



A STUDY OF MULTIMEDIA FOR IMPROVING ENGLISH LISTENING SKILL OF  
STUDENTS OF  
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Phra Yuranun Abivaddhano (Boonchit)

A Thesis Submitted in Partial Fulfillment of  
the Requirements of the Degree of  
Master of Arts  
English (International Program)

Graduate School  
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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of Multimedia for Improving English Listening Skill of Students of Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

(Phramaha Sornboon Uddhikaro, Dr.)

Dean of Graduate School

Thesis Examination Committee:

(Assoc. Prof. Dr. Wilaisak Kingkham)

Chairperson

( Assoc. Prof. Niltratana Klinchan)

Member

(Asst. Prof. Dr. Veerakarn Kanokkamalade)

Member

(Dr. Samorn Ketsom)

Member

( Dr. Narongchai Pinsaimoon)

Member

Thesis Supervisory Committee:

Assoc. Prof. Niltratana Klinchan

Chairperson

Asst. Prof. Dr. Veerakarn Kanokkamalade

Member

Researcher:

Phra Yuranun Abivaddhano (Boonchit)

**Thesis Title** : A Study of Multimedia for Improving English Listening Skill of Students at Mahachulalongkrajavidyalaya University  
**Researcher** : Phra Yuranun Abivaddhano (Boonchit)  
**Degree** : Master of Arts in English (International Program)

**Thesis Supervisory Committee**

: Assoc. Prof. Nilratana Klinchan  
B.A. (English), M.A. (Political science)  
: Asst. Prof. Dr. Veerakarn Kanokkamalade  
B.A. (English), M.A. (Linguistics), Ph.D. (Linguistics)

**Date of Graduation** : June 18, 2018

**Abstract**

The purposes of the research is 1) to study the use of multimedia for English listening skill of students, who are studying English major (English program), 2) to find out the ways for improving English listening skill of students, who are studying English major (English program), by nature. The respondents of the study were comprised of the fourth year class students majoring in English. The both quantitative and quantitative, population 45 students fourth year in English program in M.C.U. The tools of data collection used in the study were pre-test and post-test techniques and questionnaire using with the respondents and test to analyze the data, statistical methods, Mean and Percentage were also used.

The results of the research based on pre-test, post-test and questionnaire were found as follows:

Regarding to study the use of multimedia for English listening skill, and to find out the ways for improving English listening skill of students, who are studying English

major (English program) of the fourth year for students were at good level in improving English listening skill by using 2 pre-test with post-test as follows;

1. The first test result of graduate students were at excellent level of English listening skill, students could do the sentences of Listening skill on photographs test in pre-test correctly with the amount of 57.7 (128.3%) and incorrectly with the amount of 42.2 (93.8%).

For post-test as correctly with the amount of 78.4 (174.3%) and as incorrectly with the amount of 21.5 (47.87%).

2. The fourth testing for those students had a very good result in listening talks test skill in pre-test as correctly with the amount of 40.8 (90.8%) and as incorrectly with the amount of 59.5 (132.3%).

In post-test as correctly with the amount of 81.1 (180.2%) and as incorrectly with the amount of 18.6 (41.4%).

5. With regard to the Frequency of using English listening through social media, in this study, the fourth year student in English (English Program) were gradually improved and they agreed with a total of Mean 4.35 and standard deviation 0.42 in the pre-test, and the mean of proper strategy through social media grew up to 4.37 and standard deviation 0.37 in the post-test. In the respect of types of problems to found in English Listening skill. They always, with a total of Mean 3.46 and standard deviation 0.94 in the pre-test, and the mean of proper strategy through of types of problems to find in English listening skill grew up to 3.53 and standard deviation 0.91 in the post-test. Regarding types of outcomes of bring multimedia Improving of English listening skill. They were strongly agreed with a total of mean 3.92 and standard deviation 0.82 in the pre-test, and the mean of proper strategy through types of outcomes bring multimedia improving of English listening skill grew up to 4.08 and standard deviation 0.83 in the post-test.

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Researcher would like to thank a lot of students and supervisors who gave me feedback, especially Assoc. Prof. Nilratana Klinchan who is a chairperson and Dr. Kam-iang Kongsin who's a member to correct my English during doing the thesis. I am grateful to five experts who could giving advice to me about the method especially Asst. Prof. Dr. Veerakarn Kanokkamalade, Assoc. Prof. Dr. Preecha Kanetnog, Asst. Prof. Dr. Phramaha Suriya Varmedhi, Asst. Prof. Dr.Methaphan Phothitheerarat, who encouraged directly and indirectly to the completion of this thesis.

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PhraYuranun Abivaddhano (Boonchit)

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## List of Abbreviations and Symbols

L2	=	Second language learning students
S'	=	Singular
's	=	Plural
MCU	=	Mahachulalongkongrajavidyalaya University
,	=	Comma
“ ”	=	Quotation
%	=	Percent
$\bar{x}$	=	Average
SD.	=	Standard Deviation
t.	=	T-test
i.e.	=	That is
e.g.	=	Example
Sig.	=	Significance

# CHAPTER I

## INTRODUCTION

### 1.1 Background and Significance of the Problem

Social media of the world, English is very important to communicate with one another in society until United Nation organization raised English language as to be the one of languages to use negotiated language of diplomatists. So English is used as a social media, it is to communicate in the way of multiple purposes in society such as activity of business, including education, and social activities of education institutes such as schools, Colleges, university, company, private sectors or Government sector etc.;. In this case English is known as the symbol of the prosperity and growth in individual societies. It is so obvious that the people in any society can speak native language mixing with English, it is widely recognized that people who live in such a society are modernized and civilized very much.

However English language is be developed much more in using for communication especially in development of four skill levels: listening, speaking, reading and writing including skill of interpreting the meaning of words also. It is said that when we want to improve our English skills efficiently as well as so progressive much to use it possibly, of course every day or often it is correct way with researcher hope so.

According to the importance of English development by using multimedia technology for seeking knowledge, there are many people who use it in their daily lives for focusing on communication. Firstly, the outstanding factor of effective communication is listening skill, so that by using of multimedia technology to develop the listening skill go beyond the simple ability to follow every direction, namely gaining the right messages between each other whose who are responding through speaking and listening skill. Each technological multimedia is to select the way to give who learning English in order to relieve bored of the study of interesting in multimedia. Especially if we used this study of learning in university, this is technology for motivation and development, speaking and listening skills. The main method one had ever to use to communicate with who were who foreigners who teaching or work at various universities.

It is very comfortable about Thai undergraduate students who learn English as a second language. Using multimedia Technologies make to students to have

influence in training a new language for communication lacking of ability in using English listening skill and correctly development of it. However, the listening skill of Thai undergraduate students who have been learned English language as second language. Thai undergraduate students who acquired accept difficulty of English which is the second languages that, they went to study English for communication in society. This is a new experience for those who study for speaking and listening skills in English, the Thai undergraduate students will have to develop the listening skill better. The listening skill does not only helps them understand, but if you try often to practice English what the foreign lectures are to with them, but it also helps them to speak clearly about the foreign lectures. The speaking is to use multimedia technology, connecting and it may help the undergraduate students to learn how to pronounce some of words correctly properly, how to use stream and intonation as well as possible.

Nowadays, many teachers agree that students should learn to speak the second language by interacting to others, (Biyaem),<sup>1</sup> teachers confront many problems in English language, for instance, inadequately equipped classrooms and educational technology. The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey<sup>2</sup> et.al. Say Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals. So many countries have tried to modernize their equipment, spent large amount of technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. Here, Rana<sup>3</sup>(AD.-2) suggests, that “There are many different aspects of technology that abstract education but there are resources that help learning, too”. As mentioned to the

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<sup>1</sup> Biyaem, Suda. Learner Training: Changing roles for a Changing World, Educational Innovation for Sustainable Development, **3rd UNESCO-ACEID International Conference**, (Bangkok, 1997), p.155

<sup>2</sup> Healey, Deborah et. al., **TESOL Technology Standards Framework**, Virginia: Teachers of English to Speakers of Other Language, Inc., 2008, Print p.1

<sup>3</sup> Rana, Prajesh SJB. "**Education and the Use of Technology**," Republica ,The Week. (23 August 2013) 12. Print.

listening, Howatt and Dakin<sup>4</sup> state that “listening is the ability to identify and understand what others are saying. Because of this involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning”. It means that people who have the ability of listening skill by using of multimedia technology in the classrooms, the can be a proactive approach that enables them to know what the right messages. In term of the ability in using English listening skills of undergraduate students. Moreover Punthumasen<sup>5</sup> found that most students do not want to learn English because they found the subject matter boring and also teaching methodology in the classroom is not interesting. It is also as well as interesting textbooks and materials in English are not enough. So, it is the most important to study clearly of the ability and development English listening Skill by using of multimedia technology in the classrooms of undergraduate students of Mahachulalongkornrajavidyalaya University when they face the real situations.

## 1.2 Objectives of the Study

The objective of this study is to measure the effectiveness of presentation by using multimedia technology in the classrooms to the students for developing listening skill. The following objectives, on the other hand, will be addressed in the following.

1.2.1 To study of the problems of multimedia for English listening Skills of students, who are studying English major (English program).

1.2.2 To find out the ways for improving English listening skill of students, who are studying English major (English program).

## 1.3 Statements of the Research Questions

This research study is designed and conducted for studying the ability in using English Listening Skill by the use of multimedia technology in the classrooms of

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<sup>4</sup> Howatt, A. and J. Dakin, **Language laboratory materials**, ed. J.P.B. Allen, S. P. B. Allen, and S. P. Corder, [Online], Resource: / 4070728/SOME\_PROBLEMS\_IN\_LISTENING\_COMPREHENSION <http://www.academia.edu> [October 5, 2014,].

<sup>5</sup> Punthumasen, P., International Program for Teacher Education: An Approach to Tackling Problems of English Education in Thailand, 2007. **The 11th UNESCO-APEID** international conference. [Online], Resource: <http://www.worldreform.com/pub/paperies13dec07.pdf>.

the third and the fourth Undergraduate students, Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Researcher tries to study the fundamental ability of Listening Skills in English and find out technology to develop English for students.

1.3.1 What are the problems to study of multimedia for English listening Skills of students, who are studying English major (English program).

1.3.2 What are the ways to improve, To find out the ways for improving English listening skill of students, who are studying English major (English program).

#### 1.4 Scope of Research

This research is aimed to study of Multimedia for improving English Listening skill of the fourth undergraduate students at Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

1.4.1 Scope of population, the limitation, of the fourth undergraduate students, who are studying English major (English program) and including interview teachers of Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.4.2 Scope of content, the research study depending on types and strategies to bring multimedia using listening skills.

1.4.3 Scope of time, researcher pays attention to write the thesis it will complete within 4 months. Scope of the time: November 2016 – February 2017.

1.4.4 Scope of place, M.C.U. campus will be used for doing this thesis.

#### 1.5 Definition of Terms used in this Research

**For this study, the following terms are defined:**

1.5.1 **English listening skill** refers to the ability to pay attention to and effectively interpret what other people are saying.

1.5.2 **Undergraduate students** refers to the students who are studying for their first degree at Mahachulalongkornrajavidyalaya University (MCU).

1.5.3 **Multimedia technology** refers to interactive, computer-based applications that allow people to communicate ideas and information with digital and print elements.

## 1.6 Expected Benefits

1) Knowing levels of the ability in using English Listening Skill of the fourth year undergraduate students.

2) Knowing the proper strategies to improve the ability in using English Listening skill of the fourth year undergraduate students.

## CHAPTER II

### LITERATURE REVIEW AND RESEARCH WORKS CONCERNED

This section gives the viewpoint of studies of the proficiency and improvement in Used Multimedia English Listening Skills of the fourth undergraduate students, with particular emphasis on the study of English listening skills, related theories, proficiency and improvement themselves in the form of language's evaluation types. The review of the following related literatures mainly makes an emphasis on these sections.

#### 2.1 Theories bring about Multimedia English Listening Skill

2.1.1 Proficiency of English Listening bring about the come of succeed Skills

2.1.2 Improvement of English Listening Skills bring about the come of advance of life

#### 2.2 Research Works Concerned

### 2.1 Theories bring Multimedia English Listening Skill

#### 2.1.1 Proficiency of English Listening Skills

In interactive multimedia improving English listening skills stage, there are some cases that should be ability in an improvement of the language way.<sup>6</sup> To see the effectiveness of interactive multimedia in integrative active listening learning as determinant of critical listening improvement, the researcher used limited and extended tests in experimental and controlled classes. There were 89 students in an experimental class by applying interactive multimedia integrated in learning interactive active listening, whereas 126 students were in controlled class by implementing audio learning media using handbook of interactive active listening model. Jerold W. Apps defined as listening is a skill we learn early in life, and most of us think we are quite good at listening<sup>7</sup>. Everybody in this world has leaned the first skill in language when they were children, it is listening skill. For English language is the same, because of English, it is a language in the world. So many people use to

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<sup>6</sup> Fraenkel, Jack R. & Norman E. Wallen. How to Design and Evaluate Research in Education (Seventh Edition). Boston: Mc Graw Hill. 2007.pp 3-4

<sup>7</sup> Jerold W. Apps, **Study skills for today's College Student**, New York: McGraw-Hill Publishing Company, 1990, pp. 43.



communicate with one another always. To know English listening skill can improve other skills as well. Otherwise, something the learners should know first in English, it is the meaning of listening skill and what the difficult to learn English listening skills. From Jerold's study, he describes common reasons for difficulties students have in listening to lectures as follows:

(1) Students may simply not be able to hear the lecturer. Older students often were observed that they had never heard as well as when they were younger. But younger students might experience difficulty to hear when they are in a large group and were far from the speaker.

(2) Students may find the topic uninteresting. They may feel bored during a lecture, or you may decide that this topic is too boring since its tone is bad before the lecturer begins.

(3) Lecturer's character may make students bored. An instructor may say "ah" or "you know" every few seconds, or tug at one ear, or constantly rustle lecture notes. Good listeners learn to ignore the package and focus on the content – but many students have trouble doing this.

(4) Students may pay attention much with certain details or specific points. For example, let's say that you are a returning student and a veteran of the war in Vietnam; if the lecturer mentions war, your mind may leave the lecture room and return to your wartime experience. For another example, let's suppose that the lecturer makes a point with which you disagree; if you are upset by this, you may hear nothing else for the next 5 minutes.

(5) Students may tend to concentrate on facts rather than ideas. If you have difficulty distinguishing what is important from what is not important, you may concentrate only on the facts that are being presented and fail to see the "big picture."

