พฤติกรรมการฟังภาษาอังกฤษที่ส่งผลต่อทักษะการฟังภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนปลาย

ENGLISH LISTENING BEHAVIOR THAT AFFECTS ENGLISH LISTENING SKILLS OF HIGH SCHOOL STUDENTS

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาพฤติกรรมการฟังภาษาอังกฤษ 2) ศึกษาทักษะการฟังภาษาอังกฤษ 3) ศึกษาความสัมพันธ์ของพฤติกรรมการฟังภาษาอังกฤษกับทักษะการฟังภาษาอังกฤษ และ 4) ศึกษาอิทธิพลของพฤติกรรมการฟังภาษาอังกฤษที่ส่งผลต่อทักษะการฟังภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนปลาย กลุ่มตัวอย่าง ได้แก่ นักเรียนชั้นมัธยมศึกษาตอนปลาย ภาคเรียนที่ 2 ปีการศึกษา 2566 โรงเรียนราชประชานุเคราะห์ 54 จังหวัด อำนาจเจริญ จำนวน 110 คน ด้วยวิธีการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบทักษะการฟังภาษาอังกฤษ และแบบสอบถามพฤติกรรมการฟังภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูลประกอบด้วย ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ร้อยละ สัมประสิทธิ์สหสัมพันธ์เพียรสัน และการวิเคราะห์ถดถอยอย่างง่าย

ผลการวิจัยพบว่า

1. นักเรียนชั้นมัธยมศึกษาตอนปลาย โรงเรียนราชประชานุเคราะห์ 54 จังหวัดอำนาจเจริญ มีพฤติกรรมการฟังภาษาอังกฤษเฉลี่ยโดยรวมอยู่ในระดับมาก (M = 3.90, SD= 0.34)

2. นักเรียนชั้นมัธยมศึกษาตอนปลาย โรงเรียนราชประชานุเคราะห์ 54 จังหวัดอำนาจเจริญ มีคะแนนเฉลี่ยทักษะการฟังภาษาอังกฤษคิดเป็นร้อยละ 71.08 (M = 8.53 , SD= 1.86)

3. พฤติกรรมการฟังภาษาอังกฤษกับทักษะการฟังภาษาอังกฤษ มีค่าสหสัมพันธ์เพียรสันอยู่ที่ 0.80 มีความสัมพันธ์กันในทางบวกที่ระดับนัยสำคัญทางสถิติ 0.01

4. ผลของการวิเคราะห์การถดถอยอย่างง่ายแสดงให้เห็นว่าพฤติกรรมการฟังภาษาอังกฤษสามารถทำนายทักษะการฟังภาษาอังกฤษได้อย่างมีนัยสำคัญ (β = 0.80, p < 0.01) โดยอธิบายความแปรปรวนของทักษะการฟังได้ 64% (R^2 = 0.64) สมการการถดถอยที่ได้จากการวิเคราะห์คือ: คะแนนการฟัง = -8.35 + 4.32 × พฤติกรรมการฟัง

คำสำคัญ: พฤติกรรมการฟังภาษาอังกฤษ, ทักษะการฟังภาษาอังกฤษ, การวิเคราะห์ถดถอยอย่างง่าย

Abstract

The objectives of this research were: 1) to study high school students' English listening behavior, 2) to examine English listening skills, 3) to investigate the relationship between English listening behavior and English listening skills, and 4) to study the influence of English listening behavior on English listening skills of high school students. The sample group consisted of 110 high school students in the second semester of the Academic Year 2023 from Rajaprachanukroh 54 School, Amnat Charoen Province, which was obtained by simple random sampling. The research tools included an English listening skills test and a questionnaire on English listening behavior. Data analysis involved mean, standard deviation, percentage, Pearson's correlation coefficient, and simple regression analysis.

The research findings were:

1. High school students from Rajaprachanukroh 54 School, Amnat Charoen Province, demonstrated a high level of overall English listening behavior (M = 3.90, SD= 0.34).

