67		Higher moderate

In the following bar graph, it can be seen in comparison that each groups of metacognitive listening strategies reported the very similar levels of strategies use.

Graph 11. Means of reported metacognitive strategies by groups



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter describes the research methodology including: a summary of the study, a summary of the findings, discussion of the results, conclusion and recommendations for further research.

5.2 Summary of the study

5.2.1 Objectives of the study

This study consists of two objectives as follows:

1. To investigate the levels of metacognitive awareness on listening strategies used by Thai high school students during listening comprehension.
2. To find out metacognitive strategies that students used most and least among 5 groups.

5.2.2 Participants, Instruments, and Procedures

The participants were 50 Thai Mathayom five students who were studying in the first semester of the academic year 2017 in the private high school in Bangkok. They learn English as a foreign language, and listen to the text in English as L2 listeners. The instrument used to assess participants' metacognitive awareness was Metacognitive Awareness Listening Questionnaire developed by Vandergrift et al. (2006). The questionnaire consisted of 21 listening strategies and was translated into participants' native language (Thai). The questionnaires were given to the students after a listening activity, and collected within a day. The data was analyzed for central tendency by using the Statistical Package for the Social Sciences (SPSS) program and the means and standard deviations were reported. The means were interpreted

according to the level of interpretation to indicate the use of metacognitive listening strategies.

5.3 Summary of the findings

5.3.1 General information of the participants

The participants were 50 Thai high school students who participated in this study of which 46% were male and 54% were female. 8% were 15 years old, 82% were 16 years old, and 10% were 17 years old. Most of participants got grade 3 in the English subject last semester (38%). Their English proficiency was almost in intermediate level (68%).

5.3.2 The reported levels of metacognitive listening strategies

The questionnaire asked the participants to raise metacognitive listening awareness and indicate the strategies used while they were listening. The overall mean scores in the findings (4.30) was in a higher moderate use. Among 21 strategies, 11 strategies were indicated as higher moderate use metacognitive listening strategies. Another 9 strategies were at high use, and there was the only one strategy which indicated a lower moderate use. The results reveal that the strategy most used by the participants was students focus harder on the text when they have trouble understanding, followed by using experiences and knowledge to help them understand. On the contrary, they indicate stopping listening and giving up as the least strategy used followed by recovering their concentration right away when their mind wanders.

5.3.3 The reported use of each metacognitive listening strategy groups

Vandergrift et al. (2006) specify MALQ underlying 5 factors: problem-solving, planning-evaluation, mental translation, personal knowledge, and directed

attention. The results of the study presented the use of each metacognitive listening strategy according to the mean as follows:

Mental translation strategies were strategies that participants used the most. Students indicated that they translated the listening texts using key words in their head. This was followed by problem-solving strategies; students preferred using their experience and knowledge to help them understand the words and guess the meaning.

Planning-evaluation strategies fell between the 5 groups. The mean scores of each statement were in a higher than moderate use of strategies, but students mainly focus on a listening process rather than planning before listening and evaluation after listening.

Personal knowledge presented students' anxiety and nervousness toward English listening. The participants respond that listening is more difficult than other skills, and they feel nervous when they listen to English.

Metacognitive listening strategies used the least were directed attention strategies. The results indicated a low response to the negative statement that they give up and stop listening when they have difficulty understanding. To focus harder on the text was scored as the high use strategy.

5.4 Discussion

Regarding the results of the study, the participants indicated a higher moderate use of metacognitive listening strategies. It was related to Thangpatipan (2014) that good learners frequently use strategies. The study of Thangpatipan also reported a lack of summary information after listening. In the present study, the strategy of after listening was also placed at a low rank. 17 out of 21 items on statement 14 indicated the lower use of a summary.

Among 5 metacognitive listening strategies' groups, mental translation strategies and problem-solving strategies were scored higher than personal knowledge strategies and directed attention strategies, with planning-evaluation strategies falling between. Comparing with Goh and Hu (2012), they reported mental translation as the lowest strategies used. Their findings related to the multiple regression analysis that students translate words or use words to build up their understanding of a text in

listeners who experience bottom-up process. Goh (2005) mentioned some problems about word recognition and interpretation. L2 listeners hold texts as much as possible in their short term memory be capable to be interpreted. However, they lost the process when new words occurred.