(6) Students may be taking many notes. If they try to write down everything the lecturer says, they will be so busy writing that you won't have time to listen.

(7) Students may have a poor self-concept with regard to your listening skill. You might be remembering a parent's words, "Why don't you listen for a change?" or a friend's comment, "you are not listening to me." As a result, you may lack confidence in your ability to listen.

(8) Students may have difficulty concerning about 4 skills of English because they can hear about four times faster than a lecturer can talk. This means that they have some valuable "thought time" which can be used for thinking about

what the lecturer is saying – how the ideas relate to each other, for instance, and how the lecture relates to your reading. But you may find their mind wandering to other things: what they will do this weekend, what they start paying attention to the lecture again, you will probably have missed several important points.

(9) Students may be focus on the irrelevant. Students usually enjoy a lecturer's stories and jokes and perk up when lecturer shares a personal experience. In fact, lectures often use asides, such as personal experience and stories, to maintain interest. But such asides should not be confused with the primary content of the lecture. Poor listeners often want to be entertained, and they concentrate on the entertaining parts of a lecture. Good listeners learn to concentrate on the important points.

(10) Moreover students may tend to tune out difficult material. Poor listeners stop listening when the going gets tough, when the lecturer begins discussing something they find difficult to understand. They stop taking notes, sit back, and wait for easier material. Also, some students are put off by vocabulary they do not understand. They ignore unfamiliar terms rather than jotting them down. This kind of tuning out can be disastrous at the exam time.

(11) Further more students may listen poorly at certain times of the day. For some people, lectures that take place late in the day, or in the evening, are extremely difficult. These students are exhausted from a busy day and find it difficult not only to concentrate but even to stay awake. Many returning students have this problem, but most of them can learn to overcome fatigue by carefully developing their listening skill.

Many reasons for difficulty to learning English listening skills are challenge to the students who learn English language whether in the classroom and outside. But it is rapidly importance thing to find out and develop their ability to apply effectively in various situations. Probably, the listening skills can improve better from these reasons.

Most students need to listen effectively to a variety of many things in a number of different ways. The listening skill is to listen for specific information in order to understand mood and meaning. They also need to listen for specific information like as time patterns, platform numbers, etc., and something more general understanding such as when they are listening to a story or interacting in a social conversation. By the way, different students are different capable of listening skills. Especially, good listening capable is appropriate for student's pronunciation when they more hear and understand English speakers. It reflects to intonation,

stress and sounds of individual words in connected speech. So the successful spoken communication depends not just on the proficiency to speak, but also on the effectiveness of the way to listen.

According to listening, it is important because it is one way to learn, by listening, more than speaking, the learners will learn much more. Moreover, it can help people learn and understand different things. Usually, students who are learners that listen properly are able to react appropriately to particular situation whether inside and outside the classroom or towards a particular person. In addition, some people who have good listening skill are important in interpersonal relationships because when they listen to others, they show the proficiency to identify clearly what other people said.

Dunkel, 1986. In face to face interaction, listening entails complex interpretive processes.<sup>8</sup> An intricate web of situational variables interact to determine what meanings are derived in conversation. Processing requirements such as reciprocity of interlocutors' perspectives, the etcetera principle (filling in the gaps of what one hears with knowledge of the language and the world), and combined retrospective and prospective meanings all come into play. This multi-faceted processing spells a heavy demand when the medium of communication is a foreign or second language. Theoretical models that attempt to capture the intricate nature of the listening process cannot hope to account for the myriad of cognitive and external environmental factors that influence reception, interpretation, and response construction. In short, rendering a complex activity like listening into a single construct has proved difficult.

Generally listening, multimedia is the integration of text, sound, pictures, and video. Multimedia applications require other equipment including CD-ROM players, sound equipment, special hardware, and software such as PowerPoint Presentation which can portray sophisticated graphics. Gary James (1992) stated that one of the most important skill needed in school is that ability to understand what the teacher is saying.<sup>9</sup> Namely, you do not have to understand everything – only important points. Because, the points are direct communication to the listeners if people have less listening skills, well the communication is also incomplete. In this study, proficiency of listening skills is a main point to find out from target groups who

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<sup>8</sup> Dunkel, P. Developing listening fluency in L2: Theoretical principles and pedagogical considerations. *Modern Language Journal*, 70(2), 1986 pp. 99-106.

<sup>9</sup> Gary James, **Interactive Listening on Campus, Authentic Academic Mini-Lectures**, USA:Heianle&Heinle Publishers, 1992, p. xii.

are 30 undergraduate students whether in levels and proficiency in using English listening skills.

With the rapid development of science and technology today, as well as the theme of globalization and economic integration, multimedia teaching has gradually entered the day-to-day classroom and has been especially well-promoted and popular in Chinese universities. It is known that the term “multimedia” was coined as a result of technological development; it is the combined form of words “multiple” and “media”, while its counterpart is “monomedia”. There may be different definitions in terms of “multimedia”, but it basically includes using such elements development as multimedia wall charts, slide projector, video, television, networks, PowerPoint, Email, Bulletin Board System (BBS) forums, language laboratories, libraries and multimedia reading rooms. Generally speaking, the core of multimedia teaching is using the computer, based on the current information, to create a platform of exchanges and communication between teachers and students through sound and text. In this way, teaching effectiveness and quality can be improved based on specific and three-dimensional teaching.

However, we cannot deny that China’s multimedia teaching at the current stage is far from being prevalent everywhere. In colleges and universities among economically developed regions, multimedia teaching is still mainly in the second stage of its development. Moreover, multimedia teaching is also difficult to implement on a large-scale basis, and to develop in all locations. It is generally acknowledged that multimedia teaching, particularly using multimedia for ELT, is helpful in context creation, as well as in eliciting motivation from the students for the purpose of changing the traditional “cramming” teaching method, which may lead to so-called “Dumb English” or “Deaf English” (Note 1).

Given the solution mentioned above, a question may be easily raised concerning the unique advantages of using multimedia to create a context for ELT.

First of all, multimedia teaching emphasized on the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence. During this process, the teacher’s role as a facilitator concerned with particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in

a passive way. Instead, the English context from multimedia creation enables students to participate actively during the process. Therefore, in this context, English teaching methods gradually diversify and bring students' enthusiasm into full play with guidance from teachers. It is evident that using multimedia for context creation in ELT improves teaching efficiency and quality.

Second, multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang (2006: 111) points out: Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent over comes the lack of authentic language environment and arouses students' interest in learning English.<sup>10</sup> In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered (see, for example, Holec, 1981), which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email

Through this method of language teaching, teachers can also bring in cultural content and other topics in English teaching, such as education in Britain and the United States, as well as Western festivals and customs. Multimedia language teaching can be used to help students to study under "collaborative learning" (Note Through the production of courseware such as PowerPoint, students receive the

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<sup>10</sup> Zhang, F. Using Multimedia and Network Technology to Reform CET in the Teaching of New Horizon College English. *Teaching English in China*, 29 (3), 2006. pp. 111-114.

teachers' guidance and learn to cooperate with each other. As Zhang (2006: 112) also points out: "Multimedia and network-based language teaching provides students with learning flexibility as far as learning materials, learning time, learning place and learning pace are concerned".

The term "Listening Skills" is a coordination of the component skills, not the individual skill itself.<sup>11</sup> What are the component skills? The component skills are necessary components to integrate in listening skills, we can list the following:

- (1) Discriminating between sounds.
- (2) Recognizing words.
- (3) Identifying grammatical groupings of words.
- (4) Identifying 'pragmatic units' – expressions and sets of utterances which function as whole units to create meaning.
- (5) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non – linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- (6) Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning.
- (7) Recalling important words and ideas.

"Listening Skills" are the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound waves.<sup>12</sup> It is part of description of language learning. Listening skills make the listener successful in workplace, family and in the society. Good listening skills are mandatory to get into a profession in communications, management, planning, sales, etc. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response. Good listening skills include the understanding proficiency. Body language is also a part of listening skills. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.<sup>13</sup> It is to be a good listener in various situations where depending on experience of each other. Because, listening skills are difficult to test and improve. But it can make it better by

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<sup>11</sup> Michael Rost, **Listening in Action, Activity for Developing Listening in Language Teaching**, (Great Britain: Prentice Hall International Ltd, 1991), Introduction, pp. 3-4.

<sup>12</sup> Wikipedia, Listening, <http://en.wikipedia.org/wiki/Listening>, retrieved on November 15, 2014.

<sup>13</sup> Tutor Vista. Com, Define Listening Skills, <http://www.tutorvista.Com/English/define-listening-skills>, retrieved on November 15, 2014.

practice it every day and every time. Good listening skills understand of listening proficiency of what the speaker speaks out. It is important for successful communication in daily life. Especially, the good listening skills are like a good presentation skills including eye contact and pay attention to listen the speaker.

Understanding of English listening skills is critical significance in all aspects of our lives form maintaining our personal relationships, to get jobs done, to take notes in classes, to figure out which vehicles to take to the airport. Regardless of how we're engaged with listening, it's important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

Mary Finocchiaro and Michael Bonomo (1973) reviewed the subsidiary of enabling skills students will need in order to listen with comprehension to connected discourse which may range from the face to face understanding of several utterances spoken by one or more other persons, to listen to a speech on the radio when noise in the room or radio static may cause interference.<sup>14</sup>

In listening the leaner should be helped to hear and respond to:

(1) The phonemic sounds of the language and, at upper levels, the personal or dialectal variations of the phonemic as spoken by some native speakers.

(2) The sequences of sounds and the ways they group, the lengths of pauses, patterns of stress and intonation, the elisions of contraction.

(3) The structure words and their required sound changes depending on their position before other words.

(4) Inflections for plurality, tense, possession, etc., many of which students should be helped to recognize as redundant elements.

(5) The sound changes and functional shifts (involving positional shift) brought about by derivation (e.g. justice, be just, unjust, justly; sequence, sequential, sequentially).

(6) The structural patterns (of verb groups, of prepositional phrases, etc.)

(7) The word – order clues to grammatical function and meaning, e.g., the bus station/the station bus.

(8) The meaning of words depending on the context or on the situation being discussed (e.g. the head of the statue, of the table, of lettuce).

(9) The formulas, introductory words, idiomatic expressions, and hesitation words which occur in speech.

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<sup>14</sup> Mary Finocchiaro and Michael Bonomo, Material on Listening Adapted from The Foreign Language Learner, (New York: Regents Publishing Company, 1973)

(10) Numbers, days, names, and dates.

(11) Other notions used to “complete” the function; and, of course.

(12) The communicative expression or formulas which express the speaker’s purpose.

The listener’s proficiency to comprehension discourse will depend on several factors such as elements listed above, proficiency to recognize redundant words or texts, proficiency to guess the words or groups of words, the expectations of all enable skills above in a variety of listening tasks.

So listening English in multimedia, proficiency is included to proficiency in using multimedia especially in listening comprehension is one skill that expressed directly the listening proficiency as an active skill and receptive skill for understanding the message between the participants, and it is essential to the speaker in any interaction due to the words are being understand.

### **2.1.2 Improvement of English Listening Skills**

In this study, improvement in using multimedia English listening skill is referred to focus on increasing listening ability of the fourth undergraduate students of Foreign Language Department in Faculty of Humanities at Mahachulalongkornrajavidyalaya University which promoting their listening proficiency are as the following:

Wu Xun (2012: Abstract) had studied students’ perceptions of outside English Listening Habits at Dipangkorn Wittayapat School in Bangkok, Thailand that Thai secondary school students have many opportunities to do extended English listening outside of their school. They watch English TV programs, listen to music or go to cinema. They like to do this outside English listening. Students are fond of English and realize the importance of English in society and for their future. The students with high level English. They find that various English language outside the classroom than students with low level English. They find that various English practice activities, as they encounter it outside of school are of great importance for the improvement of Their English.<sup>15</sup> The fact that learning a foreign language, only listening skill, is one of the most needed ability in daily communication, it is a skill that often used in communication. Apparently, the outside English Listening Habits are positive in general to many students who were interested in English language and

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<sup>15</sup> Wu Xun, “A Survey Study of students’ Perceptions of Outside English Listening Habits at Dipangkorn Wittayapat School in Bangkok, Thailand”, Research Paper, (Teaching English as a Foreign Language, Language Institute: Thammasat University, 2012),p.ii.



needed to improve it every day due to their spend very long time on outside English listening as watching TV program, Movies, listen to international radio broadcast like BBC and internet. But these can classify only to high level in English students. The main objective of this research will try to find out the new ways to improve English listening skill for the undergraduate students of Mahachulalongkornrajavidyalaya University, so this strategy (outside English listening habits) is very interesting to apply to improve for this research concerned due to the outside English listening habits can practice simply and just for fun. Although, the target groups are different levels in English language, otherwise it can adapt into proper tools for them.

Listening is an active process requiring participation on background of the part of the listener. Poor understanding results when listeners do not pay attention. Listeners may experience a lapse of attention for a variety of reasons: they may lose interest in the topic or the activity, they cannot keep up with what is going on, they have lost track of their goals for listening, or they are thinking too much about their own response instead of concentrating on what is being said.<sup>16</sup> Attentiveness is a necessary condition for understanding. Therefore, you, as the teacher, must find listening activities that keep the students interested and attentive and that provide appropriate challenge. The activities in this section aim to help you develop your students' attentiveness in three ways:

Learning a language via individualized instruction with the computer—especially when audio and video are involved is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas. Thus far, however, the extent of multimedia's impact on the language acquisition process remains an open issue. Is there evidence to suggest that listening skills development can be enhanced through this medium? The following section treats this question by examining potential correspondence between multi modal processing opportunities for language learners in a multimedia environment and how these can interact to complement listening skills acquisition. Multi modal processing refers to the engagement of more than one perceptual modality at a time. The opportunity for multimedia users to process combined media (text, sound, and video) simultaneously is a popular trend in software design in general, and language learning products in particular. Proponents of instructional multimedia have vigorously argued that the increase of sensorial input available via the technology

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<sup>16</sup> Michael Rost, **Listening in Action, Activity for Developing Listening in Language Teaching**, (Great Britain: Prentice Hall International Ltd, 1991), Introduction, pp. 3-4.

coupled with the potential for active engagement in, and interaction with this input predicts that content (in this case the target language) will be more readily integrated into a learner's developmental system and, in turn, recalled more thoroughly (Stevens, 1989; Underwood, 1990)<sup>17</sup>. Is the engagement of multiple modalities in fact complementary to language acquisition?