2. These students had an average English listening skill score of 71.08% (M = 8.53, SD= 1.86).

3. There was a statistically significant positive correlation between English listening behavior and English listening skills (r = 0.80, p < 0.01).

4. Simple regression analysis indicated that English listening behavior significantly predicted English listening skills (β = 0.80, p < 0.01), explaining 64% of the variance in listening skills (R^2 = 0.64). The regression equation derived from the analysis was: Listening Score = -8.35 + 4.32 × Listening Behavior.

Keywords: English listening behavior, English listening skill, simple regression analysis

Introduction

Effective communication starts with listening, which is why it is important in both personal and professional settings. Despite its significance, listening is frequently disregarded in favor of speaking and writing, which are more evident skills. Strong listening abilities are essential for establishing connections, settling disputes, encouraging cooperation, and comprehending and processing information. This shows the importance of listening behavior and abilities and emphasizes how they affect interaction and communication. Actively

processing and interpreting auditory information is part of listening, which is more than just hearing. Studies have indicated that effective listening abilities are linked to a number of favorable consequences, such as increased professional competence, better academic achievement, and more effective interpersonal connections (Brownell, 2012).

Listening is a vital yet often overlooked communication skill, despite being the most used daily (Janusik & Wolvin, 2009). It plays a key role in academic success, particularly for second language learners who rely on complex cognitive strategies to make sense of spoken input (Ward, 2018). Effective listening enhances learning, relationships, and workplace communication (Bodie et al., 2012; Weger et al., 2014). Al-Tuwairesh (2013) emphasizes that L2 learners frequently struggle with listening due to limited explicit instruction and a focus on testing rather than teaching. Many students view listening as difficult and anxiety-inducing, especially when strategies are not taught. Poor listening instruction can lead to anxiety and disengagement (Bekleyen, 2009; Graham, 2011). Although L2 listening is considered under-researched, several studies (e.g., Field, 2008; Goh, 2000; Graham, 2006; Vandergrift, 2004) have identified the importance of strategy use, metacognitive awareness, and input processing in developing listening proficiency. Prioritizing listening is important because it supports success in language learning and academic studies. Teaching should focus more on how to listen, not just on answering questions (Ward, 2018).

Listening behavior refers to the observable actions and reactions that occur during the listening process. These behaviors can significantly influence the quality of communication and the outcomes of interactions. Active listening, which includes focusing attention, making predictions, and summarizing key points, plays a crucial role in enhancing English listening comprehension. Moreover, Self-regulated listening strategies, such as setting personal goals and evaluating comprehension, contribute to more effective language acquisition (Rost, 2016). Imhof and Janusik (2006) suggested that active listening fosters a sense of validation and respect, which is essential for effective communication. Exposure to authentic listening materials, such as podcasts and native speaker dialogues, has been shown to improve listening skills (Vandergrift & Goh, 2012). In contrast, poor listening behaviors, such as interrupting, ignoring, or displaying disinterest, can lead to communication breakdowns and negatively impact comprehension and interaction, particularly in academic and second language settings (Al-Tuwairesh, 2013).

According to Ward (2018), traditional teaching methods are seen as unsuitable for intermediate L2 learners, particularly those preparing for academic work. As a result, there is

a need to rethink listening instruction, both for academic purposes and in general, and to develop new teaching approaches. In Thai educational system, most teachers prefer to teach reading, grammar, and vocabulary above listening, speaking, and writing abilities. Similar findings were made by Chantapidta (2012), who discovered that compared to other abilities, listening is not given much emphasis and is the subject of relatively few English activities and conversations. Most learning management systems emphasize writing and reading exercises.