Similar to the results from Chang (2002), participants used context words to form the meanings. They seem to use metacognitive strategies more than other listening strategies. However, they did not tend to make feedback and modify interpretations. These results differ from Butler & Winne (1995) who suggested that successful listeners monitor their interpretations and give feedback to help learners' interpretations and change strategies used.

The findings also showed a high level of metacognitive strategies use in Thai high school students. Compared with pre-test scores of the study of Simasangyaporn (2016), mental translation and directed attention strategies were reported as the most strategies used, while personal knowledge strategies were the least. The results of the use of strategies in each group from Simasangyaporn (2016) and the present study were similar for most groups except for personal knowledge strategies in which the mean is higher in the present study.

On the other hand, Goh and Hu (2013) presented personal knowledge strategies as the most important positive predictor of L2 listening proficiency. The willingness to listen could be affected by students' anxiety and confidence. It could prevent their knowledge for listening processes and strategies.

Other interesting strategies were the directed attention strategies that participants used the least. Vandergrift et al. (2006) defined them as the strategies that learners use to maintain attention and concentrate on the information. The definition was supported by the discussion of Goh (2000) that lower ability listeners often could not hear the next word because they were focusing on the previous one. At the same time, high ability listeners prefer directed attention strategies to help them get back on track right away.

5.5 Conclusion

The study aims to investigate metacognitive strategies used by 50 high school students in a private school in Bangkok while they are listening to English language. Metacognitive Awareness Listening Questionnaire is used as an instrument to obtain the data. The findings show that the students reported higher moderate overall use of metacognitive strategies. Among 5 groups, the use of problem solving and mental translation strategies were reported to be high. On the other hand, the other 3 groups (planning and evaluation, personal knowledge, and directed attention) were reported to be used in a higher moderate level. From the discussion, the students in this study reported the similar level of metacognitive strategies use as the previous studies which were conducted in Thailand. On the other hand, the use of personal knowledge, and directed attention strategies which were the least are different from Goh and Hu (2013). They mentioned personal knowledge, and directed attention strategies as important strategies of L2 listening in anxiety and concentration. The results will assist teachers to understand their students listening characteristics, and the metacognitive listening strategies they usually use in listening activities. It can be used as a basis in developing a better teaching pedagogy.

5.5 Recommendations for further research

Based on the findings and discussions of the study, the following recommendations are made for further research.

5.5.1 The participants were 50 Thai high school students in the private school in Bangkok. In the future study, researchers may collect data from a large number of students from other schools.

5.5.2 The questionnaire was used as the instrument of the study. In the future study, researchers may use other research instruments such as interviews to further learn other factor and the relationship between quantitative and qualitative data.

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APPENDICES

APPENDIX A

Metacognitive Awareness Listening Questionnaire Thai version

Metacognitive Awareness Listening Questionnaire (MALQ)

คำชี้แจง งานวิจัยนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ (ภาคภาษาอังกฤษ) สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อศึกษากลยุทธ์ที่ใช้ในการทำความเข้าใจเมื่อฟังภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 5 โรงเรียนเอกชนแห่งหนึ่งในจังหวัดกรุงเทพมหานคร ขอความกรุณาตอบคำถามให้ครบถ้วน ผู้วิจัยจะรักษาข้อมูลของท่านไว้เป็นความลับ อนึ่งข้อมูลที่ได้จากท่านนั้นจะนำมาใช้เพื่อวัตถุประสงค์ทางการศึกษาเท่านั้น ไม่มีผลต่อคะแนนใดๆ ทั้งสิ้น

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำสัญลักษณ์ ✓ ในช่องว่างหน้าคำตอบที่สัมพันธ์กับท่าน หรือเติมข้อความตามความเป็นจริง

1. เพศ: ชาย หญิง
2. อายุ: _____ ปี
3. เกรดเฉลี่ยวิชาภาษาอังกฤษในภาคเรียนที่ผ่านมา:
 4 3.5 3 2.5 2 1.5 1

ส่วนที่ 2 กลยุทธ์ที่ใช้เพื่อทำความเข้าใจในการฟังภาษาอังกฤษ

คำชี้แจง ข้อความในตารางด้านล่างนี้บรรยายเกี่ยวกับกลยุทธ์ในการฟังภาษาอังกฤษ โปรดทำสัญลักษณ์ ✓ ลงในช่องว่าข้อความแต่ละข้อความนั้นตรงกับวิธีการฟังของท่านมากน้อยเพียงใด