There has been some speculation that dual processing—that is, processing that involves both aural and visual modalities at once, such as with television or film—can derail comprehension of a single aural stream Fisher,<sup>18</sup>. These multiple codes, it is argued, place too many demands on the processing capacity of the viewer, especially when the material is in a foreign or second language. MacWilliam (1986),<sup>19</sup> for example, suggests that with multi-modal processing there is a potential loss of information when it is presented via the aural channel accompanied by visual information of a non-linguistic nature. In other words, students could potentially find the visual portion a distraction from the information delivered via the soundtrack. While multiple forms of input may hypothetically cause interference or cognitive/perceptual overload, studies involving second and foreign language students and subtitled video (a medium that combines visual, aural, and textual elements) provide strong counterevidence. These combined media, on the contrary, appear to enrich both processing and recall of the target language. While learner response to video as an instructional tool has been positive across disciplines, it has been particularly strong for language instruction. This is partially due to the positive attitudes toward the medium with which learners are predisposed. Regarding language learning, strong receptivity may also be linked to the ease of aural processing that visual accompaniment implies. Video can fill in gaps in aural comprehension which at once lowers affect and empowers the language learner. Video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students.

Mendelsohn (1994) indicated the fact that second language listening comprehension that uses pre-listening activities can facilitate second language

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<sup>17</sup> Stevens, V. A direction for CALL: From behaviorist to humanistic courseware. In M. Pennington (Ed.), *Teaching languages with computers: The state of the art*. La Jolla, CA: Athelstan. 1989. pp 96-98

<sup>18</sup> Fisher, E. Television and language development. *Journal of Educational Television*, 10(2), 1984. p 85-90.

<sup>19</sup> MacWilliam, I. Video and language comprehension. *English Language Teaching Journal*, 40(2), 1986 pp.131-135.

listening comprehension, particularly those that provide synopses of listening passage or allow listening to preview the comprehension questions<sup>20</sup>. The research of Mendelsohn conforms to the listening Strategy Guide, which describe the key strategies for improving listening skill. One of seven strategies is the pre-listening strategy, allowing listening to predict the themes and vocabulary of speaker by looking at the title or any other clues. Furthermore, the familiar passage content facilitates second language listening comprehension while the use of video tape instead of audio tape as a means of presenting listening passage supports second language listening comprehension, especially with attitudinal and attention factors.

Absolutely, the using multimedia of proper learning strategies is of great help for the learners to improve their language skill, especially in English listening skill. In fact, audio tape is good to practice the listening skill. So the video Power Point tape, the learners can see the motivation; listen to the sound, and making their emotions with the video as well.

## 2.2 Research Works Concerned

The following examines specific instances of multi-modal processing as it assists the development of listening competency. Richards (1985) describes listening competency as being comprised of a set of “microskills.” These are the skills effective listeners employ when trying to make sense of aural input. A composite of Richard’s 33 microskills required for conversational listening are presented below along with illustrative scenarios<sup>21</sup> that demonstrate how multimedia technology can be called into service to support the development of each.

In the era of communicative language teaching and learning, primary concern is given the development of a learner’s ability to actively negotiate meaning in the target language. It is through processes involved in two way communication that the rules and structures of the target language become incorporated into the learner’s L2 system. The depth of instructional experiences, moreover, increases when involvement with another is part of the process (Pica & Doughty, 1985; Stevick,

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<sup>20</sup> Mendelshn, D. Learning to listen: a strategy based approach for the second language learner. San Diego, California: Dominie Press, 1994. pp. 132 – 149.

<sup>21</sup> Richards, J. The context of language teaching. New York: Cambridge University Press. 1985. pp. 152-156

1976).<sup>22</sup> A disadvantage of learning technologies is that interaction is limited to machine prompts and reactions. The machine-based conversation consequently lacks the multiple and complex elements of human interaction that contribute to negotiated meaning and, ultimately, the development of communicative competence. The elements of face-to-face interaction that are missing in the machine learner conversation can be added through the pairing of learners at the computer. This approach may add the dimension of actively negotiated conversation to work with multimedia.

For example, by pairing learners the fact that individuals interpret images differently can be capitalized on and interpretive skills and processes exploited (Jiang & Meskill, 1995; MacWilliam, 1986).<sup>23</sup> As regards the interpretative value inherent in a medium such as video, pairing students to co-view makes sense.<sup>24</sup> Differing perspectives on what happens on the computer screen can provoke interchange between students that may carry some pedagogical value, for example, practice in face-to-face communication in the target language. Active co-viewing and conversation with multimedia playing the role of catalyst seems an attractive pedagogical approach. Not only can students develop listening skills by directly controlling the technology, but they can also benefit from negotiated discourse processes with their partners.

Arguments in support of multi modal processing suggest that multimedia can serve as a powerful tool for an individual's listening skills development. The forms that visual and aural material take how these are keyed and supported within the instructional environment are, of course, critical. Individual interaction with aural, visual, and textual information can serve the learner's needs up to a point, but cannot provide opportunity for fully negotiated interaction. Pairing learners with the goal of their conversing, while carrying some intuitive appeal, does not insure that negotiated discourse and accompanying listening practice will result.

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<sup>22</sup> Pica, T., & Doughty, C. **Input and interaction in the communicative language classroom**: A comparison of teacher-fronted and group activities. In S. Gass & C. Madden (Eds.), *Input in second language acquisition*. Rowley, MA: Newbury House. 1985.pp.182-185

<sup>23</sup> Jiang, M., & Meskill, C. **Multimedia ToolBook for teaching English as a second language**. In T. Sechrest, M. Thomas, & N.Estes, (Eds.), *Leadership for creating educational change: Integrating the power of technology*. Austin, TX: Morgan Printing. 1995.pp.58-62

<sup>24</sup> MacWilliam, I. Video and language comprehension. **English Language Teaching Journal**, 40(2), 1986pp. 131-135.

Nitchamon Khawsaad (2011: Abstract) had studied Listening Comprehension Abilities and Strategies of Mini English Program (MEP) and Non-Mini English Program (Non-MEP) Students: A Study of Suanklarb Wittayalai Nonthaburi School, the results revealed in that similar use by both Mini English Program and Non-Mini English Program students in three different situations; i.e., strategies used when a speaker speaks too fast, listening to unfamiliar word/vocabulary, and strategies used in the first listen to a text. Both Mini English Program and Non-Mini English Program students looked at and read handouts as their strategy when a speaker speaks too fast and when they listened to unfamiliar word/vocabulary. However, both groups of students usually wrote down difficult/unfamiliar vocabulary and then found out the meaning right away as their strategy in the listen to a text. In addition, Mini English Program students were satisfied with the instructor's pronunciation speed of speaking, and knowledge on the subject, as well as the number of students in the English Program classroom.<sup>25</sup>

In fact, the research of Nitchamon consists of four subjects; Mathematics, Science, English, and computers. But in this case, the researcher focused on studying of English listening language (only listening skill). Both strategies, Mini and Non-Mini English Program directly pointed out to develop listening comprehension that is important skill to listening ability when the students used English in different situations. Even, inside processes are different steps, each steps can reveal the ability of listening skill as high-medium-low levels. Especially at first steps, listen to speaking fast. Secondly, listen to unfamiliar words of vocabulary, the two steps can make the researcher knows the level of listening skill of the students, if they passed the two steps, the will go to the third step. For the third, it will show the ability of listening skill to understand the texts due to each step will test and develop the ability of listening skill step by step in common. The students were developed the listening ability in the right ways like above passage, otherwise both of development and satisfaction of listening ability were also happened from this strategy to the students.

Apparently, various situation is impacted to the learners who fond of to learn English language as improving of listening, speaking, reading and writing skill in any language. The English language as well, only listening skill is the most frequently used skill and plays a significant role in daily communication. For the learners, it is

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<sup>25</sup> Nitchamon Khaowsaad, "Listening Comprehension Abilities and Strategies of Mini English Program (MEP) and Non-Mini English Program (Non-MEP): A Study of Suankularb Wittayalai Nonthaburi School", **Research Paper**, English for Careers, Language Institute: Thammasat University, 2011, p. ii.

important to prepare them for successful communication. The right time and right place can also help the language learners improved their listening skill. Because of proper situations can increased their positive attitudes to attend to learn language.

Listening skill is very important in communication on the effective. So impossible the direct communication, if who communicate as can't an answer a question. The listening skill is considered skill to analyze or the interpretation from what we hear. Therefore we can't practice description with some speaking or practice pronunciation, because we can't guess the audience will get anything after listening. The effective audience uses consequently extensive data source and continuous, listening skill is accordingly skill related with memories and data transfer (Wilga M Rivers 1980: 16) namely; Listening to a foreign language it's implicated meaning to understand of what we listen, which understanding to meaning that must be 3 important components namely;

1. Linguistic information meaning sound of word and sorting word to speech to the audience listened.

2. Situational context meaning situation 3 in speech have the effect on the listener of audience such as relations between what hear, what speaks out and what guess will the next listening.

3. Comprehended message meaning the ability to understanding message of audience depending on attention of speak.

Apparently, various situation is impacted to the learners who fond of to learn English language as improving of listening, speaking, reading, and writing skill in any language.

Surachai Rodngam (2011: abstract) had studied the Use of Authentic Materials to English Vocabulary for Listening Comprehension of Mathayomsuksa 6 Students in the English and Japanese Program at Winitsuksa School, Lopburi Province, Thailand. The results found that the use of authentic materials had a positive effect and helped increase students' performances, comfort and self-confidence when listening to the target language. Including to response to a questionnaire revealed that the influence of the use of authentic materials had a positive effect on student' attitudes and motivation to learn the language, as the findings of the study also imply that teachers can promote positive student attitudes

toward language learning by providing materials and activities that meet the needs of students' goals.<sup>26</sup>

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<sup>26</sup> Surachai Rodngam, "The Use of Authentic Matherials to English vocabulary for Listening Comprehension of Mathayomsuksa 6 Students in the English and Japanese Program at Winituksa Scool, Lopburi Province, Thailand", Research Paper, (Teaching English as a Foreign Language, Language Institute: Thammasat University, 2011), p.ii.

## CHAPTER III

### RESEARCH METHODOLOGY

This section is aimed to describe the specific method of the research study depending on types and strategies to bring multimedia using listening skills. The researcher studied many strategies based on English listening skills from multimedia program such as Listening Exam, You Tube, magazine, book, thesis, Social media, Oxford learner's Dictionary, and internet until the research method had been finalized.

So the main purpose of the study in this thesis is to study the proficiency in using multimedia English listening skill of the fourth year undergraduate students of Mahachulalongkornrajavidyala University who are now studying English major. It is related to observation, people's interview, and description from the survey of the researcher.

The overall of this section can be divided into five main parts as follows:

1. Research Design
2. Sample Design
3. Tools of Data Collection
4. The Procedures used in the collection and analysis of the data
5. The Data Analysis

#### **3.1 Research Design**

This research aims to study by using of multimedia technology to apply the ability in Using English Listening Skills of the fourth year undergraduate students of Mahachulalongkornrajavidyalaya University that is now studying, majoring in English. So the study is a mixed research including qualitative and quantitative methods and data collection is conducted as follows:

3.1.1 Collect data from English Social media, Multimedia Program about Practice Tests for learners of English 4 Skills such as Listening part 1: Photographs Listening part 2: Question & response Listening part 3: Conversations Listening part 4: Talks, YouTube, Magazines, Song, sport News etc.



3.1.2 Choose English program for fourth year 41 students who are studying in English program of Mahachulalongkornrajavidyalaya University.

3.1.3 A study of multimedia for improving English listening Skills by testing listening skills and make exam from multimedia, Social Media, You tube, Song, study of listening which is strategies of testing in the interesting.

### 3.2 Sample Design

#### 3.2.1 The Respondents and Sample Method

The respondents of the study were 45 undergraduate students from the fourth year who are studying in the Faculty of Humanities in English program at the main campus at Lamsai Sub-District, Wangnoi District, Ayuthaya Province. So, it is possible that the undergraduate students at this level have acquired sufficient English listening skills that are needed to be examined/tested in this research.

#### 3.2.2 Information of respondents

The background will be used as the variables of study for information of respondents include Monk and Novice, age, English subject.

**Status;** 3 groups, Monk-Novice-Lay, the fourth year students who are studying in the Faculty of Humanities in English program.

**Age** of the students who are studying in the Faculty of Humanities in English program at Mahachulalongkornrajavidyalaya University are divided into 4 groups:

Lower 20	20-25
26-30	Over 30

**Academic year** is a system of training and instruction, for improving listening skills of Monk-Novice else of the fourth year.

In addition, listening skills of students have a new experience with enjoyment in study of English listening skills.

### 3.3 Tools of Data Collection

#### 3.3.1 The Qualitative Method

The research materials in this study consist of pre-test, group discussion, post-test, in-depth interview, participant observation and questionnaire, designed specifically for the study of English program the fourth.

#### Pre-Test

Pre-Test is very important tool to use for checking up general information of the population about English listening skills from authentic materials in order to

know their background of English listening skills before preparing a group discussion one time per two weeks 3 weeks to follow and improve the level by using multimedia listening skills before the post-test taken.

#### **Group Discussion**

This part was set up by the researcher 3 times per one week for 3 weeks. The tools are the audio visual sound getting from English, "YouTube" Website, multimedia to practice English Skills by Listening Skills from Native Speaker, Who have many people to know him and famously around the world. Test the background, student who joined activity levels of English Listening Skills for separate levels the best until worst.

#### **In-Depth Interview**

Researcher will be focus on listening skills of student, especially using multimedia with social media for improving listening skill in this time.

#### **Participant Observation**

So in this part uses to observe overall performances and reactions in using English listening skills of the respondents who participated in group discussion. So the observation is very important in this time researcher doing.

#### **Post-Test**

The post-test is difficult to organize after training the respondents (pre-test) by group discussion who join test activity of listening skills. It is considered on the final test paper of listening process in order to collect data of proficiency and improvement in using English listening skills of the respondents after completing the group discussion in week 3

### **3.3.2. The Quantitative Method**

The questionnaire is developed by using close-ended questions and open-ended questions; it provides specific details, with space provided for further recommendation/suggestion. So the respondents take an average of 15-20 minutes. The questionnaire consists of 5 main points;

#### **Part 1: General Information**

In this part, questions are comprised of questions on personal information. They consist of status Monk-Novice and Lay who are studying major in English at Faculty of Humanities, Bachelor's Degree in Mahachulalongkornrajavidyalaya, English

subject has different levels of listening and speaking in English such as Advanced levels, Phonetics and Phonology in English as well, and academic year (the fourth year).