The relationship between listening skills and listening behavior is essential to understand as it sheds light on the extent to which individuals' abilities to listen translate into their actual listening practices. Research has indicated that while good listening skills often lead to positive listening behaviors, this relationship is not always straightforward. Study of Nurjanah et al. (2018) found a positive and significant correlation between the 12th grade students' habit of listening to songs and their English listening skills. The correlation coefficient was found to be 0.713 with a coefficient of determination at 50.8%, showing a substantial relationship. Factors such as cognitive load, emotional state, and environmental distractions can influence listening behavior, even in individuals with strong listening skills (Janusik & Wolvin, 2009). Previous studies have explored various aspects of this relationship. For instance, Bodie (2012) found that listening skills training can significantly enhance listening behaviors in workplace settings, leading to better team collaboration and conflict resolution. Similarly, a study by Bodie et al. (2015) highlighted that student who demonstrates high levels of listening skills tend to engage more actively in classroom discussions, thereby exhibiting more positive listening behaviors. The way a listener engages with a speaker can affect the overall communication; in L2 contexts, developing strong listening skills is key to facilitating positive interaction. Given the complexity and multifaceted nature of the relationship between listening skills and listening behavior, it is crucial to explore this dynamic further. Conducting this research helps us measure how strong the link is between listening skills and behaviors in high school students. It can provide valuable information for improving teaching methods and helping students become better listeners.

Research objectives

1. To explore the listening behavior of high school students at Rachprachanukroa 54, Amnat Chareon province.

2. To examine the listening skills of high school students at Rachprachanukroa 54, Amnat Chareon province.

3. To study the relationship of English listening skills with English listening behavior of high school students at Rachprachanukroa 54, Amnat Chareon province.

4. To investigate the influence of English listening behavior that affects English listening skills of high school students at Rachprachanukroa 54, Amnat Chareon province.

Assumption

In this study, the researcher reviewed relevant theoretical literature and academic documents to establish the conceptual framework for listening behavior and its influence on listening skills as follows.
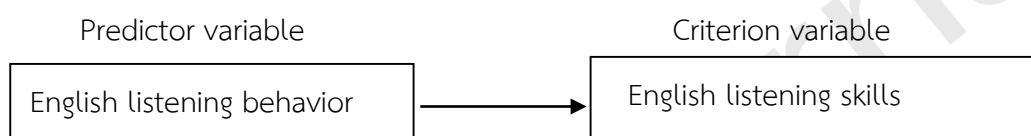
Predictor variable	Criterion variable
English listening behavior	English listening skills

Figure 1 Research Conceptual Framework

Research methodology

This is a correlational research study examining English listening behavior that affects English listening skills

1. Population and samples

1.1. **Population:** The population included 220 high school students in the second semester of the Academic Year 2023 from Rajaprachanukroh 54 School, Amnat Charoen Province.

1.2. **Sample Group:** The sample group included 110 high school students in the second semester of the Academic Year 2023 from Rajaprachanukroh 54 School, Amnat Charoen Province. The sample was selected through simple random sampling, with the sample size determined based on the rule of thumb for simple regression analysis, requiring at least 20 times the number of variables (Lindeman et al, 1980). This study included two variables multiple by 20 times, making the sample size sufficient for data analysis.

2. Research Instruments

2.1. **English Listening Skills Test:** This test, consisting of 12 multiple-choice questions, assessed listening comprehension skills. The test consists of four listening texts including a short dialogue, an informational monologue, an extended conversation, and an academic lecture which were designed to evaluate different levels of listening ability. The text content is daily life situations. To ensure consistency and validity, the test items assess key listening skills such as identifying main ideas, recognizing supporting details, and making inferences.

Each listening text is followed by three MCQs, progressively increasing in difficulty to differentiate between basic and advanced comprehension levels. The test is constructed based on the Common European Framework of Reference for Languages (CEFR) A2 level to align with established listening proficiency standards. Additionally, the scoring criteria were incorrect = 0, correct = 1. The test's IOC ranged from 0.67 to 1.00, difficulty from 0.30 to 0.75, discrimination from 0.20 to 0.67, and reliability was 0.86 using KR 20.

2.2. **English Listening Behavior Questionnaire:** This 10-item questionnaire used a 5-point rating scale. The questionnaire was designed based on theoretical frameworks and aligned with key listening behavior concepts which consisted of various activities related to listening. The IOC ranged from 0.67 to 1.00 which was validated by 3 undergraduate English teachers from university, and reliability was 0.59 using Cronbach's alpha.

