



**LISTENING PROBLEMS OF MATTHAYOM 3 ISME
PROGRAM STUDENTS AT A THAI SECONDARY
SCHOOL**

BY

MRS. CHUTIMADEE CHAIBAO

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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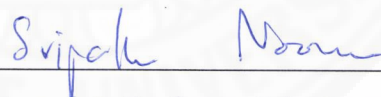
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LISTENING PROBLEMS OF MATTHAYOM 3 ISME PROGRAM
STUDENTS AT A THAI SECONDARY SCHOOL

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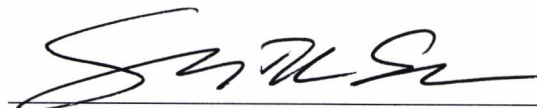
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ABSTRACT

This study aimed to investigate the listening problems that Matthayom 3 ISME program students encounter. The subjects used in this study were 40 students in the Intensive Science Math English Program (ISME Program) at Sukasanari School. The research instrument in this study was a questionnaire asking for demographic information of the respondents and their listening problems. A total of 37 close-ended questions using a Likert scale and an open-ended question were provided in the questionnaire. The Statistical Package for the Social Sciences (SPSS) program was used to analyze all the close-ended questions. The findings showed that most of the respondents sometimes have listening problems when they listen to foreign teachers in class. The problems were caused by the message including unknown vocabulary, long messages leading to difficulty interpreting the message, the physical environment, the listeners, and the speakers. The findings of this study may be useful for teachers at matthayom level to find ways to improve their students' English listening skills and help teachers to design course materials and teaching strategies to meet students' needs.

Keywords: Listening problem, ISME program, M.3

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

English is a very important language in the world. It is the major language that most people around the world use for communication such as business, travel, education, and many others. English proficiency is required in every career. Therefore, many universities and schools focus on improving students' foreign language skills.

Listening is very important for communication. If there is a problem in listening, there will be problem in communication too. Swanson and Marquardt (1974) said that listening always involves a sender and a receiver. Senders are speakers who try to encode the message into a paper and understandable channel; whereas, receivers have to listen and decode the message. They must exchange feedback with each other to accomplish the role in sending and receiving. Feedback is used to find out how well the receivers understand the message. However, the misunderstanding still occurs in many communications.

Thais normally teach English in school as an important foreign language in formal education. Even though Thai secondary school students have studied English for at least nine years, recent research has shown that the English language education Thai schools and universities offer does not prepare students for employment.

Bancha (2010) mentions in her research that when compared to other Asian countries, such as Malaysia, the Philippines, Singapore, India, South Korea, Hong Kong, Vietnam, etc. Thais have very low English proficiency, one reason is that Thais have less opportunity to communicate in English. They always use only Thai. This lack of need may discourage Thai students from learning English. When many students have low motivation to learn English and this can lead to negative attitudes for English, it is hard to succeed and overcome the difficulties of learning the target language. Another reason is that students have few opportunities to use the target language. In general, most Thai students study and learn English through Thai as a medium language. They do not have other opportunities to practice after finishing

their English classes. Therefore, their English skills cannot improve much. Moreover, Thai teachers are familiar with traditional teaching styles that place an emphasis on vocabulary, reading, and grammar structure for preparing students to pass university entrance examinations.

In Thailand, they use Thai as the formal language not English. They are not familiar with using English in their daily life. Therefore, listening in English is not easy for them. The problem always happens. Chonprakay (2009) mentions in her research that the Ministry of Education has developed the curriculum in order to enhance students' English skills. Nevertheless, most of them do not have sufficient competency in using English language skills, especially listening skills. Therefore, listening problems in English of Thai students are still waiting to be solved.

Suksanari School, a secondary school in Bangkok, also emphasizes English communication skills. Suksanari School has an Intensive Science Math English Program (ISME program). The program teaches mathematics and sciences in English. Moreover, this program teaches advanced English reading, writing, and conversation too. The students study about 36 hours per week. They study English for seven hours, math for five hours, science for five hours in English, and other subjects in Thai such as Thai language, social studies, health and hygiene, dance and music, art, girl guide, etc. Foreign teachers will teach English four hours a week and Thai teachers teach three hours a week. For math and science, Thai and foreign teachers will teach together.

The researcher collected information from some English program students from several schools about English language ability before conducting the survey. She discovered that when Thai students have to communicate with foreigners, they always feel uncomfortable. Although they cannot catch the point and do not understand the things that foreigners speak, they are often not daring enough to ask them to restate because they are too unconfident to say something wrong. Therefore, foreigners may not receive the answer that they want. From here, it can be said that some Thai students' English listening abilities are not good. There are many reasons for listening difficulty, for example, students may have problems with unfamiliar sentences and word stress. Thai students have least ability in English speaking and listening because students have less chance to practice speaking English in daily life and classrooms in

a general educational program. Students have opportunities only when teachers call upon them and the learning environment is individualistic. Furthermore, learning English in Thailand emphasizes memorization of new sentence structures and words on paper. Based on the assumption that many English learners basically have similar problems with listening skills, it is interesting to investigate the causes of listening problems in English of students. The findings may be useful for stakeholders in designing listening lessons that give students more opportunities to cope with such problems.

1.2 RESEARCH QUESTION

What listening problems do Matthayom 3 ISME program students encounter when they listen to foreign teachers in class?

1.3 RESEARCH OBJECTIVE

To investigate the listening problems Matthayom 3 ISME program students encounter when they listen to foreign teachers in class.

1.4 DEFINITION OF TERMS

1.4.1 **Listening problem** refers to the difficulties during the listening process by which two or more people exchanging information and messages that effect English listening of Suksanari students.

1.4.2 **ISME program** is the Intensive Science Math English Program at Suksanari School. Mathematics and science are taught in English by both Thai and English teachers. Moreover, advance English reading, writing, and conversation are taught in the program.

1.4.3 **M.3** refers to matthayom 3 students (grade 9) of Suksanari School.

1.5 SCOPE OF STUDY

The research emphasizes studying the listening problems of M.3 students of Suksanari School. The participants were 40 students in the Intensive Science Math English Program (ISME Program). The data was collected on March 30, 2016.

1.6 SIGNIFICANCE OF THE STUDY

The research of the listening problems of M.3 ISME program students at Suksanari School is significant in several aspects:

The findings may be useful for teachers at the matthayom level to find ways to help improve their students' English listening skills.

The findings may be useful in terms of helping teachers to design course materials and teaching strategies to meet students' needs.