**Part 2: Frequency of using English listening through multimedia with social media.**

This section is to find out the degree of listening skills using multimedia that they have confronted. In this section of the questionnaire, a Five-Point Rating Scale is used to measure the levels of the listening proficiency. Scoring in this part consists of answering one of five choices: always, usually, often, seldom and never. The criteria are classified as below;

Rating Score	Interpretation of the Score
1	Never
2	Seldom
3	Often
4	Usually
5	Always

**Part 3: English Listening Skills**

This section is improved to find out the second question presented in one, what is the appropriate way for a study of multimedia for improving English listening Skills of students?

1. Why students can't practice English listening skills the best.
2. Why students can't practice English listening skills about vocabulary too fast
3. Why student can't learn familiar words of native speakers.

**Part 4: Attitudes to Pre-Test and Post-Test**

This section, it is aimed to answer research questions presented in chapter one (How can the strategies improve English Listening skill?) This part of the questionnaire is contained close-ended questions to ask the undergraduate students

who have an attitude to Pre-Test and Post-Test on the strategies or not by using a Rating Score with five levels as follows:

Rating Score	Interpretation of the Score
5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

#### **Part5: Comments or Recommendations**

So in this final section of the questionnaire, questions were given to the undergraduate students and they were asked to write their suggestions on the proper strategy and suggestions on English listening teaching for the undergraduate students.

### **3.4 The procedures**

The procedures of the research instrumental improvement cover 2 stages as the following:

#### **3.4.1 Research Conduct**

The research conducts the study based on mixed research (qualitative and quantitative) mainly using pre-test and post-test activities, interviewing people, population's observation and the questionnaires. The pre-test and post-test and questionnaire are revised and approved by the research advisors in order to achieve content validity, clearness of the instructions, the survey, the format, and the series of the questions.

Both the pre-test and post-test used in the research are created by the researcher to access the research purpose, the undergraduate students' needs and university curriculums. The most materials used for research in this time come from native speakers who have many people to know around the world and will be give student test through the system multimedia with exam from listening of 45 undergraduate students.

The pre-test was run to 45 undergraduate students. The researcher gave them 2 hours to complete the test. The test exam from listening 4 skills such as Listening part 1: Photographs Listening part 2: Question & response Listening part 3: Conversations Listening part 4: Talks, with vocabularies of Oxford learner's dictionary.

#### 1.4.2. Listening skills test on English simple sentences

So in this listening skills test by taking exam from listening to sound through multimedia system for testing the ability in using English listening skills of the fourth year undergraduate students at the Faculty of Humanities, Mahachulalongrajavidya University, during in the first weeks and in the three week. It was selected in the test as follows:

Table 1: Example of evaluation paper on English sentences essentially used for data collection of the listening ability throughout 3 weeks of group discussion in order to check on the listening ability of the undergraduate students at Mahachulalongrajavidyalaya University.

#### Table 1: Example of evaluation paper on English sentences of listening skills

It is consisted of six levels of the English listening skills as follows:

5	=	Excellent
4	=	Very Good
3	=	Good
2	=	Barely Acceptable
1	=	Poor
0	=	Very Poor

English Sentences (Audio) Listening part 1: Photographs (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
<b>Question 1</b> A. The boats have arched windows B. There is a bridge over the canal C. The buildings have several floors D. The barges are tied to posts						

<p><b>Question 2</b></p> <p>A. The woman is checking in at the airport  B. The woman is handing the passenger his ticket  C. The people are at the hospital  D. The flight has been cancelled</p>						
<p><b>Question 3</b></p> <p>A. The containers are on trucks  B. The cranes are below the container ship  C. The container ship is in port  D. The container ship is at sea</p>						
<p><b>Question 4</b></p> <p>A. The business is very successful  B. The meeting is not going well  C. The people are all very tired  D. The people are talking to each other</p>						
<p><b>Question 5</b></p> <p>A. The man is in a cardboard factory  B. The worker is opening a box  C. The man is arranging goods in a warehouse  D. The boxes are in a shop</p>						
<p><b>Question 6</b></p> <p>A. The construction workers are having lunch  B. The builders are making a brick building  C. The workers are above the ground  D. The workers don't need hard hats</p>						
<p><b>Question 7</b></p> <p>A. The man is using a scanner  B. The man has his arms above his head  C. The man is looking at the security guard  D. The security guard is searching the man</p>						
<p><b>Question 8</b></p> <p>A. There are many flavors of ice cream  B. The machine is making the cones  C. The ice cream cones are in rows  D. The machine is putting ice cream in tubs</p>						
<p><b>Question 9</b></p>						

A. The teacher is holding up her hand						
B. The children are speaking to each other						
C. The children are sitting in groups						
D. The children are participating in the lesson						
<b>Question 10</b>						
A. The farmer is holding the door open						
B. The farmer is holding the steering wheel						
C. The farmer is driving the tractor						
D. The farmer is getting in the tractor						
<b>Total:</b>						
<b>Percentages:</b>						

From the above table 1, it shows that the format of English listening skills test by taking exam through English sentences sound (Audio) used to develop the English listening skills of the undergraduate students at Mahachulalongkornrajavidyalaya University in week 1 and group discussion in the week 3.

**Table 2: Example of evaluation paper levels 2 on English sentences of listening skills**

English Sentences (Audio) Listening part 2 : Question & response (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
Question 1 How can I get this computer fixed? A. It's pretty good isn't it? B. Call the IT department. C. Lock it to the desk						
Question 2 Shall we wait for John before ordering? A. The waiter is in the kitchen. B. No, he won't mind if we start. C. When will you finish?						
Question 3 Are you going to the marketing meeting?						

<p>A. It was about the new annual plan.          B. Yes, he is at the market.          C. No, I have too much to do.</p>						
<p>Question 4          Did you reserve the hotel?          A. Yes, for tomorrow night.          B. The flight arrives at 7am.          C. A table for four, please.</p>						
<p>Question 5          Which way is it to the post office?          A. Take the first right.          B. Will you get the tickets?          C. Yes, that's correct.</p>						
<p>Question 6          Have they placed another order?          A. Yes, he ordered us to do it.          B. Yes, we received it this morning.          C. It is a good place for it.</p>						
<p>Question 7          You have just started here, haven't you?          A. No, it ended last night.          B. No it hasn't started yet.          C. Yes, this is my first week.</p>						
<p>Question 8          Do you know of a good mechanic?          A. I use a garage in the next town.          B. No, I'll get you the number.          C. I prefer a different mechanic.</p>						
<p>Question 9          Are you going to the marketing meeting?          A. It was about the new annual plan.          B. No, I have too much to do.          C. Yes, he is at the market.</p>						



Question 10 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please.						
Total:						
Percentages:						

**Table 3: Example of evaluation paper levels 3 on English sentences of listening skills.**

English Sentences (Audio) Listening part 3 : Conversations (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
1. Where is the woman calling? A. an office                      B. a garage C. a doctor's surgery    D. a factory						
2. What information does that man ask for? A. the woman's name B. the registration number of the bike C. the make of the bike D. the woman's phone number						
3. What is the man going to do? A. telephone the suppliers B. call the woman back C. order a new part D. pick up the motorbike						
4. Where are they? A. in a shop B. in a college C. in the street D. in a factory						
5. Where is the manager's office? A. on the second floor B. near the restaurant C. next to the changing rooms						

D. next to the staff kitchen						
6. What is on the lower ground floor? A. the household goods department B. the staff kitchen C. the restaurant D. the changing rooms						
7. What is the woman doing this evening? A. catching a train B. taking a flight C. going on holiday D. meeting a friend						
8. What time is the taxi coming? A. 8 o'clock      B. 7 o'clock C. half past four    D. half past two						
9. How long will the woman's journey take? A. 1½ hours      B. 2½ hours C. 4½ hours      D. 8½ hours						
10. Where did the woman go at the weekend? A. to a city              B. to the beach C. to the countryside    D. to visit a friend						
Total:						
Percentages:						

**Table 4: Example of evaluation paper levels 4 on English sentences of listening skills.**

English Sentences (Audio) Listening part 4 : Talks (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
1. Where does the woman work? A. In a shop              B. In a doctor's surgery C. In a train station    D. In a factory						
2. What should someone do if they make a mistake on the records? A. Correct the mistake using pencil B. Use correction fluid						

C. Draw one line through the mistake D. Use a colored pen to highlight the mistake						
3. What does the woman tell her colleagues to do with the records? A. File them away B. Give them to the administration manager C. Put them in a box D. Give them to the patient						
4. Where does this announcement take place? A. On a coach    B. On a train C. A train station    D. An airport						
5. When will they arrive in London? A. 8 minutes late    B. 18 minutes late C. 80 minutes late    D. On time						
6. In Coach D.. A. You cannot listen to music. B. You can buy food and drinks. C. You need to be quiet. D. You can hear on the train speakers.						
7. The people at the conference make signs for... A. Roads                    B. Shops C. Advertisements    D. Restaurants						
8. What time will the lecture begin? A. 11.00    B. 11.30 C. 12.00    D. 12.30						
9. Where is the Angel Room? A. On this floor B. On the next floor up C. On the next floor down D. Two floors down.						
10 What is NOT available on the ground floor of the library? A. Computers                    B. Information desk C. Photocopying facilities    D. Books						
Total:						
Percentages:						

This is example of evaluation paper on listening accuracy test essentially used for data collection of the listening from the English sentences that are used in the pre-test and post-test throughout 3 weeks of group discussion in order to check on the listening proficiency of the undergraduate students at Mahachulakornjavidyalaya University.

### **3.4.2 Methods of Data Collection**

This section is consisted of two parts namely primary data and secondary data, as the following:

#### **1) Primary Data**

The primary data is directly ablated with collecting information from the target group of the research which is consisted of 45 undergraduate students. Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of the fourth year undergraduate students who are studying at Faculty of Humanities, Bachelor Degree in English, Mahachulalongkornrajavidyalaya University, Wangnoi sub-district, Wangnoi District, Phranakorn Sri Ayutthaya. So interview student by taking exam through sound listening of native speaker of 4 skills and the questionnaires were allocated to 45 undergraduate students in order to complete the questionnaires and to check from those who are professional in English such as English scholars, English scholars, English teachers and English native speaker.

#### **2) Secondary Data**

The researcher collects information from documentary survey, for example, books, You Tube, Social media, Song, Oxford Learner's Dictionary, academic books, and thesis. These are used to support information with research study.

### 3.5 The data analysis

The data analysis is separated into two parts: questionnaire analysis and English listening skills test analysis:

To analyze the data obtained from all completed questionnaires, pre-test and post, the Statistic Package for Social and Science Program (SPSS).

#### 3.5.1 Descriptive statistics results: Questionnaire

- 1) Summary of general information
- 2) Summary of frequency of using English listening through multimedia with social media.
- 3) Summary of Types of problems in listening
- 4) Summary of attitudes towards

#### 3.5.2 Results of Pre-Test and Post-Test

## CHAPTER IV

### RESEARCH RESULTS

In this chapter, the objectives of the study is to study the multimedia improving English listening skills of the fourth undergraduate students who have been studying at Mahachulalongkornjaviyalaya University, especially improving English listening of students though the test from multimedia sentences audio.

The results of the data analysis described, which will help to improve a base of knowledge especially proficiency, improvement, and proper strategy in using English listening Skills which answer the following research questions that can be divided into four notable points as the following:

4.1 General information of the respondents

4.2 Frequency of using English listening through multimedia with social media of the Undergraduate Students from pre-test and post-test.

4.3 English Listening Skills especially teaching them how to listen and speak English side by side who know English very well or native speaker.

4.4 Interviewing people

So all the four notable points described as follows:

#### 4.1 General information of the Respondents

##### 4.1.1 Status of the Respondents

This part mainly presents the information on gender, referring to the participants who study at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. As the questionnaire are distributed to 45 students. Thereafter, the researcher uses frequency and percentage to analyze the data as shown in the following table.

**Table 3: Number and Percentage of Status of the Respondents.**

Status of participants	Pre-test		Post-test	
	Number	Percentage	Number	Percentage
Monk	44	97.8	44	97.8
Novice	-	-	-	-

Laity	1	2.2	1	2.2
Total	45	100	45	100

#### 4.1.2 Information on age

Table 4.1.2 shows that average age of participants between 20-30 years old consisting of 32 participants or 71.1%, while 10 participants or 22.2% had the age between 31-40 years, and 3 participants or 6.7% had the age 40 years up.

**Table 4: Number and Percentage of Age of the Respondents.**

Age of the Respondents	Pre-test		Pro-test	
	Number	Percentage	Number	Percentage
20-30	32	71.1	32	71.1
31-40	10	22.2	10	22.2
40 up	3	5.7	3	5.7
Total	45	100.0	45	100.0

#### 4.2 Test using English listening through multimedia with social media in English Listening Skills of students from pre-test and post-test

As indicated below the pre-test and post-test used for this study, it mainly focus on exam tests on level of students for an improvement in using English listening skills through listening test (audio)

In the part of pre-test using tool test on level of 45 students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University before group discussion in first week of early month of January 2017 still the early month of March 2017 by having test for 4 times. So use the test for 3 months of the respondents' for understanding English listening skills of students.

In this post-test, using tool for original test on level of 45 students at Faculty of Humanities, Mahachulalongkornrajavidyalaya University again of group discussion after using English listening through multimedia with social media in English Listening Skills.