3. Data Collection

The researcher conducted data collection in February 2023 as follows:

3.1 Contacted the sample school's administration to request permission for data collection.

3.2 Administered 110 sets of the listening test and questionnaire to the sample group at Rajaprachanukroh 54 School, Amnat Charoen Province. The researcher personally collected the data using an online form, with teachers supervising the test administration and questionnaire responses, resulting in a 100% complete data collection (110 sets).

4. Data Analysis

4.1. Analyzed the questionnaire results on English listening behavior and the English listening test results using descriptive statistics. The researcher used statistical software to determine the percentage (%), mean (*M*), and standard deviation (S.D.).

4.2. Analyzed the correlation between English listening behavior and English listening skills using Pearson's method.

4.3. Analyzed the influence of English listening behavior on English listening skills using simple regression analysis in Jamovi statistical program. The following assumption checks were performed to ensure the validity of the regression model:

Linearity: Verified the linearity assumption by inspecting scatter plots of the predictor (English listening behavior) and the outcome variable (English listening skills) to ensure a linear relationship. The scatter plot of English listening behavior against English listening skills showed a linear relationship.

Independence: Checked the independence of residuals using the Durbin-Watson statistic. The DW statistic was 1.56, considering acceptable.

Homoscedasticity: Assessed homoscedasticity by plotting the residuals against the predicted values to ensure that the variance of the residuals is constant across all levels of the predictor variable. The residual plot showed a random scatter with no clear pattern.

Normality: Evaluated the normality of residuals using the Shapiro-Wilk test to confirm that the residuals are normally distributed. Result showed that the p-value was 0.97, suggesting normality.

Results

Objective 1: To Study high school students' English Listening Behavior

The study investigated high school students' English listening behavior using a questionnaire. The results are summarized in Table 1.

Table 1 the high school students' English listening behavior

Statement	M	SD	Interpretation
I enjoy listening to English songs regularly.	4.12	0.35	high
I often watch movies with English dubbing.	3.91	0.40	high
I frequently listen to English conversations.	3.86	0.27	high
I like listening to English learning clips.	3.98	0.22	high
I regularly take English listening tests	3.81	0.40	high
I constantly learn English listening skills.	3.79	0.33	high
I can grasp the main idea after listening to English.	3.77	0.34	high
I understand the meaning of words after listening.	3.87	0.38	high
I can answer questions after listening to conversations.	3.77	0.48	high
I learn the meaning of words after listening to English.	4.09	0.41	high
Overall	3.90	0.34	high

The results indicated that students generally had a positive English listening behavior, with all items showing high mean scores (M = 3.90, SD= 0.34). When considering each item individually, it was found that all items had an average score at a high level. The items with the highest average scores were "I regularly enjoy listening to English songs" (M = 4.12, SD= 0.35) and "I learn the meanings of vocabulary after listening to English" (M = 4.09, SD= 0.41).

The items with the lowest average scores were "I can grasp the main idea after listening to an English conversation" (M = 3.77, SD= 0.34) and "I can answer questions after listening to an English conversation" (M = 3.77, SD= 0.48).

Objective 2: To Examine English Listening Skills

The English listening skills of the students were assessed using a listening skills test. The results are summarized in Table 2.

Table 2 English Listening Skills Score

n=110	min	max	M	SD	Percentage
Listening score	3	12	8.53	1.86	71.08

According to Table 2, it was found that high school students at Rajaprachanukroh 54 School in Amnat Charoen Province had an average English listening skill score of 71.08% (M = 8.53, SD= 1.86).

Objective 3: To Investigate the Relationship Between English Listening Behavior and English Listening Skills

The relationship between English listening behavior and English listening skills was analyzed using Pearson's correlation coefficient. The results are presented in Table 3.

Table 3 Correlation Between English Listening Behavior and English Listening Skills

Variables	Correlation Coefficient (r)	Significance (p-value)
Listening Behavior and Listening Skills	0.80	<.001

The data presented in Table 3 illustrated the correlation between English listening behavior and English listening skills. The correlation coefficient (r) was 0.80, indicating a strong positive relationship between these two variables. The significance value (p-value) was less than .001, demonstrating that this correlation was statistically significant. This suggests that improvements in listening behavior were strongly associated with better listening skills in English among the students studied.