1.7 ORGANIZATION OF THE STUDY

This research includes five chapters. The first chapter is about the background of the research, research question, objective of the research, definition of terms, scope of research, significance of the research, and the organization of the research. The second chapter reviews the literature including the definition of listening, the importance of listening, listening problems, and relevant research. The third chapter describes the research methodology used in this research, consisting of subjects, instruments, procedures and data analysis of the research. The fourth chapter presents the results of the research. The last chapter gives a summary of the research, discussion of the findings, the conclusion, and recommendations for further study.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature and studies of the listening problems of M.3 ISME program students at Suksanari School in four main areas including: (1) definition of listening, (2) the importance of listening (3) listening problems, and (4) relevant research

2.1 DEFINITION OF LISTENING

2.1.1 Listening

Thomlison (1984, p.2) defines listening as “active listening, which is very important for effective communication”. Listening can also be defined as, “more than just hearing and to understand and interpret the meaning of a conversation”.

Purdy (1997) stated that the listening process is different from hearing. Listening is a mental act but hearing is a physical act. Also, listening has to do with comprehension by the brain. Thus, listening is the aural symbols perceived. Dickson (2015) emphasizes that listening and hearing are different. Listening is an activity which concerns the reception and the interpretation of spoken messages. It concerns decoding the sound into meaning. Hearing is the act of perceiving sound. It refers to the reception of aural stimuli.

2.1.2 Effective Listening

Effective listening skills are the ability to actively comprehend messages given by the speaker, and display interest in the topic discussed. It can also include providing the speaker with feedback, for example, the asking of relevant questions which are not out of topic. Therefore, the speaker knows listeners comprehended the provided message.

2.2 THE IMPORTANCE OF LISTENING

Ratanapruks (2015) mentions in her research that listening is the first skill to be developed. It comes before speaking, reading, and writing. Children listen before they speak, read and write. In language learning, listening is the fundamental skill.

Learners cannot communicate effectively without listening skill. Listening ability is significant to the development of other language arts skills in a language classroom. Before they are able to remember and pronounce those words, learners generally have to listen to the words several times, when they first learn a language. Listening can also help students to build vocabulary, develop language proficiency, and enhance language usage. Moreover, listening is the basis for the development of all other skills of communication.

Listening is important for English communication in the classroom. Brownell (1996) maintains that poor listening can lead to misunderstanding something, misinterpretation of someone's tone of voice, or forgetting someone's name. For example, a student makes an error in a test because she does not understand the teacher's instructions; the student is confused and submits homework on the wrong date because the student was not able to concentrate and hear essential instructions of what the teacher said in a class, etc. If people were better listeners, personal relationships could be saved. Paris (2013) states that when you fail to catch the message being provided to you, you will also not be able to provide a substantial and meaningful response. This is the main cause of complications, misunderstandings and, many arguments, whether at the workplace, home or, school. Therefore, listening is the most important part of communication.

2.2.1 Reasons to listen

There are many reasons to listen. Mendez (2014) mentions that we have two main reasons to improve listening. The first is listening to become a good listener. Ineffective listening is usually the origin of mistakes and misunderstandings. The schools recognize that listening plays a key role in improving performance and quality. They worry about the poor listening of students and teachers as part of their overall competitive strategy; they need to listen to improve their studies and teaching. The second is listening to develop English skills. We have different interests, thoughts, clothes and also different learning styles. Listening connects you to other people. Effective listening often goes even further than building a single relationship. So if you can develop English listening skill, you will be good in English communication.

2.3 LISTENING PROBLEMS

According to Yagang (1993), the obstacle of listening comes from four sources: the message to be listened to, the speaker, the listener, and the physical setting.

2.3.1 The Message

2.3.1.1 Content

Listening is essential in many parts of human life. A listener has to listen to content in different situations because speakers always change topics at different times and different places. Therefore, the content is not systematic. In many cases, listeners are not able to guess what speakers are going to say, such as in daily life conversations, an interviewer's questions, and news and reports on the radio. In listening to messages on the radio or recorded on tape, we are not able to reduce their speed. Furthermore, it is not possible to ask the speaker to speak their content again like when we are talking face to face. Goh (1998) states that the common problems that students face in listening are not recognizing the words, not understanding the message, and quickly forgetting what was heard.

2.3.1.2 Linguistic Features

Because of nervousness or hesitation, people will use ungrammatical sentences in unplanned conversations. They may skip components of sentences or add unnecessary things. Moreover, the conversation may contain a lot of colloquial words expressions such as slang. Students who are only familiar with formal English may not be familiar with slang. Also, the listener will find it hard to understand the meaning of words. Field (2003) also emphasizes another problem in listening, which is a learner knows the words, but get the wrong sense. Phonetic variations of a word mislead them, such as reductions, assimilations, elisions, etc. Students might learn and know how to use the word in writing, but not speaking. Catching the word from continued speech such as a dialogue is also difficult for learners.

2.3.2 The Speaker

Repeating is the nature of speech and may either help or hinder, depending on the student's level. It may take the form of self-corrections, tautologies, repetitions, false starts, apparently meaningless additions, explanation, and re-phrasings. For beginners, it is hard to comprehend what the speaker is saying. Moreover, natural

dialogues are full of uneven intonation, hesitations, and pauses. In contrast, it might provide students more time to be familiar with the speaker's voice and speech style. Normally, learners are familiar with their own teacher's accent. British and American accents are always used in many countries, such as Italy, French, Denmark, etc. It is hard for them to understand others' accents. Therefore, speakers' accents affect listeners' understanding.

Hasan (2000) determined that the main listening problems presented by foreign language learners were related to the speedy delivery of text leading to failure in identifying and recognizing words in a stream of input.

2.3.3 The Listener

In English study, overseas students are not familiar enough with clichés and collocations to predict a missing word or phrase. It is a serious problem for students. Because language is used to show its culture, students might lack sociocultural, factual, and contextual knowledge of the target language, which can present an obstacle to comprehension. Chen (2013) also discussed listening problems encountered by listeners. For example, learners have problems in listening to academic lectures, difficulties concentrating, problems learning new terminology and concepts, and the fast speed of delivery also makes listening difficult. Anderson and Lynch (1988) point out that students lack commitment and to a large degree are almost totally passive in listening. Mohamad (2013) found that the respondents face the biggest problem which is difficulty in getting a general understanding from the first listening and poor grammar knowledge. Poor grammar knowledge makes it difficult to get a general understanding from the first listening. English and Thai grammar is not similar. Underwood (1989) stated that there are many causes of listening problems. First, listeners are not able to control the speed of the delivered message. Second, listeners cannot always ask speakers to repeat a message again. In the classroom, it is not easy for the instructor to evaluate the understanding of the students on any particular section of what they have heard, even though they can repeat it. Third, listeners do not have enough vocabulary. When listeners listen to a recording, sometimes they face an unknown word, and it becomes a reason for the listener to pause listening and think about the meaning of the word. Therefore, it causes them to miss the next part of speech. Then, listeners may have less contextual

knowledge. Sharing mutual knowledge and common content makes communication easier. Nonverbal clues such as body language like facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. Lastly, learners may have learning habits, for instance wanting to know every word they listen to because teachers want students to understand every word they hear. Also, the listener becomes worried if they cannot understand a word or phrase. This habit might come from the teacher's teaching style.