**Table 5: Listening Skills of Photographs Test.**

No	Statements	Pre-test		Post-test	
		Correctly	Incorrectly	Correctly	Incorrectly
1	<b>Question 1</b> A. The boats have arched windows B. There is a bridge over the canal C. The buildings have several floors D. The barges are tied to posts	6(60%)	4(40%)	8(80%)	2(20%)
2	<b>Question 2</b> A. The woman is checking in at the airport B. The woman is handing the passenger his ticket C. The people are at the hospital D. The flight has been cancelled	3(30%)	7(70%)	5(50%)	5(50%)
3	<b>Question 3</b> A. The containers are on trucks B. The cranes are below the container ship C. The container ship is in port D. The container ship is at sea	6(60%)	4(40%)	6(60%)	4(40%)
4	<b>Question 4</b> A. The business is very successful				



	<p>B. The meeting is not going well</p> <p>C. The people are all very tired</p> <p>D. The people are talking to each other</p>	2(20%)	8(80%)	7(70%)	3(30%)
5	<p><b>Question 5</b></p> <p>A. The man is in a cardboard factory</p> <p>B. The worker is opening a box</p> <p>C. The man is arranging goods in a warehouse</p> <p>D. The boxes are in a shop</p>	4(40%)	6(60%)	3(30%)	7(70%)
6	<p><b>Question 6</b></p> <p>A. The construction workers are having lunch</p> <p>B. The builders are making a brick building</p> <p>C. The workers are above the ground</p> <p>D. The workers don't need hard hats</p>	3(30%)	7(70%)	5(50%)	5(50%)
7	<p><b>Question 7</b></p> <p>A. The man is using a scanner</p> <p>B. The man has his arms above his head</p> <p>C. The man is looking at the security guard</p> <p>D. The security guard is searching the man</p>	4(40%)	6(60%)	9(90%)	1(10%)

8	<p><b>Question 8</b></p> <p>A. There are many flavors of ice cream</p> <p>B. The machine is making the cones</p> <p>C. The ice cream cones are in rows</p> <p>D. The machine is putting ice cream in tubs</p>	6(60%)	4(40%)	10(100%)	0(0%)
9	<p><b>Question 9</b></p> <p>A. The teacher is holding up her hand</p> <p>B. The children are speaking to each other</p> <p>C. The children are sitting in groups</p> <p>D. The children are participating in the lesson</p>	8(80%)	2(20%)	6(60%)	4(40%)
10	<p><b>Question 10</b></p> <p>A. The farmer is holding the door open</p> <p>B. The farmer is holding the steering wheel</p> <p>C. The farmer is driving the tractor</p> <p>D. The farmer is getting in the tractor</p>	5(50%)	5(50%)	8(80%)	2(20%)
<b>Total</b>		<b>4.70 (47.00%)</b>	<b>5.35 (53.5%)</b>	<b>6.70 (67.00%)</b>	<b>3.30 (33.00%)</b>

From Table 5, it shows that the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University overall 45 students in the first week of

pre-test in early month January 2017 understanding in listening skills for the test that of Listening Skills Photographs Test in correctly with the amount of 4.70 (47.00%) and incorrectly with the amount of 5.35 (53.5%).

The table also shows in-depth details when considered from the sentences of Listening Skills of Photographs Test statement; Question 1 A. The boats have arched windows B. There is a bridge over the canal C. The buildings have several floors D. The barges are tied to posts, the student can answer as correctly with the amount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 2; of Question 2 A. The woman is checking in at the airport B. The woman is handing the passenger his ticket C. The people are at the hospital D. The flight has been cancelled, the student can answer as correctly with the amount of 3 (30%) and incorrectly with the amount of 7 (70%). From statement 3; Question 3 A. The containers are on trucks B. The cranes are below the container ship C. The container ship is in port D. The container ship is at sea, the student can answer as correctly with the amount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 4; of Question 4 A. The business is very successful B. The meeting is not going well C. The people are all very tired D. The people are talking to each other, the student can answer as correctly with the amount of 2 (20%) and incorrectly with the amount of 8 (80%). From statement 5; of Question 5 A. The man is in a cardboard factory B. The worker is opening a box C. The man is arranging goods in a warehouse D. The boxes are in a shop, the student can answer as correctly with the amount of 4 (40%) and incorrectly with the amount of 6 (60%). From statement 6; of Question 6 A. The construction workers are having lunch B. The builders are making a brick building C. The workers are above the ground D. The workers don't need hard hats, the student can exam in correctly with the amount of 3 (30%) and incorrectly with the amount of 7 (70%). From statement 7; of Question 7 A. The man is using a scanner B. The man has his arms above his head C. The man is looking at the security guard D. The security guard is searching the man, the student can exam in correctly with the amount of 4 (40%) and incorrectly with the amount of 6 (60%). From statement 8; of Question 8 A. There are many flavors of ice cream B. The machine is making the cones C. The ice cream cones are in rows D. The machine is putting ice cream in tubs, the student can exam in correctly with the amount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 9; of Question 9 A. The teacher is holding up her hand B. The children are speaking to each other C. The children are sitting in groups D. The children are participating in the lesson, the student can exam in correctly with the amount of 8 (80%) and incorrectly with the

amount of 2 (20%). From statement 10; of Question 10 A. The farmer is holding the door open B. The farmer is holding the steering wheel C. The farmer is driving the tractor D. The farmer is getting in the tractor, the student can exam in correctly with the amount of 5 (50%) and incorrectly with the amount of 5 (50%).

As seen after that to bring multimedia using improve listening skills and test exam of the original test with the respondents' at Faculty of Humanities, Mahachulalongkornrajavidyalaya University overall 45 students again last month January 2017 overall in pro-test of able and understanding in listening skills exam test that the respondents the sentences of Listening Skills Photographs Test in correctly with the amount of 6.70 (67.00%) and incorrectly with the amount of 3.30 (33.00%).

The table also shows in-depth details when considered from Listening Skills Photographs Test again of statement; Question 1 A. The boats have arched windows B. There is a bridge over the canal C. The buildings have several floors D. The barges are tied to posts, the student can exam in correctly with the amount of 8 (80%) and incorrectly with the amount of 2 (20%). From statement 2; of Question 2 A. The woman is checking in at the airport B. The woman is handing the passenger his ticket C. The people are at the hospital D. The flight has been cancelled, the student can exam in correctly with the amount of 5 (50%) and incorrectly with the amount of 5 (50%). From statement 3; Question 3 A. The containers are on trucks B. The cranes are below the container ship C. The container ship is in port D. The container ship is at sea, the student can exam in correctly with the amount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 4; of Question 4 A. The business is very successful B. The meeting is not going well C. The people are all very tired D. The people are talking to each other, the student can exam in correctly with the amount of 7 (70%) and incorrectly with the amount of 3 (30%). From statement 5; of Question 5 A. The man is in a cardboard factory B. The worker is opening a box C. The man is arranging goods in a warehouse D. The boxes are in a shop, the student can exam in correctly with the amount of 3 (30%) and incorrectly with the amount of 7 (70%). From statement 6; of Question 6 A. The construction workers are having lunch B. The builders are making a brick building C. The workers are above the ground D. The workers don't need hard hats, the student can exam in correctly with the amount of 5 (50%) and incorrectly with the amount of 5 (50%). From statement 7; of Question 7 A. The man is using a scanner B. The man has his arms above his head C. The man is looking at the security guard D. The security guard is searching the man, the student can exam in correctly with the amount of 9

(90%) and incorrectly with the amount of 1 (10%). From statement 8; of Question 8 A. There are many flavors of ice cream B. The machine is making the cones C. The ice cream cones are in rows D. The machine is putting ice cream in tubs, the student can exam in correctly with the mount of 10 (100%) and incorrectly with the amount of 0 (0%). From statement 9; of Question 9 A. The teacher is holding up her hand B. The children are speaking to each other C. The children are sitting in groups D. The children are participating in the lesson, the student can exam in correctly with the mount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 10; of Question 10 A. The farmer is holding the door open B. The farmer is holding the steering wheel C. The farmer is driving the tractor D. The farmer is getting in the tractor, the student can exam in correctly with the mount of 8 (80%) and incorrectly with the amount of 2 (20%).

**Table 6: Listening Skills Question & response Test.**

No.	Statements	Pre-test		Post-test	
		Correctly	Incorrectly	Correctly	Incorrectly
1.	Question 1 How can I get this computer fixed? A. It's pretty good isn't it? B. Call the It department. C. Lock it to the desk	3(30%)	7(70%)	6(60%)	4(40%)
2.	Question 2 Shall we wait for John before ordering? A. The waiter is in the kitchen. B. No, he won't mind if we start. C. When will you finish?	5(50%)	5(50%)	7(70%)	3(30%)

3.	<p>Question 3</p> <p>Are you going to the marketing meeting?</p> <p>A. It was about the new annual plan.</p> <p>B. Yes, he is at the market.</p> <p>C. No, I have too much to do.</p>	4(40%)	6(60%)	5(50%)	5(50%)
4.	<p>Question 4</p> <p>Did you reserve the hotel?</p> <p>A. Yes, for tomorrow night.</p> <p>B. The flight arrives at 7am.</p> <p>C. A table for four, please.</p>	8(80%)	2(20%)	8(80%)	2(20%)
5.	<p>Question 5</p> <p>Which way is it to the post office?</p> <p>A. Take the first right.</p> <p>B. Will you get the tickets?</p> <p>C. Yes, that's correct.</p>	6(60%)	4(40%)	7(70%)	3(30%)
6.	<p>Question 6</p> <p>Have they placed another order?</p> <p>A. Yes, he ordered us to do it.</p> <p>B. Yes, we received it this morning.</p> <p>C. It is a good place for it.</p>	6(60%)	4(40%)	8(80%)	2(20%)
7.	<p>Question 7</p> <p>You have just started</p>				

	<p>here, haven't you?</p> <p>A. No, it ended last night.</p> <p>B. No it hasn't started yet.</p> <p>C. Yes, this is my first week.</p>	4(40%)	6(60%)	7(70%)	3(30%)
8.	<p>Question 8</p> <p>Do you know of a good mechanic?</p> <p>A. I use a garage in the next town.</p> <p>B. No, I'll get you the number.</p> <p>C. I prefer a different mechanic.</p>	8(80%)	2(20%)	9(90%)	1(10%)
9.	<p>Question 9</p> <p>Are you going to the marketing meeting?</p> <p>A. It was about the new annual plan.</p> <p>B. No, I have too much to do.</p> <p>C. Yes, he is at the market.</p>	7(70%)	3(30%)	6(60%)	4(40%)
10.	<p>Question 10</p> <p>Did you reserve the hotel?</p> <p>A. Yes, for tomorrow night.</p> <p>B. The flight arrives at 7am.</p> <p>C. A table for four, please.</p>	6(60%)	4(40%)	8(80%)	2(20%)
Total		5.70 (57.00%)	4.30 (43.00%)	7.10 (71.00%)	2.90 (29.00%)

From Table 6, it shows that the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students in the first week pre-test in early month of February 2017 in overall for pre-test of able and understanding in listening skills for test that the respondents the sentences of Listening Skills Question & response Test as correctly with the amount of 5.70 (57.00%) and incorrectly with the amount of 4.30 (43.00%).

The table also shows in-depth details when considered from Listening Skills Question & response Test statement 1 ; Question 1 How can I get this computer fixed? A. It's pretty good isn't it? B. Call the It department. C. Lock it to the desk, the student can exam in correctly with the mount of 3 (30%) and incorrectly with the amount of 7 (70%). From statement 2 ; of Question 2 Shall we wait for John before ordering? A. The waiter is in the kitchen. B. No, he won't mind if we start. C. When will you finish?, the student can exam in correctly with the mount of 5 (50%) and incorrectly with the amount of 5 (50%). From statement 3; of Question 3 Are you going to the marketing meeting? A. It was about the new annual plan. B. Yes, he is at the market. C. No, I have too much to do, the student can answer as correctly with the mount of 4 (40%) and as incorrectly with the amount of 6 (60%). From statement 4; of Question 4 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please. The student answer as in correctly with the mount of 8 (80%) and incorrectly with the amount of 2 (20%). From statement 5; of Question 5 Which way is it to the post office? A. Take the first right. B. Will you get the tickets? C. Yes, that's correct. The student answer as in correctly with the mount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 6; of Question 6 Have they placed another order? A. Yes, he ordered us to do it. B. Yes, we received it this morning. C. It is a good place for it. The student answer as in correctly with the mount of 6 (60%) and incorrectly with the amount of 4 (40%). From statement 7; of Question 7 You have just started here, haven't you? **A.** No, it ended last night. B. No it hasn't started yet. C. Yes, this is my first week. The student can exam in correctly with the mount of 4 (40%) and incorrectly with the amount of 6 (60%). From statement 8; of Question 8 Do you know of a good mechanic? A. I use a garage in the next town. B. No, I'll get you the number. C. I prefer a different mechanic. The student can exam in correctly with the mount of 8 (80%) and incorrectly with the amount of 2 (20%). From statement 9; of Question 9 Are you going to the marketing meeting? A. It was about the new annual plan. B. No, I have too much to do. C. Yes, he is at the market. The student can exam in correctly



with the amount of 7 (70%) and incorrectly with the amount of 3 (30%). From statement 10; of Question 10 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please. The student can answer as correctly with the amount of 6 (60%) and incorrectly with the amount of 4 (40%).

As seen after using multimedia to improve listening skills and exam test with the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students again in February 2017 in overall for pro-test of able and understanding in listening skills test that the respondents of Listening Skills Question & response Test in correctly with the amount of 7.10 (71.00%) and as correctly with the amount of 2.90 (29.00%).

The table also shows in-depth details when considered from respondents of Listening Skills Question & response for Test statement 1; Question 1 How can I get this computer fixed? A. It's pretty good isn't it? B. Call the It department. C. Lock it to the desk, the student answer as in correctly with the amount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 2 ; of Question 2 Shall we wait for John before ordering? A. The waiter is in the kitchen. B. No, he won't mind if we start. C. When will you finish?, the student answer as in correctly with the amount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 3; of Question 3, Are you going to the marketing meeting? A. It was about the new annual plan. B. Yes, he is at the market. C. No, I have too much to do, the student answer as in correctly with the amount of 5 (50%) and as incorrectly with the amount of 5 (50%). From statement 4; of Question 4 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please. The student answer as in correctly with the amount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 5; of Question 5 Which way is it to the post office? A. Take the first right. B. Will you get the tickets? C. Yes, that's correct. The student answer as in correctly with the amount of 7 (70%) and incorrectly with the amount of 3 (30%). From statement 6; of Question 6 Have they placed another order? A. Yes, he ordered us to do it. B. Yes, we received it this morning. C. It is a good place for it. The student answer as in correctly with the amount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 7; of Question 7 You have just started here, haven't you? A. No, it ended last night. B. No it hasn't started yet. C. Yes, this is my first week. The student answer as in correctly with the amount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 8; of Question 8 Do you know of a good mechanic? A. I use a garage in the next town. B. No, I'll get you the number. C. I prefer a different mechanic. The student can exam in correctly with the

mount of 9 (90%) and incorrectly with the amount of 1 (10%). From statement 9; of Question 9 Are you going to the marketing meeting? A. It was about the new annual plan. B. No, I have too much to do. C. Yes, he is at the market. The student answer as in correctly with the mount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 10; of Question 10 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%).