กลยุทธ์ในการฟังภาษาอังกฤษ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่เห็นด้วยบางส่วน	เห็นด้วยบางส่วน	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. ก่อนเริ่มฟัง ฉันจะวางแผนวิธีในการฟังว่าจะฟังอย่างไร						
2. เมื่อฉันมีปัญหาในการทำความเข้าใจ ฉันจะตั้งใจฟังข้อความมากขึ้น						
3. ฉันพบว่า การฟังเป็นทักษะที่ยากกว่า การพูด อ่าน หรือเขียนในภาษาอังกฤษ						
4. เมื่อฉันฟัง ฉันจะแปลความหมายอยู่ในหัว						
5. ฉันเดาคำศัพท์ที่ฉันไม่รู้จกจากคำศัพท์ที่ฉันรู้จัก						
6. เมื่อฉันขาดสมาธิ ฉันสามารถกลับมาจดจ่อได้อีกครั้งทันที						
7. เมื่อฉันฟัง ฉันจะเปรียบเทียบความเข้าใจของฉันกับสิ่งที่ฉันรู้						

เกี่ยวกับหัวข้อนั้นๆ						
8. ฉันรู้สึกว่าการทำความเข้าใจจากการฟังนั้นเป็นเรื่องท้าทายสำหรับฉัน						
9. ฉันอาศัยความรู้และประสบการณ์ของตนเองเพื่อช่วยในการทำความเข้าใจ						
10. ก่อนเริ่มฟัง ฉันคิดถึงข้อความที่คล้ายกันที่อาจจะเคยฟังมาแล้ว						
11. เมื่อฉันฟัง ฉันจะแปลคำสำคัญ (keyword)						
12. เมื่อฉันขาดสมาธิ ฉันจะพยายามดึงตัวเองให้กลับมาฟังได้ทัน						
13. ในระหว่างที่ฉันฟัง ฉันจะรีบปรับเปลี่ยนการตีความเมื่อพบว่ามันไม่ถูกต้อง						
14. เมื่อฟังจบ ฉันจะย้อนกลับไปดูวิธีการที่ฉันใช้ และสิ่งที่ควรปรับเปลี่ยนในการฟังครั้งต่อไป						
15. ฉันไม่รู้สึกกังวลเมื่อต้องฟังภาษาอังกฤษ						
16. เมื่อฉันไม่เข้าใจในสิ่งที่ฟัง ฉันจะยอมแพ้และหยุดฟังต่อ						
17. ฉันใช้ความหมายโดยรวมของข้อความทั้งหมดมาช่วยในการเดาคำศัพท์ที่ฉันไม่รู้						
18. เมื่อฉันฟัง ฉันจะแปลเป็นคำๆ						
19. เมื่อฉันเดาความหมายของคำศัพท์ ฉันจะนึกย้อนกลับไปในเรื่องที่ฉันได้ฟังมาแล้ว เพื่อดูว่าการเดาของฉันนั้นสมเหตุสมผลหรือไม่						
20. ฉันถามตนเองเป็นระยะๆ ในระหว่างการฟังว่าฉันฟังพอใจในระดับความเข้าใจของตนเองแล้วหรือยัง						
21. ฉันตั้งเป้าหมายไว้ในใจเมื่อฉันฟัง						

ขอขอบคุณที่ให้ความร่วมมือ

APPENDIX B

Metacognitive Awareness Listening Questionnaire Original version

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I like I like learning another language	1	2	3	4	5	6
1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
3. I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
4. I translate in my head as I listen.	1	2	3	4	5	6
5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
8. I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
11. I translate key words as I listen.	1	2	3	4	5	6
12. I try to get back on track when I lose concentration.	1	2	3	4	5	6
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
14. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
15. I don't feel nervous when I listen to English.	1	2	3	4	5	6
16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6
18. I translate word by word, as I listen.	1	2	3	4	5	6
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
21. I have a goal in mind as I listen.	1	2	3	4	5	6

BIOGRAPHY

Name	Miss Pimkanya Khiewsood
Date of Birth	February 2, 1992
Educational Attainment	2016: Master of Arts in Teaching English as a Foreign Language, Language Institute, Thammasat University
Work Position	Teacher Marialai School
Scholarship	-
Publications	
Work Experiences	Teacher Marialai School Catering Service Representative Bangkok Air Catering Co.,Ltd.