2.3.4 Physical Setting

Noise can lead the listener's attention out of the content of the learning passage.

Lacking aural and visual environmental clues happens in listening to material on tape or radio. It is hard for the listener to comprehend the meaning of a message because they do not see the speaker's facial expressions and body language. Low quality equipment can interrupt a listener's comprehension. Hasan (2000) points out that a physical problem in hearing may happen from noise or difficulties in hearing a recording. Individual hearing problems may have to be checked through basic hearing tests; however, the other problems can obviously be dealt with by altering the context or the particular spoken text being used.

2.4 RELEVANT RESEARCH

This section summarizes the related previous studies:

Anandapong (2011) investigated the English listening problems and listening proficiency of business students at Bangkok University. The participants of this study were 30 fourth-year students from a business English program. IELTS test and interviews were used as the research instruments. The results of the research showed that the main cause of listening problems for the students was the listening text. Four important factors that affect listening were unfamiliar words, long texts, idiomatic expressions, and texts with slang. Because of using English only in class, the students were not used to these factors. They had few opportunities to talk to foreigners outside the class. If they listened more often, either from movies, or news it would be better. Besides, when the speaker spoke too fast they also faced problems. They could not ask the speaker to speak more slowly for understanding the message being

conveyed. Nevertheless, the main causes of listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.

Chonprakay (2009) conducted an investigation of the listening problems of Thai undergraduate students. The data was collected using a test named the KMUTNB English Listening Test, of which the scores were collected for analysis through SPSS by means of descriptive statistics. The test was given to 118 undergraduate students in the Faculty of Engineering of KMUTNB. The findings revealed that the students had problems at the phonemic level, identifying main ideas, recognizing details and inferring ideas from situations. It was suggested in the study that to be effective in listening, students need to practice more and learn from media around them. The teachers should use various kinds of visual aids so that the learners have more opportunities and become acquainted with the sounds. Finally, they should have more chances to use them in real situations.

Kianeiam (2013) investigated the factors causing listening problems of students toward native English speakers and found out the techniques of developing their English listening proficiency. The participants of the study were 58 MEC first-year students at Thammasat University's Language Institute. He used a questionnaire as the research tool for the research. The results revealed that most participants sometimes had listening challenges with native English speakers. The problems were due to the listeners themselves, the native speakers and the message. The participants suggested that listening proficiency could be improved by the techniques as follows: learning through communicating with native English speakers, listening to interesting vocabulary, and media.

Pawongpon (2012) investigated the listening problems that military officers at the Directorate of Joint Communication faced at international conferences in order to offer them effective English listening courses in preparation for international conferences. The research used a questionnaire to find out the results. The results revealed that English listening comprehension problems of DJC military officers at international conferences occurred from five factors. Firstly, if people talk too fast, it is hard to follow. Likewise, the unclear pronunciation of non-native speakers makes the listener unable to catch the essence of the content properly. Secondly, listeners revealed that it is hard to reply after listening. If they are worried about replying, they

will be unable to focus on listening. Thirdly, listening problems were related to the text. Unfamiliar or advanced vocabulary and content led to difficulty in interpreting the message. Fourthly, noise is a prominent listening problem related to physical setting. Lastly, other listening problems were lack of background knowledge and practicing listening skill.

Promhira (2008) conducted research on the English listening comprehension problems of Thai teachers. The population of this research was 16 Thai teachers at Satit Kaset International Program. She used a questionnaire as the research instrument. The research results showed that the teachers encountered many types of listening problems. The listening problems were related to listeners, speakers, physical setting, and listening to texts. This study has important implications. The problems were caused by the message, the native speakers, and the listeners themselves.

From the previous researches as mentioned above, it can be summarized that Thai students who study in English programs consider that listening problems affect their English and performance. Therefore, they need to improve these skills. Because of the lack of exposure to different kinds of listening materials and the lack of practicing listening skill, most respondents realized that listening skill was a major problem during their studies. On top of that, the problems were due to the message, the listeners themselves and the native speakers. As a consequence of this, the current study intends to find out the listening problems. The result from this research might be brought to compare with the previous researches to adjust and hold an appropriate course for Thai students in secondary schools, especially for students in English programs like

Mathayom 3 ISME program at Suksanari School. Moreover, this could develop the students' performances of English communication skills, which can be useful for the school. Some parts of the previous work can be used in this research, for instance the related topics in the literature review part, the research objectives, and the design of the questionnaires.

This study used the same instrument as the previous studies in terms of using questionnaires, and a convenience sampling for choosing subjects. The objective of this research is also similar to the objectives of the previous research; to investigate

the listening problems Thai students encounter when they listen to foreign teachers in class. The subject numbers are different; there are 40 respondents in this research, whereas the others used a different number of participants, as shown in Table 2.1

Table 2.1 Relevant Research

Researcher	Objective	Participants	Instrument	Results
Anandapong (2011)	To study the causes of misunderstanding and misinterpreting English messages and to get the recommendations from the students which would support them improving their English listening skill.	30 business English program students at Bangkok University	Questionnaires	The main cause of listening problems for the students was the listening text. The four significant factors that affected listening related to the text were idiomatic language, slang expressions, long texts, and unfamiliar words.
Chonprakay (2009)	To investigate listening problems of Thai undergraduate students	118 undergraduate students in the Faculty of Engineering of KMUTNB.	Questionnaires	The students had problems at the phonemic level, identifying main ideas, recognizing details and inferring ideas from situations.
Kianeiam (2013)	To investigate the problems of MEC first-year students listening to native English speakers and to find out the techniques that MEC first-year students use to develop their English listening proficiency	58 MEC first-year students at Thammasat University's Language Institute	Questionnaires	Most participants sometimes had listening challenges with native English speakers. The causes of problems were the native speakers, the listeners themselves, and the messages.

Table 2.1 Relevant Research (continued)

Researcher	Objective	Participant	Instrument	Result
Pawongpon (2012)	To investigate the listening problems that DJC military officers who attend international conferences are concerned about and to give effective DJC English listening courses for international conference attendees.	20 DJC military officers at international conferences	Questionnaires	The majority of respondents faced listening problems when speakers speak too fast, especially non-native speakers from Indonesia and Bangladesh. Furthermore, it is difficult to listen to various accents; for example, Australian, Mongolian and Vietnamese accents.
Promhiran (2008)	To discover the English listening comprehension problems of Thai teachers at Satit Kaset International Program when listening to native speaker	16 Thai teachers at Satit Kaset International Program	Questionnaires	To identify listening problems related to listening texts, speakers, physical setting, and listeners. This research has important implications. The problems were caused by the message, the native speakers, and the listeners themselves

CHAPTER 3

RESEARCH METHODOLOGY

This chapter includes: (1) the subjects, (2) the instruments, (3) the procedures, and (4) the data analysis.