**Table 7: Listening Skills Conversations Test.**

No.	Statements	Pre-Test		Post-Test	
		Correctly	Incorrectly	Correctly	Incorrectly
1.	Where is the woman calling? A. an office B. a garage C. a doctor's surgery D. a factory	8(80%)	2(20%)	9(90%)	1(10%)
2.	What information does that man ask for? A. the woman's name B. the registration number of the bike C. the make of the bike D. the woman's phone number	7(70%)	3(30%)	8(80%)	2(20%)
3.	What is the man going to do? A. telephone the suppliers B. call the woman	8(80%)	2(20%)	8(80%)	2(20%)

	back C. order a new part D. pick up the motorbike				
4.	Where are they? A. in a shop B. in a college C. in the street D. in a factory	7(70%)	3(30%)	9(9%)	1(10%)
5.	Where is the manager's office? A. on the second floor B. near the restaurant C. next to the changing rooms D. next to the staff kitchen	9(90%)	1(10%)	9(90%)	1(10%)
6.	What is on the lower ground floor? A. the household goods department B. the staff kitchen C. the restaurant D. the changing rooms	6(60%)	4(40%)	8(80%)	2(20%)
7.	What is the woman doing this evening? A. catching a train B. taking a flight C. going on holiday D. meeting a friend	6(60%)	4(40%)	9(90%)	1(10%)
8.	What time is the taxi coming?	9(90%)	1(10%)	10(100%)	0(0%)

	A. 8 o'clock B. 7 o'clock C. half past four D. half past two				
9.	How long will the woman's journey take? A. 1½ hours B. 2½ hours C. 4½ hours D. 8½ hours	7(70%)	3(30%)	8(80%)	2(20%)
10.	Where did the woman go at the weekend? A. to a city B. to the beach C. to the countryside D. to visit a friend	8(80%)	2(20%)	9(90%)	1(10%)
<b>Total</b>		<b>7.50</b> <b>(75.00%)</b>	<b>2.50</b> <b>(25.00%)</b>	<b>8.70</b> <b>(87.00%)</b>	<b>1.3</b> <b>(13.00%)</b>

From Table 7, it shows that the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students in the first week pre-test in early month of February 2017 in overall of pre-test of able and understanding in listening skills test that the respondents of Listening Skills Conversations Test as correctly with the amount of 7.50 (75.00%) and as incorrectly with the amount of 2.50 (25.00%).

The table also shows in-depth details when considered from statement 1; "Where is the woman calling?" A. an office B. a garage C. a doctor's surgery D. a factory. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 2; "What information does that man **ask for**?" A. the woman's name B. the registration number of the bike C. the make of the bike D. the woman's phone number. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 3; "What is the man going to do?" A. telephone the suppliers B. call the woman back C. order a new part D. pick up the motorbike. The student can

exam in correctly with the amount of 8 (80%) and incorrectly with the amount of 2 (20%). From statement 4; "Where are they?" A. in a shop B. in a college C. in the street D. in a factory. The student answer as in correctly with the amount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 5; "Where is the manager's office?" A. on the second floor B. near the restaurant C. next to the changing rooms D. next to the staff kitchen. The student answer as in correctly with the amount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 6;" What is on the lower ground floor?" A. the household goods department B. the staff kitchen C. the restaurant D. the changing rooms. The student answer as in correctly with the amount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 7; "What is the woman doing this evening?" A. catching a train B. taking a flight C. going on holiday D. meeting a friend. The student answer as in correctly with the amount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 8; "What time is the taxi coming?" A. 8 o'clock B. 7 o'clock C. half past four D. half past two. The student answer as in correctly with the amount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 10; Where did the woman go at the weekend? A. to a city B. to the beach C. to the countryside D. to visit a friend. The student answer as in correctly with the amount of 8 (80%) and as incorrectly with the amount of 2 (20%).

As seen after using multimedia to improve listening skills and the test with the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students again in February 2017 in overall for pro-test of able and understanding in listening skills test that the respondents of Listening Skills Conversations Test as correctly with the amount of 8.70 (87.00%) and incorrectly with the amount of 1.3 (13.00%).

The table also shows in-depth details when considered from statement 1; "Where is the woman calling?" A. an office B. a garage C. a doctor's surgery D. a factory. The student answer as in correctly with the amount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 2; "What information does that man ask for?" A. the woman's name B. the registration number of the bike C. the make of the bike D. the woman's phone number. The student answer as in correctly with the amount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 3; "What is the man going to do?" A. telephone the suppliers B. call the woman back C. order a new part D. pick up the motorbike. The student answer as in correctly with the amount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 4; "Where are they?" A. in a shop B. in a college C. in

the street D. in a factory. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 5; ‘Where is the manager’s office?’ A. on the second floor B. near the restaurant C. next to the changing rooms D. next to the staff kitchen. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 6; ‘What is on the lower ground floor?’ A. the household goods department B. the staff kitchen C. the restaurant D. the changing rooms. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 7; ‘What is the woman doing this evening?’ A. catching a train B. taking a flight C. going on holiday D. meeting a friend. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 8; ‘What time is the taxi coming?’ A. 8 o’clock B. 7 o’clock C. half past four D. half past two. The student answer as in correctly with the mount of 10 (100%) and as incorrectly with the amount of 0 (0%). From statement 10; Where did the woman go at the weekend? A. to a city B. to the beach C. to the countryside D. to visit a friend. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%).

**Table 8: Listening Skills Talks Test.**

No.	Statements	Pre-Test		Post-Test	
		Correctly	Incorrectly	Correctly	Incorrectly
1.	Where does the woman work? A. In a shop B. In a doctor’s surgery C. In a train station D. In a factory	6(60%)	4(40%)	7(70%)	3(30%)
2.	What should someone do if they make a mistake on the records? A. Correct the mistake using pencil	7(70%)	3(30%)	8(80%)	2(20%)

	<p>B. Use correction fluid</p> <p>C. Draw one line through the mistake</p> <p>D. Use a colored pen to highlight the mistake</p>				
3.	<p>What does the woman tell her colleagues to do with the records?</p> <p>A. File them away</p> <p>B. Give them to the administration manager</p> <p>C. Put them in a box</p> <p>D. Give them to</p>	5(50%)	5(50%)	7(70%)	3(30%)
4.	<p>the patient</p> <p>Where does this announcement take place?</p> <p>A. On a coach</p> <p>B. On a train</p> <p>C. A train station</p> <p>D. An airport</p>	7(70%)	3(30%)	8(80%)	2(20%)
5.	<p>When will they arrive in London?</p> <p>A. 8 minutes late</p> <p>B. 18 minutes late</p> <p>C. 80 minutes late</p> <p>D. On time</p>	6(60%)	4(40%)	8(80%)	2(20%)
6.	. In Coach D...				

	<p>A. You cannot listen to music.</p> <p>B. You can buy food and drinks.</p> <p>C. You need to be quiet.</p> <p>D. You can hear on the train speakers.</p>	7(70%)	3(30%)	8(80%)	2(20%)
7.	<p>The people at the conference make signs for...</p> <p>A. Roads</p> <p>B. Shops</p> <p>C. Advertisements</p> <p>D. Restaurants</p>	7(70%)	3(30%)	9(90%)	1(10%)
8.	<p>What time will the lecture begin?</p> <p>A. 11.00    B. 11.30</p> <p>C. 12.00    D. 12.30</p>	8(80%)	2(20%)	9(90%)	1(10%)
9.	<p>Where is the Angel Room?</p> <p>A. On this floor</p> <p>B. On the next floor up</p> <p>C. On the next floor down</p> <p>D. Two floors down.</p>	7(70%)	3(20%)	8(80%)	2(20%)
10.	<p>What is NOT available on the ground floor of the library?</p> <p>A. Computers</p> <p>B. Information desk</p> <p>C. Photocopying</p>	9(90%)	1(10%)	8(80%)	2(20%)



facilities				
D. Books				
Total	<b>6.90</b> <b>(69.0%)</b>	<b>3.10</b> <b>(30.00%)</b>	<b>8.00</b> <b>(80.00%)</b>	<b>2.00</b> <b>(20.00%)</b>

From Table 8, it shows that the respondents' at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students in the first week pre-test in early month March 2017 in overall of pre-test of able and understanding in listening skills test that the respondents the sentences of Listening Skills Talks Test in correctly with the amount of 6.90 (69.0%) and as incorrectly with the amount of 3.10 (30.00%).

The table also shows in-depth details when considered from Listening Skills Talks Test statement 1; "Where does the woman work?" A. In a shop B. In a doctor's surgery C. In a train station D. In a factory. The student answer as in correctly with the mount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 2; "What should someone do if they make a mistake on the records?" A. Correct the mistake using pencil B. Use correction fluid C. Draw one line through the mistake D. Use a colored pen to highlight the mistake. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 3; "What does the woman tell her colleagues to do with the records?" A. File them away B. Give them to the administration manager C. Put them in a box D. Give them to the student answer as in correctly with the mount of 5 (50%) and as incorrectly with the amount of 5 (50%). From statement 4; "the patient Where does this announcement take place?" A. On a coach B. On a train C. A train station D. An airport. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 5;" When will they arrive in London?" A. 8 minutes late B. 18 minutes late C. 80 minutes late D. On time. The student answer as in correctly with the mount of 6 (60%) and as incorrectly with the amount of 4 (40%). From statement 6; In Coach D... A. You cannot listen to music. B. You can buy food and drinks. C. You need to be quiet. D. You can hear on the train speakers. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 7; The people at the conference make signs for... A. Roads B. Shops C. Advertisements D. Restaurants. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 8; What time will the lecture begin? A. 11.00 B. 11.30 C. 12.00 D. 12.30. The student answer as in correctly with the

mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 9; Where is the Angel Room? A. On this floor B. On the next floor up C. On the next floor down D. Two floors down. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 10; What is NOT available on the ground floor of the library? A. Computers B. Information desk C. Photocopying facilities D. Books, the student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%).

As seen after using multimedia to improve listening skills and the test with the respondents at Faculty of Humanities, Mahachulalongkornrajavidyalaya University in overall for 45 students again in the month of March 2017 in overall for pro-test of able and understanding in listening skills test that the respondents the sentences of Listening Skills Talks Test in correctly with the amount of 8.00 (8.00%) and as incorrectly with the amount of 2.00 (20.00%).

The table also shows in-depth details when considered from statement 1; ‘‘Where does the woman work?’’ A. In a shop B. In a doctor’s surgery C. In a train station D. In a factory. The student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 2; ‘‘What should someone do if they make a mistake on the records?’’ A. Correct the mistake using pencil B. Use correction fluid C. Draw one line through the mistake D. Use a colored pen to highlight the mistake. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 3; ‘‘What does the woman tell her colleagues to do with the records?’’ A. File them away B. Give them to the administration manager C. Put them in a box D. Give them to the student answer as in correctly with the mount of 7 (70%) and as incorrectly with the amount of 3 (30%). From statement 4; ‘‘the patient Where does this announcement take place?’’ A. On a coach B. On a train C. A train station D. An airport. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 5; ‘‘When will they arrive in London?’’ A. 8 minutes late B. 18 minutes late C. 80 minutes late D. On time. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 6; In Coach D... A. You cannot listen to music. B. You can buy food and drinks. C. You need to be quiet. D. You can hear on the train speakers. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 7; The people at the conference make signs for... A. Roads B. Shops C. Advertisements D. Restaurants. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%). From

statement 8; What time will the lecture begin? A. 11.00 B. 11.30 C. 12.00 D. 12.30. The student answer as in correctly with the mount of 9 (90%) and as incorrectly with the amount of 1 (10%). From statement 9; Where is the Angel Room? A. On this floor B. On the next floor up C. On the next floor down D. Two floors down. The student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%). From statement 10; What is NOT available on the ground floor of the library? A. Computers B. Information desk C. Photocopying facilities D. Books, the student answer as in correctly with the mount of 8 (80%) and as incorrectly with the amount of 2 (20%).

#### 4.3 The Proper Strategy to improve English Listening Skills.

The part used to find out the proper strategy to improve listening skills of the undergraduate students though the questionnaires.

**Table9: Frequency of using English listening through multimedia with social media.**

No .	Types of multimedia	Pre-Test			Pro-Test		
		$\bar{x}$	SD.	Frequency	$\bar{x}$	SD.	Frequency
1.	Listening to English news	4.80	0.45 7	Always	4.87	0.34 4	Always
2.	Watching English movies	4.60	0.65 4	Always	4.62	0.56 7	Always
3.	Facebook internet	5.00	0.00 0	Always	5.00	0.00 0	Always
4.	Listening to English Songs	3.74	0.62 5	Always	3.40	0.53 9	Always
5.	Listening to English Pronunciation from oxford Advanced Learner Dictionary Online	4.82	0.38 7	Always	4.87	0.34 4	Always
6.	ISSUE, Magazines, Catalogs,	4.64	0.48 4	Always	4.96	0.46 8	Always
7.	You tube website	2.27	0.78 0	Often	2.24	0.74 3	Often

8.	Others: E books, Magazines	5.00	0.00 0	Always	5.00	0.00 0	Always
<b>Total</b>		<b>4.35</b> <b>88</b>	<b>0.42</b> <b>338</b>	<b>Always</b>	<b>4.37</b> <b>00</b>	<b>0.37</b> <b>562</b>	<b>Always</b>

Table 9 reveals that the respondents in overall for the Pre-test about frequency of using English listening though multimedia with social media at Always level ( $\bar{x}$  4.35). The respondents often had listening to English news ( $\bar{x}$  4.80), Watching English movies ( $\bar{x}$  4.60), Facebook internet ( $\bar{x}$  5.00), Listening to English Songs ( $\bar{x}$  3.47), Listening to English Pronunciation from oxford Advanced Learner Dictionary Online ( $\bar{x}$  4.82), ISSUE, Magazines, Catalogs, ( $\bar{x}$  4.64), You tube website ( $\bar{x}$  2.27), Others: E books, Magazines ( $\bar{x}$  5.00),

So details, the respondents in overall for the Post-test about frequency of using English listening though multimedia with social media at Always level ( $\bar{x}$  4.37). The respondents often had listening to English news ( $\bar{x}$  4.87), Watching English movies ( $\bar{x}$  4.62), Facebook internet ( $\bar{x}$  5.00), Listening to English Songs ( $\bar{x}$  3.40), Listening to English Pronunciation from oxford Advanced Learner Dictionary Online ( $\bar{x}$  4.87), ISSUE, Magazines, Catalogs, ( $\bar{x}$  4.96), You tube website ( $\bar{x}$  2.24), Others: E books, Magazines ( $\bar{x}$  5.00),

Table 10 Types of problems in Listening.