Objective 4: Influence of Listening Behavior on Listening Skills

The results of studying the influence of English listening behavior on the English listening skills of high school students at Rajaprachanukroh 54 School in Amnat Charoen Province are shown in Table 4.

Table 4 Estimated Coefficients of the Regression for Predicting English Listening Skills of High School Students Using English Listening Behavior

English listening behavior	b	S.E.	β	t	p-value
Constant	-8.53	1.21		-6.86**	<.001
English listening behavior	4.32	0.31	0.80	13.93	<.001
Model Summary: R = 0.80, R² = 0.64, SE = 1.21, F = 192.24, p < .001					

** significant level at .01

The simple regression analysis indicated that English listening behavior significantly predicted English listening skills among high school students. The model's R² value of 0.64 suggested that approximately 64% of the variance in English listening skills could be explained by English listening behavior. The regression coefficient (b) for listening behavior was 4.32, indicating that for each unit increase in listening behavior, the listening score increased by 4.32 points. The p-value for both the constant and the listening behavior coefficient was less than .01, signifying that these results were statistically significant.

The regression equation based on the provided analysis is:

Listening Score= −8.53 + 4.32× Listening Behavior

This equation could be used to predict a student's English listening score based on their English listening behavior score.

From the provided results, the standardized coefficient (Beta, β) for Listening Behavior is 0.80. Thus, the standard score equation is:

ZListening Score = 0.80 × ZListening Behavior

Discussion

The primary objectives of this research were to explore attitudes towards English listening behavior, examine English listening skills, investigate the relationship between listening behavior and skills, and study the influence of listening behavior on listening skills among high school students. The following discussion interprets the results in light of existing literature and recent studies.

Objective 1: English Listening Behavior

The study found that high school students at Rajaprachanukroh 54 School generally have positive English listening behavior, with all items showing high mean scores (M = 3.90, SD= 0.34). These findings are in line with Field's (2008) emphasis on the role of listener behavior and cognitive engagement during listening tasks. His work highlights how learners' attention, strategy use, and responses to input directly impact their comprehension performance, which aligns with the behavioral patterns observed in this study. The high scores suggest that students regularly engage in listening activities such as enjoying English songs and learning new vocabulary, which are crucial for developing listening skills (Imhof & Janusik, 2006). Further, Rasskazova and Glukhanyuk (2018) emphasized that regular and extensive listening practice is vital for improving listening skills, aligning with findings that positive attitudes towards listening activities correlate with better listening skills.

Objective 2: English Listening Skills

The average English listening skill score was found to be 71.08% (M = 8.53, SD= 1.86). This indicates a moderate level of proficiency among the students. According to Foley (1994), listening skills are often underemphasized in language instruction, which may explain why the scores are not higher. The scores reflect the students' ability to understand spoken English, which is essential for academic and professional success. Additionally, Vandergrift and Baker (2015) noted that learners' cognitive abilities, including working memory and auditory discrimination, significantly impact listening comprehension. This aligns with our findings where moderate proficiency suggests room for cognitive skill enhancement to improve listening scores.

Objective 3: Relationship Between English Listening Behavior and Listening Skills

The study revealed a strong positive correlation (r = 0.82) between English listening behavior and listening skills, which is statistically significant (p < .01). The significant correlation suggests that students who engage more in listening activities tend to perform better in listening skill assessments. This indicates that higher engagement in English listening activities is associated with better English listening skills among the students. In other words, the more frequently students listen to English (such as through songs, conversations, or other auditory materials), the better their listening skills become. The cause identified here is the students' engagement in listening activities, which directly impacts and improves their English listening skills. This is related to the results of Nurjanah et al. (2018) who found a positive and significant correlation between students' habit of listening to songs and their English listening skills (r = 0.71). This finding also supports the research by Janusik and Wolvin (2009), who found that good listening behaviors are often associated with improved listening skills. Additionally, Pamungkas and Adi (2020) investigated the effectiveness of using movies to enhance English listening skills among vocational high school students. Their study revealed that students generally perceive movies as a beneficial tool for improving their listening abilities. Furthermore, research by Takeno and Takatsuka (2007) on Japanese learners of English showed similar results, highlighting that consistent engagement in listening activities enhances listening comprehension abilities, especially when coupled with strong vocabulary and grammatical knowledge.