3.1 SUBJECTS

From 3,270 students at Suksanari School (M.1 - M.6), there were only 40 students studying in the M.3 ISME program. However, Suksanari School is concerned about their listening problems. Therefore, all 40 students were allowed to participate in the research. Moreover, all of them were females at 14 – 15 years of age.

The reason to select 40 students from M.3 ISME program is that they are quite familiar with every English skill, listening, writing, and, reading because all subjects are taught in English and during their past years they already had studied English listening courses. Consequently, the results of the survey will be more precise since it used an appropriate sample, which in this case was the ISME program students.

3.2 INSTRUMENT

The tool of this research is a questionnaire. The questionnaire to measure the factors causing listening problems for M.3 students at Suksanari School contains closed-ended questions, a Likert scale and open-ended questions. The questionnaire was piloted with 20 M.3 students studying in the English program to ensure the validity and reliability. They were asked to answer the preliminary questionnaire. Furthermore, they were requested to comment on the questionnaire. They considered the content to specify unclear terms and give advice. Consequently, the researcher refined the unclear terms and took out uninvolved items.

3.2.1 QUESTIONNAIRE

The questionnaire was created by following the research purpose. There are two parts: demographic information of the respondents and listening problems.

(1) Demographic information of the respondents

This part was created to find out the general background information of the participants for instance years of learning English, communicating period with foreigners each week, and listening skill evaluation by using close-ended questions.

(2) Listening problems

In this part, the participants were asked about listening problems classified into four parts: listening problems relating to the listeners, the speakers, the messages, and the physical environment. It included a Likert scale to identify the listening problems of M.3 ISME program students. The rating in this part was based on a five-point Likert scale. The criterion and meaning of the ratings are shown as follows:

Always	=	5
Often	=	4
Sometimes	=	3
Rarely	=	2
Never	=	1

3.3 PROCEDURES

This part describes the process for conducting the research.

3.3.1 Data Collection

Before distributing questionnaires, the researcher obtained permission from the school's director. A total of 40 questionnaires were distributed to M.3 ISME program students at Suksanari School. The participants were requested to answer the questionnaires and hand them back to the researcher before March 30, 2016. All 40 questionnaires were returned to the researcher within that time.

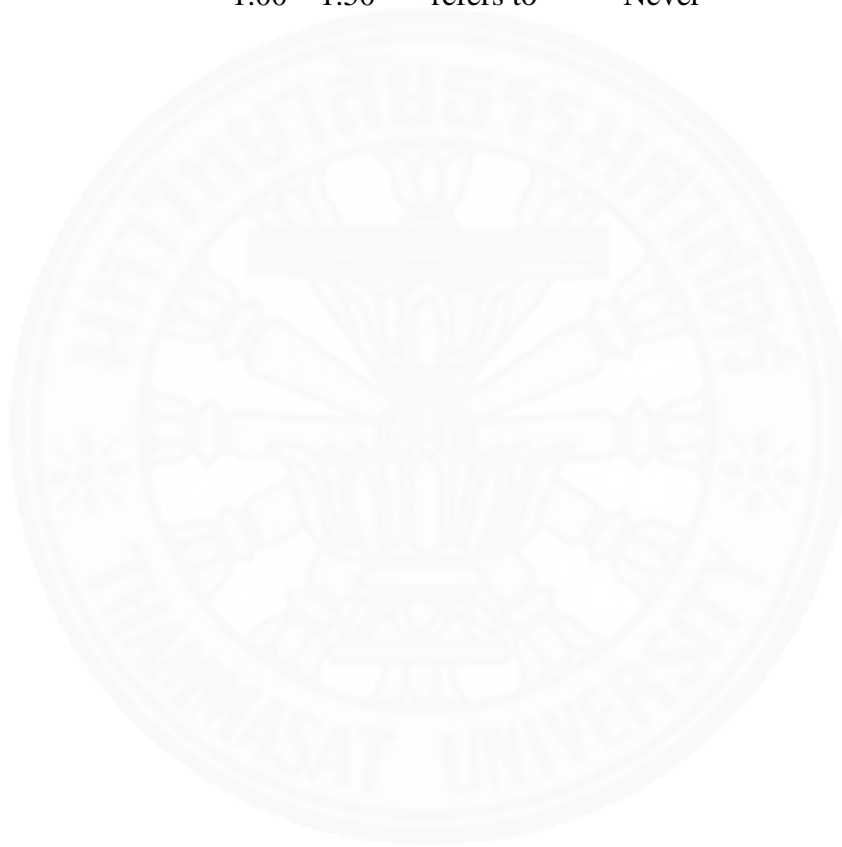
Their personal data was analyzed to fulfill the research objectives. The personal data was not shared with any third party and the participants' identities were kept confidential.

3.4 DATA ANALYSIS

The information was examined, categorized and tabulated using the Statistical Package for the Social Sciences (SPSS). The information is presented and explained

in descriptive tables using mean, standard deviation, percentage, and frequency. The means (\bar{X}) of the levels of satisfaction are as follows:

4.51 – 5.00	refers to	Always
3.51 – 4.50	refers to	Often
2.51 – 3.50	refers to	Sometimes
1.51 – 2.50	refers to	Rarely
1.00 – 1.50	refers to	Never



CHAPTER 4

RESULTS

The chapter presents the study results. There are two parts which are classified by the questionnaire as follows: (1) demographic information of the respondents and (2) listening problems.

4.1 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

In the beginning of the questionnaire, there are seven questions to get information about the respondents' demographic information that included age, experience of learning English, frequency of communicating in English, self-evaluation of listening proficiency, English GPA, mathematics GPA and science GPA. The table as follows shows the results for each question in terms of frequency and percentage.

Table 4.1 Years of Learning English

Years of learning English	Frequency	Percentage
1 - 3 years	1	2.5
4 - 6 years	2	5
7 - 9 years	10	25
10-12 years	27	67.5
Total	40	100

Table 4.1 shows that 27 students (67.5%) had been learning English for 10 - 12 years; 10 students (25%) had been learning English for 7 - 9 years while 2 students (5%) had been learning English for 4 - 6 years. One student (2.5%) had been learning English for 1 - 3 years.

Table 4.2 Frequency of Communicating in English in Daily Life

Frequency of communicating in English	Frequency	Percentage
Never	0	0
1 - 2 times/week	22	55
3 - 4 times/week	12	30
More than 4 times/week	6	15
Total	40	100

As show on the Table 4.2, the largest portion of the respondents or 22 students (55%) communicated in English 1 - 2 times a week while 12 respondents (30%) communicated 3 - 4 times a week. Six respondents (15%) communicated in English more than 4 times a week.

Table 4.3 Listening Proficiency of the Respondents (Self-Rated)

Listening Proficiency	Frequency	Percentage
Excellent	2	5.0
Good	9	22.5
Fair	29	72.5
Poor	0	0
Very poor	0	0
Total	40	100

According to Table 4.3, more than half of the respondents or 29 students (72.5%) evaluated themselves as having fair listening proficiency while 9 respondents (22.5%) thought that their listening proficiency was good. Two respondents (5.0%) believed that their listening proficiency was excellent.