No.	Types of problems	Pre-Test			Pro-Test		
		$\bar{x}$	SD.	Frequency	$\bar{x}$	SD.	Frequency
1.	Students try to understand every word	4.04	1.043	Always	4.09	0.973	Always
2.	Students were left behind trying to work out what a	3.48	0.952	Always	3.89	0.935	Always

	previous word meant						
3.	Students don't know the most important words	3.78	1.106	Always	3.89	0.959	Always
4.	Students don't recognize the words that they know	3.73	0.889	Always	3.87	0.786	Always
5.	Students have problems with different accents	3.36	0.773	Always	3.44	0.755	Always
6.	Students have been lack listening stamina/ they get tired	2.87	0.894	Always	2.87	0.869	Always
7.	Students have been distracted by background noise	3.16	0.999	Always	3.11	1.027	Always
8.	Student have hear problems	3.64	1.026	Always	3.64	1.004	Always
9.	Students can't tell the difference between the different voices	3.11	0.832	Always	3.04	0.903	Always
	<b>Total</b>	<b>3.4633</b>	<b>0.94600</b>	<b>Always</b>	<b>3.5378</b>	<b>0.91233</b>	<b>Always</b>

As seen in Table 10, the overall picture of the Pre-test for frequency of problems in English listening at Always level ( $\bar{x}$  3.46), Students try to understand every word ( $\bar{x}$  4.04), Student were left behind trying to work out what a previous word meant ( $\bar{x}$  3.48), Students don't know the most important words ( $\bar{x}$  3.78), Students don't recognize the words that they know ( $\bar{x}$  3.73), Students have problems with different accents ( $\bar{x}$  3.36), Student lack listening stamina/ they get tired ( $\bar{x}$  2.87), Students have been distracted by background noise ( $\bar{x}$  3.16), Students have hearing problems ( $\bar{x}$  3.64), Student can't tell the difference between the different voices ( $\bar{x}$  3.11),

the overall picture of the Post-test for frequency of problems in English listening at Always level ( $\bar{x}$  3.53), Students have trying to understand every word ( $\bar{x}$  4.09), Students were left behind trying to work out what a previous word meant ( $\bar{x}$  3.89), Students don't know the most important words ( $\bar{x}$  3.89), Student don't recognize the words that they know ( $\bar{x}$  3.87), Students have problems with different accents ( $\bar{x}$  3.44), Student have lack listening stamina/ they get tired ( $\bar{x}$  2.87), Students have been distracted by background noise ( $\bar{x}$  3.11), Students have hearing problems ( $\bar{x}$  3.64), Students can't tell the difference between the different voices ( $\bar{x}$  3.04),

**Table 11 Types of Outcomes of bring multimedia Improving of English Listening Skills.**

No.	Types of improving	Pre-Test			Pro-test		
		$\bar{x}$	SD.	Frequency	$\bar{x}$	SD.	Frequency
1.	Using Multimedia student feel more	4.78	0.420	Strongly	4.84	0.367	Strongly

	comfortable and confident when listening to English and bring in your daily life.			Agree			Agree
2.	Using Multimedia listening to English Songs helps student improve their vocabulary for listening comprehension.	3.89	0.859	Strongly Agree	4.04	0.878	Strongly Agree
3.	Authentic materials in Using Multimedia provide useful Idioms and Slang used for listening comprehension.	3.93	1.074	Strongly Agree	4.09	1.041	Strongly Agree
4.	Using Multimedia makes students feel more comfortable and confident when watching English movies.	3.44	0.725	Strongly Agree	3.62	0.860	Strongly Agree
5.	Students are able to apply English vocabulary						

	learning through Authentic materials for listening comprehension in your daily life.	3.84	0.999	Strongly Agree	4.09	0.949	Strongly Agree
6.	Using Multimedia student think Authentic materials can enhance your English vocabulary for listening comprehension.	3.87	0.919	Strongly Agree	4.02	0.941	Strongly Agree
7.	Using Multimedia student feel more comfortable and confident when listening to English news.	3.70	0.795	Strongly Agree	3.89	0.832	Strongly Agree
	<b>Total</b>	<b>3.9214</b>	<b>0.82729</b>	<b>Strongly Agree</b>	<b>4.0843</b>	<b>0.83829</b>	<b>Strongly Agree</b>

The data in Table 11 shows that in the seven areas in Pre-test outcomes using multimedia to improve listening in English at Strongly Agree level ( $\bar{x}$  3.92). Using Multimedia makes student feel more comfortable and confident when listening to English and bring in your daily life. ( $\bar{x}$  4.78), Using Multimedia listening to English Songs helps students improve their vocabulary for listening( $\bar{x}$  3.89), Authentic



materials in Using Multimedia to provides useful Idioms and Slang used for listening comprehension. ( $\bar{x}$  3.93), Using Multimedia make students feel more comfortable and confident when watching English movies. ( $\bar{x}$  3.44), Students are able to apply English vocabulary learning through authentic materials for listening comprehension in their daily life. ( $\bar{x}$  3.84), Using Multimedia student think authentic materials can enhance your English vocabulary for listening comprehension. ( $\bar{x}$  3.87), Using Multimedia makes students feel more comfortable and confident when listening to English news. ( $\bar{x}$  3.70).

All applicable items to the seven areas in Post-test in using multimedia to improve of listening in English at Strongly Agree level ( $\bar{x}$  4.08). Using Multimedia student feel more comfortable and confident when listening to English and bring in your daily life. ( $\bar{x}$  4.84), Using Multimedia listening to English Songs helps students improve their vocabulary for listening( $\bar{x}$  4.04), Authentic materials in Using Multimedia to provide useful Idioms and Slang used for listening comprehension. ( $\bar{x}$  4.09), Using Multimedia makes students feel more comfortable and confident when watching English movies. ( $\bar{x}$  3.62), students are able to apply English vocabulary learning through authentic materials for listening comprehension in daily life. ( $\bar{x}$  4.04), Using Multimedia makes students think with authentic materials and can enhance their English vocabulary for listening comprehension. ( $\bar{x}$  4.02), Using Multimedia makes student feel more comfortable and confident when listening to English news. ( $\bar{x}$  3.89).

#### **4.4 Conclusion of interviewing people related to develop in went using English listening Skills and other points concerned.**

So in the part used to describe ways to improve English listening Skills of the undergraduate students who are studying in the fourth year of Humanities' Faculty, Mahachulalongkornrajavidyala University, Main Campus, Lam Sai Sub-district, Wang Noi District, Phra Nakho Si Ayutthaya. The most information from teacher who is having experience in teaching English and an English native speaker is as the following;

4.4.1 Dr. Kham-lang Kongsin, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

He said that first skill of the world languages is listening that is very important especially meaning of speaking – listening languages into body languages. But misunderstanding of languages it is a big problem about communication. For example, if there are some people want to have conversation with person he said with unclear language it is a problem about communication such as for example, as from people who get up in the morning then going to meet others like friends, parents, and relatives. So if we focus on the listening skill which is quite difficult skill. The most student, enjoy face to face to a talk with the foreigners or others who speak English. This problem is seemed to be misunderstanding of listening that reflected other skills in English learning like as speaking, reading and writing gradually. This is an integrated Teaching. Because, every skill is to practice together, and significantly the learners can express or show their ideas, concepts, and knowledge through theory from the teachers. However, a new experiences, confidence, knowledge about listening skill will occur to the learners. This is the best way to develop the listening skill.<sup>27</sup>

Asst. Prof. Preecha Kanetnok, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

He said that listening skills are very easy to develop that we can practice almost everywhere and every time. We can watch “You tube” from internet in free time or download filed put in mobile phone to listen from native speaker. I think it is very good because social media can develop who are interested in listening language or want to develop skills. But I do not have any problems when I have a chance to speak with foreign often he misunderstand me. But one thing I do that observing the moves of speakers’ mouths which can help me understand. On the other hands, my students are not good at listening; even they do not have enough chance to develop skills. In using of the listening skills depends on development, what does it concern? Anyway, I think any development is great. So improving listening skills can help you learning from social media; news song movies documentaries, and so on. So English is used as a social media, it is to communicate in the way of multiple purposes in society such as communication of business, education, and social activities in education institutes for example, school, College, university, company, private

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<sup>27</sup> Interview with Dr. Kham-lang Kosin, scholar of Mahachulalongkornrajavidyalaya University, January 6, 2017.

sectors or public, sector and so on. In this case English is known as the symbol of the prosperity and growth in individual societies. It is so obvious that the people in any society can speak native language mixing with English, it is widely recognized that people who live in such a society are modernized and civilized very much. However, the best way to develop my listening skills and Increase opportunities in speak English.<sup>28</sup>

Assoc. Prof. Nilratana Klinchan, instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities.

He said that listening skills are important for communication and conversation. If we used speak with other people like teachers and friends in the classes, foreigners in daily life, and so on. But those people always speak with their own accent that is difficult to understand. It is very comfortable about Thai undergraduate students who learn English as a second language. Using multimedia Technologies make students to have influence in training a new language for communication lacking ability in using English listening skills and correctly development of it. However, the listening skill of Thai undergraduate students who are learning English language as a second language. Thai undergraduate students who acquired accept difficulty of English which is the second languages that they need to study English. This is a new experience for those who study for speaking and listening skills in English, the Thai undergraduate students will have to develop the listening skills better. The listening skills do not only help them understand, but if you try often to practice English what the foreign lectures taught them, but it also helps them to speak clearly about the foreign lectures. The speaking is to use multimedia technology connecting and it may help the undergraduate students to learn how to pronounce some of words correctly properly, how to use stream and intonation as well as possible.<sup>29</sup>

Asst. Prof. Nuarhnwan Punwasuponchat instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity.

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<sup>28</sup> Interview with Assoc. Prof. Dr. Preecha Kanetnok, scholar of Mahachulalongkornrajavidyalaya University, January 5, 2017.

<sup>29</sup> Interview with Assoc. Prof. Nilratana Klinchan instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities Mahachulalongkornrajavidyalaya University, January 12, 2017.

She stated that listening is very essential for learners. Speaking is a skill which deserves attention as much as the literary skills in both native and foreign language. Speaking is the use of language and the ability to communicate which the second language students aim to realize. Students should be confident in their abilities in order to speak or produce a well formed sentence or utterances. Furthermore, if the speaker has no obstacles in producing the second language, in this situation the learner can use the language in real context. When students know listening skills about how to speak English, they will have a good communication. I always change to listening technique for my students. I will consider which technique fit for each learner because they have the different speaking skills level. I sometime calls students who have lower listening skill level to talk individual. I tried to point out the weak point of them and then I will use some tricks to fix it. Using the listening skills depends on development, what does it concern? Anyway, I think any development is great. Improving listening skills can help you access in-depth leaning resources from the media; news, documentaries, and so on. Listening skills are still important to help in communication with, foreign also. However, the best way to develop my listening skills is to on Facebook with the native and non-native speakers in real life.<sup>30</sup>

Dr. Sylvain Huot remarked instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity.

He said that listening skills are whatever fundamental skills of all languages. The questions are natural that happened from the people who are not native speakers. So, natural of language have practice often such as listening development is crucially very important in the world of languages. It is a good practice to improve ability to have a confidence to use. Namely, greeting friends or foreigners somewhere like at houses, at work, school, etc. However, paying attention what is happening with you? This is the key to success for listening skills. We have to focus on person about what did they say? How did they say? We have knowledge from native speaker, everything for them. Most importantly, do not get to always think what you understand and what is going on next time? The best, if you can use by talking with the foreigners, those media, will support and be good at English

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<sup>30</sup> Interview with Dr. Nuarhnwan Punwasuponchat instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanity. Mahachulalongkornrajavidyalaya University, January 12, 2017.

listening skills. For sure, the best importance of development in using English is to use language in daily life every day. Everything in this world is moving forward as time, cultures, lifestyle, and included with languages like English that is very important. So, this is the best strategy to develop listening skills effectively.<sup>31</sup>

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<sup>31</sup> Interview with Ajahn. Sylvain Huot remarked instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanity. January 1, 2016.

## CHAPTER V

### CONCLUSION, DISCUSSION AND SUGGESTIONS

This study investigates to bring about using multimedia for improving English Listening Skills for the fourth year students, majoring in English (English program) Mahachulalongkornrajavidyalaya University (Main Campus). The conclusion relates directly to the research objectives (1) to study the problems of multimedia for English listening Skills of students, who are studying English major. (2) To find out the ways for improving English listening skills of students, who are studying English major. They have represented the contribution to knowledge, significance of the study in chapter 1 and 2. For the discussion, it refers to the objectives, and research questions. The meaning of results was evaluated and interpreted with pre-test and post-test. The meaning of results was evaluated and interpreted with the scope and procedure of research.

This chapter has divided into 5 parts as the following:

- 1.) Summary of the study
- 2.) Conclusion
- 3.) Discussion
- 4.) Suggestions

#### 5.1 Summary of the study

The objective of this study is to use multimedia for improving English Listening Skills for the fourth year students, majoring in English (English program) Mahachulalongkornrajavidyalaya University (Main Campus). The fourth year students, majoring in English (International program) were assigned to take a for test English listening skills through multimedia. At the end of this chapter, an overall discussion of the results and suggestion for further study are also proposed.

#### **Respondents, Materials, and Procedures**

The respondents of this study consist of 45 undergraduate students of the Faculty of Humanities, the fourth year students, majoring in English (English program) Mahachulalongkornrajavidyalaya University (Main Campus). A listening skills exam test (Pre-Test and Post-Test), group discussion, participant observation and questionnaire

were used to collect data for this survey research. The questionnaires surveyed those populations which were divided into five parts:

Part 1: General information, including the respondents', i.e. Buddhist monks, age, subject having ever studied, and academic's year.

Part 2: Frequency used multimedia for improving English Listening Skills, consisting of 4 types of through that the respondents used to improve English listening skills.

Part 3: Attitude to Pre-Test and Post-Test, 4 items of tools were structured to consider how the respondents showed the levels of attitude.

Part 4: Comments and recommendations, the populations give their ideas, thoughts, and suggestions freely to the methods of the research.

The SPSS program used to analyze the completed questionnaire surveys and the data collection. The statistical tools included frequency distribution, mean and percentage. From this, all the analytical forms were demonstrated in the formats of tables.

## 5.2 Summary of the Results

The results of the study can be summarized as follows:

### 5.2.1 General Information Results

The results showed that 100% of the respondents were Monk equal to 97.8%, lay people equal to 1 percent but having no Novice. Most of them were 20-30 years old (71.1%).

### 5.2.2 Results of multimedia improvement in using English listening skills of the undergraduate students from pre-test and post-test

#### 1) Listening skills test

Overall, the results (Table 4) show that most of the respondents could understand the listening test through multimedia in the pre-test in Listening Skills for Photographs Test as correctly (47.0%) and as incorrectly (53.5%), Listening Skills for Question & response Test as correctly (57.0%) and incorrectly (43.0%), Listening Skills Conversations Test correctly (75.0%) and as incorrectly (25.0%), Listening Skills Talks Test correctly (69.0%) and as incorrectly (30.0%),

And the respondents could understand listening test through multimedia in the post-test in Listening Skills for Photographs Test as correctly (64.0%) and as incorrectly (33.5%), Listening Skills for Question & response Test as

correctly (71.0%) and as incorrectly (29.0%), Listening Skills for Conversations Test as correctly (87.0%) and as incorrectly (13.0%), Listening Skills for Talks Test correctly (80.0%) and as incorrectly (20.0%).