Objective 4: Influence of Listening Behavior on Listening Skills

The simple regression analysis showed that English listening behavior significantly predicts English listening skills (β = 0.80, p < .01), with the model explaining 64% of the variance in listening skills (R² = 0.64). The regression coefficient for listening behavior (b = 4.32) indicates that an increase in listening behavior is associated with a significant increase in listening scores which showed that behavior had positive impact on the scores. The findings that listening behavior significantly predicts listening skills and explains a substantial portion of the variance (R² = 0.64) are well-supported by listening theories. In that, the study finds that students who actively engage in structured listening activities as showed in high listening behavior, such as regularly listening to English media, develop stronger listening comprehension skills over time. Additionally, self-regulated strategies—such as predicting

content before listening, taking notes, and summarizing key points—have been linked to improved retention and understanding. These theories emphasize the active, cognitive nature of listening, the importance of comprehensible input, the interplay between bottom-up and top-down processing, and the role of motivation in language acquisition. The regression coefficient (b = 4.32) further underscores the practical impact of engaging in listening activities on improving listening skills. This is related to Thuong and Tham (2023) who highlighted that mobile applications significantly enhance listening proficiency by providing interactive and flexible practice opportunities, leading to improved scores and learner autonomy.

Hence, integrating regular listening practice into language learning curricula can significantly enhance students' listening proficiency. This is in line with the findings of Bodie (2012), who demonstrated that training in listening behaviors can enhance listening skills in various contexts.

Conclusion

The study concludes that high school students with positive English listening behavior tend to have better listening skills. The significant correlation and regression results underscore the importance of promoting good listening behaviors to improve listening skills. These findings are crucial for educators aiming to enhance English language instruction by incorporating more listening activities and fostering positive listening attitudes.

Recommendations

For Application

1. Integration of Extensive Listening Activities: Given the strong correlation between listening behavior and listening skills, educators should incorporate more extensive listening activities into the curriculum. This can include listening to English songs, watching English movies or TV shows, and engaging with podcasts or other audio materials. These activities can make listening practice enjoyable and varied, which can help maintain student interest and motivation.

2. Creating a Supportive Learning Environment: To address psychological factors such as anxiety, educators should create a supportive and low-stress learning environment. This can involve positive reinforcement, providing constructive feedback, and fostering a classroom culture that encourages risk-taking and learning from mistakes.

Limitations of the study

1. The listening comprehension test included a short length of multiple-choice items, which may limit the depth and scope of assessment. This small number of items could reduce the reliability of results and affect the overall validity of the findings. Consequently, the generalizability of the study to wider populations is limited.

For Further Study

1. Longitudinal Studies on Listening Skill Development: Future research should focus on longitudinal studies that track the development of listening skills over time. This can provide insights into how listening behaviors and cognitive strategies evolve and their long-term impact on listening proficiency.

2. Utilizing Multivariate Regression Analysis (MRA) or Structural Equation Modeling (SEM): Future research should employ advanced statistical techniques such as Multivariate Regression Analysis (MRA), Confirmatory Factor Analysis (CFA), or Structural Equation Modeling (SEM) to better understand the complex relationships between listening behavior, cognitive factors, sociocultural influences, and listening skills. These methods can help identify direct and indirect effects, mediating variables, and the overall structure of factors influencing listening comprehension. Such sophisticated analyses can provide deeper insights and more comprehensive models of listening skill development, guiding more effective instructional strategies and interventions.

3. Exploring English listening behavior across different student populations, such as university students or vocational learners. Comparative studies may reveal variations in behavior patterns and skill development. Additionally, researchers could examine how listening behavior correlates with other English skills, including speaking, reading, and writing. This would offer a more comprehensive understanding of language learning behavior as a whole.

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