Table 4.4 English GPA

English GPA	Frequency	Percentage
Below 2.00	0	0
2.01-2.50	0	0
2.51-3.00	0	0
3.01-3.50	1	2.5
3.51-4.00	39	97.5
Total	40	100

According to Table 4.4, 39 students (97.5%) had an English GPA of 3.51-4.00. One student (2.5%) had an English GPA of 3.01-3.50.

Table 4.5 Mathematics GPA

Mathematics GPA	Frequency	Percentage
Below 2.00	0	0
2.01-2.50	0	0
2.51-3.00	1	2.5
3.01-3.50	3	7.5
3.51-4.00	36	90
Total	40	100

According to Table 4.5, 36 students (90%) had a GPA of 3.51-4.00 in mathematics. Three students had a GPA of 3.01-3.50 in mathematics and one student had a GPA of 2.51-2.50 in mathematics.

Table 4.6 Science GPA

Science GPA	Frequency	Percentage
Below 2.00	0	0
2.01-2.50	0	0
2.51-3.00	0	0
3.01-3.50	0	0
3.51-4.00	40	100
Total	40	100

According to Table 4.6, all of the students or 40 students (100%) had a GPA of 3.51-4.00 in science.

4.2 LISTENING PROBLEMS

The second part of the questionnaire sought the listening problems of the respondents. Close-ended questions with a Likert five-point scale were used to measure the degree of opinions. The findings are shown in the form of statistical data including percentage, mean and standard deviation (S.D.).

Table 4.7 Overall Opinions on Listening Problems

Listening problem	Mean	Frequency
Listening problems relating to the listeners	3.25	Sometimes
Listening problems related to physical environment	3.26	Sometimes
Listening problems relating to the speakers	3.24	Sometimes
Listening problems relating to the messages	3.38	Sometimes
Total	3.28	Sometimes

Table 4.7 presents the opinions on listening problems. It shows that most respondents sometimes had listening problems (3.28). The factors that affected listening proficiency the most were the message (3.38), followed by the physical environment (3.26), the listeners (3.25), and the speakers (3.24).

Table 4.8 Opinions on Factors Regarding the Listeners

Opinions on Factors Regarding the Listeners	Mean	S.D	Frequency
7. I find it difficult to understand spoken text which is of no interest to me	3.43	0.71	Sometimes
8. Poor grammar knowledge interferes with my listening comprehension	3.25	0.78	Sometimes
9. Poor vocabulary knowledge interferes with my listening comprehension	3.50	0.78	Sometimes
10. Lack of pronunciation knowledge interferes with my listening comprehension	3.15	0.77	Sometimes
11. Lack of listening skill practice interferes with my listening comprehension	3.23	0.79	Sometimes
12. Lack of self-confidence interferes with my listening comprehension.	3.35	1.19	Sometimes
13. Lack of background knowledge of the spoken text interferes with my listening comprehension	3.18	0.90	Sometimes

Table 4.8 (continued)

Opinion on Factors Regarding the Listeners	Mean	S.D	Frequency
14. I feel nervous when I don't understand the spoken text	2.98	1.05	Sometimes
15. I don't like difficult messages	3.35	1.08	Sometimes
16. Sickness and exhaustion interfere with my listening comprehension	3.10	0.96	Sometimes
Total	3.25	0.90	Sometimes

From Table 4.8, the average frequency from the total respondents was “sometimes” (mean score = 3.25). According to the average mean, the highest factor causing listening problems from the listener was the listener has poor knowledge of vocabulary (mean score = 3.50). The second was the listener is not interested in the texts (mean score = 3.43). Similarly, lack of self-confidence and difficult messages (mean score = 3.35) had equal means.

Table 4.9 Opinions on Factors Regarding Physical Environment

Opinion on Factors Regarding the physical environment	Mean	S.D	Frequency
17. Noisy surroundings interfere with my listening	3.53	0.96	Often
18. Poor classroom conditions interfere with my listening comprehension	3.25	1.10	Sometimes
19. Lack of visual clues (pictures, diagrams, charts, video, etc.) interfere with my listening comprehension	3.00	1.01	Sometimes
Total	3.26	1.02	Sometimes

From Table 4.9, the average frequency from the total respondents was “sometimes” (mean score = 3.26). The problem with noisy surroundings is the greatest (mean score = 3.53), followed by poor classroom conditions (mean score = 3.25) and lack of visual clues (pictures, diagrams, charts, video, etc.) (mean score = 3.00), respectively.

Table 4.10 Opinions on Factors Regarding Speakers

Opinion on Factors Regarding the Speakers	Mean	S.D	Frequency
20. I find it difficult to understand when speakers speak with various accents	3.53	0.82	Often
21. I find it difficult to understand when speakers speak too fast	3.78	0.86	Often
22. I find it difficult to understand when speakers speak in a monotone	3.05	1.10	Sometimes
23. I find it difficult to understand when speakers lack body language	3.00	1.10	Sometimes
24. I find it difficult to understand when speakers speak with hesitation and pauses	2.90	1.17	Sometimes
25. I find it difficult to understand when speakers speak with unclear pronunciation	3.43	0.96	Sometimes
26. I find it difficult to understand when speakers use reduced forms such as gotcha (got you), wanna (want to), etc.	3.08	1.05	Sometimes

Table 4.10 (Continued)

Opinion on Factors Regarding the Speakers	Mean	S.D	Frequency
27. I find it difficult to understand when speakers do not use sufficient redundancy	3.35	0.83	Sometimes
28. I find it difficult to understand pitch and intonation of the speakers	3.08	1.00	Sometimes
Total	3.24	0.98	Sometimes

Table 4.10 shows that the average frequency of the participants listening problems related to the speaker was “sometimes” (mean score = 3.24). The highest factor which causes listening problems related to the speakers was the speakers speak too fast (mean score = 3.78). The second was the speakers speak with various accents (mean score = 3.53). The third was the speakers speak with unclear pronunciation (mean score = 3.43).

Table 4.11 Opinion on Factors Regarding the Messages

Opinion on Factors Regarding the messages	Mean	S.D	Frequency
29. Messages with unknown vocabulary interfere with my listening comprehension	3.7	0.94	Often
30. I find it difficult to interpret the meaning of a long message	3.5	0.85	Sometimes
31. Messages with numbers and statistics interfere with my listening comprehension	3.13	0.88	Sometimes

Table 4.11 (Continued)

Opinion on Factors Regarding the Speakers	Mean	S.D	Frequency
32. Messages with technical terms interfere with my listening comprehension	3.55	0.75	Often
33. Messages with too many linking words such as <i>and</i> , <i>also</i> , <i>however</i> , etc. interfere with my listening comprehension	3.10	1.24	Sometimes
34. Difficult grammatical structures interfere with my listening comprehension	3.55	0.88	Often
35. Messages with slang and idiomatic expressions interfere with my listening comprehension	3.55	0.81	Often
36. Lack of transitional words such as <i>while</i> , <i>therefore</i> , <i>such as</i> , etc. interferes with my listening comprehension	3.20	1.02	Sometimes
37. Incorrect collocations such as <i>take a break</i> , <i>save money</i> , <i>gets married</i> , etc. interfere with my listening comprehension	3.20	1.20	Sometimes
Total	3.38	0.95	Sometimes

As shown in Table 4.11, the average frequency from all participants was “sometimes” (mean score = 3.38). The highest factor causing listening problems related to messages is messages with unknown vocabulary (mean score = 3.7). Furthermore, messages with technical terms, difficult grammatical structures, and messages with slang and idiomatic expressions (mean score = 3.55) were rated as problems with equal means.



CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the finding, (3) discussion of the results, (4) conclusion, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

This section summarizes the main points of the research including the research objectives, the subjects, material and procedures.

5.1.1 Objective of the study

The objective of this research is to investigate the listening problems of M.3 ISME program students in listening to foreign teachers in class.

5.1.2 Subjects, Materials, and Procedures

The subjects of the research are 40 M.3 students studying in ISME program. The tool in the research was a questionnaire. The questionnaire to measure the factors causing listening problems for M.3 students at Suksanari School contains closed-ended questions, a Likert scale and open-ended questions. The questionnaire was piloted to certify validity and reliability.

There are two parts in the questionnaire as follows:

Part I: Demographic information of the respondents

This part was created to find out the general background information of the participants by using close-ended questions. Questions included experience of learning English, communicating period with foreigners each week, and listening skill evaluation.

Part II: Listening problems

This section was divided into four parts: listening problems relating to the listeners, the speakers, the physical environment, and the messages.

The process of the research was a direct survey approach. After correcting the questionnaires, the researcher used the Statistical Package for the Social Sciences (SPSS) to analyze the data and reported them in terms of mean, percentage, standard deviation (S.D.), and frequency.

5.2 SUMMARY OF FINDINGS

The research results can be concluded as follows:

5.2.1 Demographic Information of the Respondents

There were 40 respondents who participated in this research. A total of 27 students (67.5%) had been learning English for 10 - 12 years; 22 students (55%) communicated in English 1 - 2 times a week. A total of 29 students (72.5%) evaluated themselves as having fair listening proficiency. 97.5% of the respondents had an English GPA of 3.51 - 4.00. A total of 90% of the respondents had a mathematics GPA of 3.51 - 4.00. All of the respondents (100%) had a science GPA of 3.51 - 4.00.

5.2.2 Listening Problems

From the results of the data analysis, the listening problem of M.3 ISME program students mostly related to the message. The highest factor regarding the messages that caused listening problems was messages with unknown vocabulary, followed by messages with technical terms, difficult grammatical structures, and messages with slang and idiomatic expressions.

For the physical environment, the respondents found that noisy surroundings was the most problematic, followed by poor classroom conditions and lack of visual clues (pictures, diagrams, charts, video, etc.).

The respondents thought that poor knowledge of vocabulary mostly affected their listening. In addition, they were not interested in the text sometimes and they lacked self-confidence. Moreover, they did not like difficult messages.

According to the results, the respondents also pointed out that one of the factors that affected listening comprehension was the speaker. They felt that it was difficult to understand well when the speaker spoke too fast. They could not catch what the speaker was going to say. There were many other factors that decreased their listening comprehension such as speakers speaking with various accents, unclear pronunciation, and not using sufficient redundancy.

5.3 DISCUSSION

This section concerns the English listening problems of M.3 ISME program students at Suksanari School.

5.3.1 Students' abilities

A total of 97.5% of the respondents had an English GPA of 3.51 - 4.00 and 90% of the respondents had a mathematics GPA of 3.51 - 4.00. All of the respondents (100%) had a science GPA of 3.51 - 4.00. Most of the students in ISME Program have high GPAs in English, mathematics, and science.

5.3.2 Listening Problems

The overall results showed that the respondents sometimes had listening problems. The problems were caused by the message, the physical environment, the listeners, and the speakers.

5.3.2.1 Problems caused by the message

The results show that listening problems were sometimes caused by the message. Most of the respondents rated this as *sometimes*. These factors were unknown vocabulary, difficult meaning of a long message, numbers and statistics, technical terms, linking words, difficult grammatical structures, slang and idiomatic expressions, a lack of transitional words, and incorrect collocations. The findings support the study of Yagang (1993) in that the content is not systematic. In many cases, listeners cannot guess what speakers are going to say, such as in daily life conversations, an interviewer's questions, and news reports on the radio. The recordings on tape or messages on the radio cannot be slowed down. Furthermore, it is impossible to ask the speaker to repeat something, as in a conversation.

5.3.2.2 Problems caused by the physical environment

Noisy surroundings interfered with the listeners' ability to listen well. Pawongpon (2012) showed that noise interfered with good listening. Wood (2002) describes this as one of the external obstacles. It is an uncontrollable factor that can happen anywhere. Moreover, poor classroom conditions and the lack of visual clues (pictures, diagrams, charts, video, etc.) that help listeners to understand spoken texts and poor quality equipment also have an impact on listening comprehension problems. We know the physical environment influences how we work and how we feel about the space in which we must spend a major portion of our working time (Kielhofner, 2002). In the public schools, we also know that there are poor and good classroom physical environments. For teachers, the highly stressful work of working with children would mandate that the physical environment of the classroom assist

and support them in helping students learn. Any aspect of the physical environment that diverts teachers from the main emphasis of instructional activities influences the degree of their effectiveness (Anderson, 2004).

5.3.2.3 Problems caused by the listeners

The respondents sometimes had listening problems because of these factors: difficulty in understanding spoken text, poor grammar knowledge, poor vocabulary knowledge, a lack of pronunciation knowledge, a lack of listening skill practice, a lack of self-confidence, and a lack of background knowledge. Because of nervousness, people will use ungrammatical sentences in unplanned conversations. They may skip components of sentences or add unnecessary things, making it difficult for the listener. Many listeners panic and lose their concentration when they hear an unfamiliar segment. Consequently, they miss portions of the passage that might have helped clarify the unfamiliar word or segment.

5.3.2.4 Problems caused by the speakers

Most of the respondents rated this factor as sometimes. The factors which the respondents rated as sometimes were the various accents, speaking too fast, monotone, unclear pronunciation, reduced forms, the speakers not using sufficient redundancy, and the pitch and intonation. Some respondents are afraid to ask the speaker to repeat the messages. The respondents will be in trouble when the speaker uses natural speech full of pauses and hesitations. It difficult for them to understand the sentences because the pitch and intonation of the speaker causes some respondents to feel that the message is difficult to understand if the speaker speaks with the wrong grammar. In addition, the text without the speaker's body language causes listening problems.

5.4 CONCLUSION

The following conclusion can be drawn from the discussion above.

The results of this research study can be summarized by stating that English listening problem of M.3 ISME program students at Suksanari School occur from four factors: firstly, listening problems relating to the messages, including unknown vocabulary and a long message leading to difficultly interpreting the message; secondly, listening problems relating to the physical environment, noisy surroundings,

poor classroom conditions, and a lack of visual clues (pictures, diagrams, charts, video, etc.); thirdly, listening problems relating to the listeners; lastly, listening problems relating to the speakers.

5.5 RECOMMENDATIONS

Based on the findings and conclusions of this study, the recommendations are as follows:

5.5.1 The respondents were only 40 ISME M.3 students because of the availability of the respondents. Further studies should have a larger number of respondents.

5.5.2 The instrument of this study was only a questionnaire. Further research should include some listening tests to get real listening proficiency results and conduct some interviews to obtain in-depth information about how the respondents think about their listening proficiency. The findings from the questionnaire may not be accurate due to the respondents' self-evaluations. Therefore, listening tests and interviews would be beneficial.

5.5.3 Suksanari School may be able to use these research findings as a base for future research to find solutions to listening problems; therefore, it might benefit the schools' teachers and students.

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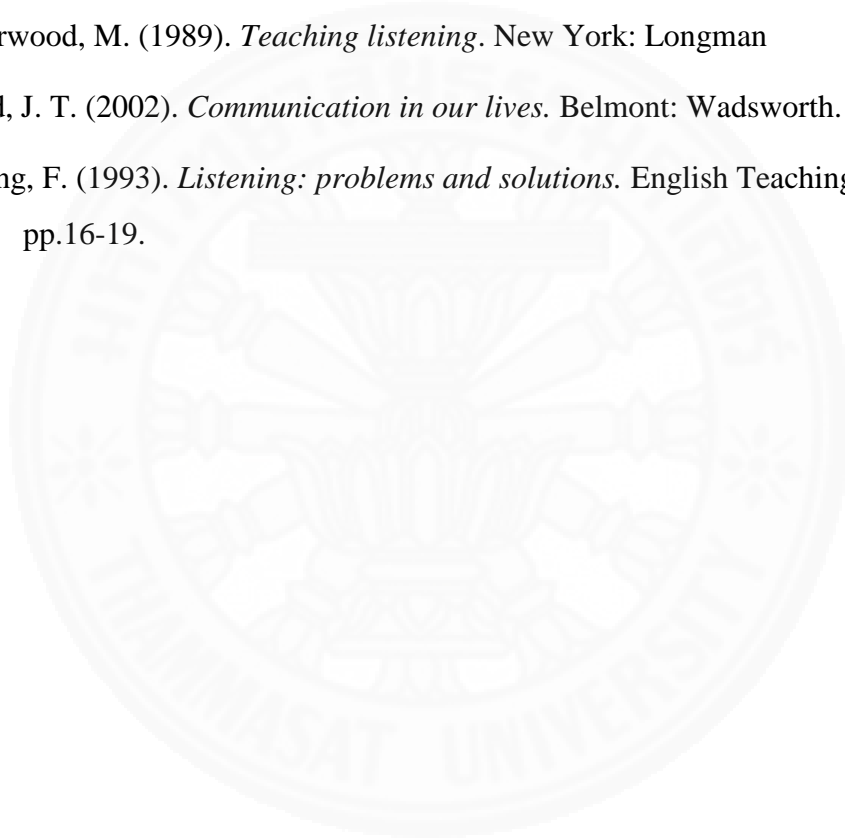
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APPENDICES

PART II: Listening problems

Instructions: Please mark \surd in () which best correspond to you. Each number refers to the following description.

- 5 refers to Always
 4 refers to Often
 3 refers to Sometimes
 2 refers to Rarely
 1 refers to Never

Listening Problems Relating to the Listeners	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
7. I find it difficult to understand spoken text which is of no interest to me.					
8. Poor grammar knowledge interferes with my listening comprehension.					
9. Poor vocabulary knowledge interferes with my listening comprehension.					
10. Lack of pronunciation knowledge interferes with my listening comprehension.					
11. Lack of listening skill practice interferes with my listening comprehension.					
12. Lack of self-confidence interferes with my listening comprehension.					
13. Lack of background knowledge of the spoken text interferes with my listening comprehension.					
14. I feel nervous when I don't understand the spoken text.					
15. I don't like difficult messages.					
16. Sickness and exhaustion interfere with my listening comprehension.					

Listening problems related to the physical environment	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
17. Noisy surroundings interfere with my listening					
18. Poor classroom conditions interfere with my listening comprehension.					
19. Lack of visual clues (pictures, diagrams, charts, video, etc.) interferes with my listening comprehension.					
20. I find it difficult to understand when speakers speak various accents.					
21. I find it difficult to understand when speakers speak too fast.					
22. I find it difficult to understand when speakers speak monotone.					
23. I find it difficult to understand when speakers lack of body language.					
24. I find it difficult to understand when speakers speak with hesitation and pauses.					
25. I find it difficult to understand when speakers speak with unclear pronunciation.					
26. I find it difficult to understand when speakers use reduced forms such as gotcha (got you), wanna (want to), etc.					
27. I find it difficult to understand when speakers do not use sufficient redundancy.					
28. I find it difficult to understand pitch and intonation of the speakers.					
29. Messages with unknown vocabulary interfere with my listening comprehension.					
30. I find it difficult to interpret the meaning of a long message.					

Listening Problems Relating to the messages	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
31. Messages with numbers and statistics interfere with my listening comprehension.					
32. Messages with technical terms interfere with my listening comprehension.					
33. Messages with too many linking words such as <i>and</i> , <i>also</i> , <i>however</i> , etc. interfere with my listening comprehension.					
34. Difficult grammatical structures interfere with my listening comprehension.					
35. Messages with slang and idiomatic expressions interfere with my listening comprehension.					
36. Lack of transitional words such as <i>while</i> , <i>therefore</i> , <i>such as</i> , etc. interferes with my listening comprehension.					
37. Incorrect collocation such as <i>take a break</i> , <i>save money</i> , <i>gets married</i> , etc. interferes with my listening comprehension.					

Thank you very much for your kind cooperation in answering this questionnaire.

APPENDIX B

QUESTIONNAIRE IN THAI

แบบสอบถาม

เรื่อง ปัญหาการฟังภาษาอังกฤษของนักเรียนชั้น ม.3 ISME โปรแกรม โรงเรียนศึกษานารี

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการศึกษาในระดับปริญญาโท สาขาวิชาภาษาอังกฤษเพื่ออาชีพ มหาวิทยาลัยธรรมศาสตร์ ซึ่งผู้วิจัยจัดทำขึ้นเพื่อศึกษาปัญหาการฟังภาษาอังกฤษของนักเรียนชั้น ม.3 ISME โปรแกรมเผชิญเมื่อฟังครูผู้สอน คำตอบของท่านจะถูกรักษาไว้เป็นความลับ และเป็นข้อมูลในงานวิจัยนี้เท่านั้น ผู้วิจัยขอขอบพระคุณในความกรุณาร่วมมือตอบแบบสอบถามครั้งนี้

ส่วนที่ 1 : ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง : กรุณาเติมเครื่องหมาย \surd ลงใน () โดยเลือกข้อมูลหรือเขียนคำตอบที่ตรงกับความจริงและความเห็นของท่านมากที่สุด

1. ปีที่เรียนภาษาอังกฤษ

() 1-3 ปี () 4-6 ปี () 7-9 ปี () 10-12 ปี

2. คุณเคยสื่อสารภาษาอังกฤษบ่อยแค่ไหน?

() 1-2 ครั้งต่อสัปดาห์ () 3-4 ครั้งต่อสัปดาห์ () มากกว่า 4 ครั้งต่อสัปดาห์

3. คุณประเมินทักษะการฟังภาษาอังกฤษของคุณระดับไหน?

() ดีมาก () ดี () พอใช้ () ไม่ดี () ต้องปรับปรุง

4. เกรดเฉลี่ยวิชาภาษาอังกฤษของคุณ

() ต่ำกว่า 2.00 () 2.01-2.50 () 2.51-3.00

() 3.01-3.50 () 3.51-4.00

5. เกรดเฉลี่ยวิชาคณิตศาสตร์ของคุณ

() ต่ำกว่า 2.00 () 2.01-2.50 () 2.51-3.00

() 3.01-3.50 () 3.51-4.00

6. เกรดเฉลี่ยวิชาวิทยาศาสตร์ของคุณ

() ต่ำกว่า 2.00 () 2.01-2.50 () 2.51-3.00

() 3.01-3.50 () 3.51-4.00

ส่วนที่ 2 : ข้อมูลเกี่ยวกับปัญหาด้านการฟังอังกฤษ

คำชี้แจง : กรุณาเติมเครื่องหมาย \surd ลงใน () โดยเลือกข้อมูลที่ตรงกับความจริงและความคิดเห็นของท่านมากที่สุดเพียงหนึ่งข้อ โดยแต่ละตัวเลขจะมีความหมายดังต่อไปนี้

- | | |
|---|------------------|
| 5 | หมายถึง เสมอ |
| 4 | หมายถึง บ่อยๆ |
| 3 | หมายถึง บางครั้ง |
| 2 | หมายถึง แทบจะไม่ |
| 1 | หมายถึง ไม่เลย |

ปัญหาที่เกิดจากผู้ฟัง	เสมอ (5)	บ่อยๆ (4)	บางครั้ง (3)	แทบจะไม่ (2)	ไม่เลย (1)
7. ฉันพบว่ามันเป็นการยากที่จะเข้าใจหัวข้อที่ไม่น่าสนใจ					
8. ความรู้ในหลักไวยากรณ์ที่ไม่ดีรบกวนการฟังของฉัน					
9. ความรู้ในคำศัพท์ที่ไม่ดีรบกวนการฟังของฉัน					
10. การขาดความรู้ในการออกเสียงรบกวนการฟังของฉัน					
11. การขาดการฝึกฝนทักษะการฟังรบกวนการฟังของฉัน					
12. การขาดความมั่นใจรบกวนการฟังของฉัน					
13. การขาดความรู้พื้นฐานด้านการฟังภาษาอังกฤษรบกวนการฟังของฉัน					
14. ฉันรู้สึกกังวลเมื่อฉันไม่เข้าใจข้อความในบทเรียน					
15. ฉันไม่ชอบข้อความยากๆ					
16. อาการป่วยและความเหน็ดเหนื่อยรบกวนการฟังของฉัน					
17. เสียงรบกวนรอบๆรบกวนการฟังของฉัน					
18. บรรยากาศห้องเรียนที่ไม่ดีรบกวนการฟังของฉัน					
19. การขาดสื่อที่มองเห็นได้ เช่น รูปภาพ, แผนภูมิ, ตาราง, วีดีโอ เป็นต้น รบกวนการเรียนของฉัน					
20. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดพูดสำเนียงที่หลากหลาย					
21. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดพูดเร็วเกินไป					
22. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดพูดแบบไม่มีเสียงสูงเสียงต่ำ					
23. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดขาดภาษาท่าทาง					
24. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดพูดด้วยความลังเลและมีกรหยุดระหว่างพูด					
25. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดพูดออกเสียงไม่ชัดเจน					
26. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดใช้ฟอร์มที่ย่อเช่น gotcha (got you), wanna (want to), etc.					
27. ฉันพบว่ามันยากที่จะเข้าใจเมื่อผู้พูดไม่ใช้คำซ้อนอย่างพอดี					
28. ฉันพบว่ามันยากที่จะเข้าใจการกำหนดระดับเสียงและการออกเสียงสูงเสียงต่ำของผู้พูด					
29. ข้อความที่มีคำศัพท์ที่ไม่รู้รบกวนการฟังของฉัน					

ปัญหาที่เกิดจากผู้ฟัง	เสมอ (5)	บ่อยๆ (4)	บางครั้ง (3)	แทบจะไม่ (2)	ไม่เลย (1)
30. ฉันพบว่ามันยากที่จะตีความความหมายของข้อความที่ยาวเกินไป					
31. ข้อความที่มีตัวเลขและสถิติรบกวนการฟังของฉัน					
32. ข้อความที่มีคำศัพท์เฉพาะรบกวนการฟังของฉัน					
33. คำเชื่อมที่มีมากเกินไปในข้อความ เช่น and, also, however เป็นต้น รบกวนการฟังของฉัน					
34. โครงสร้างไวยากรณ์ที่ยากรบกวนการฟังของฉัน					
35. ข้อความที่มีคำแสลง และสำนวนที่มีมากเกินไป รบกวนการฟังของฉัน					
36. การขาดการใช้คำเชื่อมในข้อความ เช่น while, therefore, such as เป็นต้น รบกวนการฟังของฉัน					
37. คำผสมที่ไม่ถูกต้อง เช่น take a break, save money, get married เป็นต้น รบกวนการฟังของฉัน					

ขอบพระคุณในความกรุณาตอบแบบสอบถาม



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BIOGRAPHY

Name	Mrs. Chutimadee Chaibao
Date of Birth	August 2, 1991
Educational Attainment	2013: Bachelor of art in religion studies, Mahidol University
Work Experiences	2014 – 2016 Casual worker at Thailand cultural center station, Rachada 2013 - 2014 Reception downtown shop operation at Kingpower International group - Rangmun, Victory Monument 2013 Tutor (English, Thai, Social) G.1-12 - KVP Education Centre (Makro Charunsanitwong)