### **5.2.3 Types of problem in listening**

Overall, in terms of problems English listening types, the respondents with the ability to understand English (3.46) in the pre-test.

Moreover, in terms of problems English listening types, the respondents with the ability to understand English (3.53) in the post-test.

### **5.2.4 Results of the proper strategy to bring multimedia improve listening skills**

So the frequency of using multimedia to improve listening skills (listening to English news) as always (4.80%) in the pre-test, and post-test as always (4.87%), (Watching English movies) as always (4.60%) in the pre-test, and post-test as always (4.62%), (Facebook internet) as always (5.00%) in the pre-test, and post-test as always (5.00%), (Listening to English Songs) as always (3.74%) in the pre-test, and post-test as always (3.40%), (Listening to English Pronunciation from oxford Advanced Learner Dictionary Online) as always (4.82%) in the pre-test, and post-test as always (4.87%), (ISSUE, Magazines, Catalogs,) as always (4.64%) in the pre-test, and post-test as always (4.94%), (You tube website) as often (2.27%) in the pre-test, and post-test as often (2.24%), (Others: E books, Magazines) as always (5.00%) in the pre-test, and post-test as always (5.00%),

### **5.2.5 Results of interviewing people**

The results show that one scholar (Dr.Kam-land Kongsin) gave his best way to develop listening skills. He said that the first skill of the languages is listening that is very important especially meaning of speaking – listening into body languages. But misunderstanding of languages it is a big problem about communication. For example, if there are some people who want convers ate with other. Another one scholar (Asst. Prof. Dr.Preecha Kanetnok) He said that listening skills are very easy to develop that we can practice almost everywhere and every time. We can watch “You tube” from internet in free time or download filed put in mobile phone to listen from native speaker. Otherwise, an English teacher (Assoc. Prof. Nilratana Klinchan) he said that listening skills are important for communication and conversation. If we speak with other people like teacher and friends in the classes, foreigners in daily life, and so on. But those people always speak with their own accent that is difficult to understand. An English teacher (Dr.Nuarhnwan Punwasuponchat) she stated that listening is very essential for learners. Speaking is a



skill which deserves attention as much as the literary skills in both native and foreign language. Speaking is the use of language and the ability to communicate which the second language students aim to realize. Only one English native speaker (Ajahn. Sylvain Huot) gave him best way to develop listening skill in English as practice from listening to English songs, watching English movies, news, from You tube every day that are good factors to improve English listening skill.

### 5.3 Conclusion

The objective of the study in using multimedia for improving English listening skills of Bachelor of Arts of the fourth year students, majoring in English (English program) Faculty of Humanities at Mahachulalongkornrajavidyalaya Universities.

The respondent of the study is consisted of students, majoring in English (English program), for 45 students in number; 44 monks and 1 Lay student.

The following conclusion

1) To know levels of the ability in using English Listening Skill of the fourth year undergraduate students.

2) To know the proper strategies to improve the ability in using English Listening skills of the fourth year undergraduate students.

3) To apply the developed strategies for supplement of using English listening skill.

Especially, the results of this study will be improving skills from using for multimedia use improving English listening skills that can help student to develop language to effecting because it is social modern still that student can search from social media such as You tube or social Online, on Facebook. But this is objective of doing the thesis to improve listening skills and develop the ability in English language skills of the fourth year students, majoring in English (English program) in English Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

### 5.4 Discussion

The part of this section represents the notable points in the results of the analysis of the following areas: talking about using to bring multimedia to improve English listening skills.

#### 5.4.1 Using multimedia test for English listening skills

The results showed that the English listening skills and discussion with respondents about using multimedia for searching in daily life of students and after

that taking the test about English listening with students of the fourth year students (English program). In contrast to the pre-test, the test of listening skills in level of the respondents is at quite medium level but after they have taken the post-test, the result is run to be at high level. So it is amazing about English listening skills of the respondents.

Regarding the respondents they are available to knowledge of listening skills, still vocabularies more than the sentences. This result was similar to the study of Gary James (1992) who stated that one of the most important skills needed in school is the proficiency to understand what the teacher is saying, which can be reasoned that because the respondents' level of proficiency of English listening skill is next to point out instantly the contents in conversation and various situation to also each other, so they have to improve listening skills through vocabularies and sentence in English.<sup>32</sup> English vocabulary can be interpreted that the participants had a moderately high level. Vocabulary is a fundamental part of study of English listening skills. Student might find it difficult to use the proper vocabulary that is appropriate for the speech. So, students have looked for these terms as one of the steps to solve problem.

#### **5.4.2 Proper strategy in using multimedia to improve English listening skills**

The data in Table 3, search data about English such as listening conversation from internet or on face book, online with foreign to develop the language skill. So development in using English listening skills is the most necessary, if student always practice the listening until students understand in-deeply, they will become an effective person in English communication. On the other hand, in the near future Thailand and Asian counties are going to open AEC. So we have to develop the English listening skills, they can't understand and speak English in communication.

Knippen & Green (1994) propose the technique of active listening in order to improve one's listening skills, which includes four active listening techniques: restating or paraphrasing a message, summarizing the main issues of a conversation, acknowledging and verbalizing non-verbal messages, and responding to feelings that may be expressed. In order to do this, the following five-step process must be followed: 1. Determine when to use active listening, 2. Select the appropriate listening technique, 3. Use the technique selected, 4. Evaluate the communicator's

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<sup>32</sup> James, Gary. *Interactive Listening on Campus, Authentic Academic Mini-Lectures*. USA: Heinle&Heinle Publishers, 1992.

response, and 5. Take the appropriate action.<sup>33</sup> Similarly, Hoppe (2007) suggests active listening, as a six-step process: “Active listening involves six skills: paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing” (p. 11-12). Regardless of the amount of steps or labeling of the skills or techniques needed for active listening, all authors agree on its importance in the workplace: “At its most engaging and effective, active listening is the norm for conversation, and everyone involved is a full participant. At this level it involves bringing about and finding common ground, connecting to each other and being open to new possibilities...Active listening is not an optional component of leadership...it is a critical component of the tasks facing today’s leaders.”<sup>34</sup>

The results, however, showed important aspects. As shown in Table 3, more than half of the respondents have developed listening skills in high levels.

## 5.5 SUGGESTION FOR THE FURTHER STUDY

As this study has been conducted from Mahachulalongkornrajavidyalaya University (Main Campus), based on the findings and the conclusion of the study, it is recommended that further study be explored in the following areas:

5.5.1 Further studies should include vocabularies in English pronunciation confronted by the fourth year students, majoring in English of Mahachulalongkornrajavidyalaya University.

5.5.2 Further study should find out acquiring strategy to develop listening skills on English vocabularies and sentences.

5.5.3 Further study should be more varied of people usages; for example, giving a speech in the public, giving a Dhamma talks on the radio, Preaching Dhammar to foreigners, and so on.

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**Public Personnel Management**, 1994 pp. 23:2, 357-359.

<sup>34</sup> Hoppe, M. H. Lending an ear: **Why leaders must learn to listen actively.**  
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Asst. Prof. Preecha Kanetnok, scholar of **Mahachulalongkornrajavidyalaya University**, January 5, 2017.

Assoc. Prof. Nilratana Klinchan instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity **Mahachulalongkornrajavidyalaya University**, January 12, 2017.

Asst. Prof. Nuarhnwan Punwasuponchat instructor of English linguistic subject and English language, Department of Foreign Language, **Faculty of Humanity, Mahachulalongkornrajavidyalaya University**, January 12, 2017.

Dr. Sylvain Huot remarked instructor of English linguistic subject and English language, Department of Foreign Language, **Faculty of Humanity, Mahachulalongkornrajavidyalaya University**, January 1, 2016.

Appendix  
Questionnaires and Pre-Test & Post-Test



## Research Questionnaires

### 1. Part A

Topic: A Study of multimedia for improving English Listening skills of Undergraduate Students of Mahachulalongkornrajavidyalaya University

Instructions:

1. This questionnaire is used to collect the data for A Study of multimedia for improving English Listening skills of Undergraduate Students of Mahachulalongkornrajavidyalaya University. Therefore, all information here is used only for the purpose of English Listening Skills.

2. The questionnaire is divided into main five parts as the following:

Part One: General Information of the respondents.

Part Two: Frequency of using English listening skills through multimedia with social media.

Part Three: Problems in English Listening Skills

Part Four: Attitude towards

Part Five: Comments or Recommendations

3. Kindly fill in the fact for the said purpose. Thank you very much.

Phra Yuranun Abhivaddhaon (Boonchit)

Researcher

## 2. Part B

### Part One: General Information of the respondents

Please tick (√) in the box

1. Status       Monk       Novice       Lay

2. Age       Lower 20       20-25  
 26-30       Over 30

3. Subject having ever studied

- Fundamental Listening and Speaking in English  
 Advanced Listening and Speaking in English  
 Phonetics and Phonology in English

4. Academic's year

- The First year       Second year  
 Third year       fourth year

## 3. Part C

### Part Two: Frequency of using English listening through multimedia with social media.

This part is consisted of five choices as the following:

1.      5= Always      2.      4=Usually      3.      3=Often  
4.      2= Seldom      5.      1=Never

Please put a mark (√) in the best category

Items	Levels of Frequency of using English listening through multimedia with social media.				
	5	4	3	2	1

Listening to English news					
Watching English movies					
Facebook internet					
Listening to English Songs					
Listening to English Pronunciation from oxford Advanced Learner Dictionary Online					
Others: E books, Magazines					
ISSUE, Magazines, Catalogs,					
You tube website					

#### 4. Part D

#### Part Three: Problems in English Listening

The options are divided into five categories as follows:

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

Please choose either of them by filling in a mark (√).

Problems in English Listening	Levels of Problems in English listening				
	5	4	3	2	1
<b>1. Proficiency to understand Why students have problems with listening comprehension and pronunciation.</b>					
Student have trying to understand every word					
Student were left behind trying to work out what a previous word meant					
Student don't know the most important words					
Student don't recognize the words that they know					
Student have problems with different accents					
Student have lack listening stamina/ they get					

tired					
Student have distracted by background noise					
Student have hearing problems					
Student can't tell the difference between the different voices					

### 5. Part E

#### Part Four: Outcomes of bring multimedia Improving of Listening in English through Authentic Materials

This part is consisted of five choices as the following:

1. 5= Strongly Agree                      2. 4= Agree                      3. 3= Undecided  
 4. 2= Disagree                              5. 1= Strongly Disagree

Please put a mark (√) in the best category

Outcomes of bring multimedia Improving of Listening in English through Authentic Materials	Levels of Outcomes of bring multimedia Improving of Listening in English through Authentic Materials				
	5	4	3	2	1
Statement					
Using Multimedia student feel more comfortable and confident when listening to English and bring in your daily life.					
Using Multimedia listening to English to English Songs helps student improve your vocabulary for listening comprehension.					
Authentic materials Using Multimedia provides useful Idioms and Slang used for listening comprehension.					
Using Multimedia student feel more comfortable and confident when watching English movies.					
Student able to apply English vocabulary					



## Results of the Index of Item Objective Congruence

(IOC)

### Results of the Index of Item Objective Congruence (IOC)

Questionnaire  Frequency of using English listening through multimedia with social media.	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
1.Listening to English news	+1	+1	0	useable
2.Watching English movies	+1	+1	+1	useable
3.Facebook internet	+1	+1	0	useable
4.Listening to English Songs	+1	+1	+1	useable
5.Listening to English Pronunciation from oxford Advanced Learner Dictionary Online	+1	+1	+1	useable
6.Others: E books, Magazines	+1	+1	+1	useable
7.ISSUE, Magazines, Catalogs,	+1	+1	+1	useable
8.You tube website	+1	0	+1	useable

Problems in English Listening	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
<b>Proficiency to understand Why students have problems with listening comprehension and pronunciation.</b>				
1.Student have trying to understand every word	+1	+1	+1	useable
2.Student were left behind trying to work out what a previous word meant	0	+1	+1	useable
3.Student don't know the most important words	+1	+1	+1	useable
4.Student don't recognize the words that they know	+1	+1	0	useable

5.Student have problems with different accents	+1	+1	+1	useable
6.Student have lack listening stamina/ they get tired	+1	+1	+1	useable
7.Student have distracted by background noise	+1	+1	0	useable
8.Student have hearing problems	+1	+1	+1	useable
9.Student can't tell the difference between the different voices	+1	0	+1	useable

Outcomes of bring multimedia Improving of Listening in English through Authentic Materials	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
1. Using Multimedia student feel more comfortable and confident when listening to English and bring in your daily life.	+1	+1	+1	useable
2. Using Multimedia listening to English to English Songs helps student improve your vocabulary for listening comprehension.	+1	+1	+1	useable
3. Authentic materials Using Multimedia provides useful Idioms and Slang used for listening comprehension.	0	+1	+1	useable
4. Using Multimedia student feel more comfortable and confident when watching English movies.	+1	+1	+1	useable
5. Student able to apply English vocabulary learning through Authentic materials for listening comprehension in your daily life.	+1	+1	+1	useable
6. Using Multimedia student think Authentic materials can enhance your English vocabulary for listening comprehension.	+1	+1	+1	useable
7. Using Multimedia student feel more comfortable and confident when listening to English news.	+1	+1	0	useable



Attitude to Pre-Test and Post-Test	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
1. English Sentences (Audio) listening Photographs Test exam	+1	+1	+1	useable
2. English Sentences (Audio) Listening Question & response Test exam	+1	+1	+1	useable
3. English Sentences (Audio) Listening Conversations Test exam	+1	+1	+1	useable
4. English Sentences (Audio) Listening Talks Test exam	+1	+1	+1	useable

Suggestions and Opinions	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
1. What do you think a new study need using multimedia?	+1	+1	+1	useable
2. How do you more possible if everyone must using multimedia for English listening in early life to?	+1	+1	+1	useable
3. What is a reason important in English listening to?	+1	+1	+1	useable
4. Other points related	+1	+1	+1	useable

Questions used for interview people	The Committee of Research Tool Evaluation			Note (If any)
	1	2	3	
1. What do you think possible on the way if we will	+1	0	+1	useable

bring multimedia using improve English listening skill to?				
2. How do you have method for advice study in English listening skill for the effective fast to?	+1	+1	+1	useable
3. If not English first language some student, do you have a change method vision of student to?	0	+1	+1	useable
4. What is the best way some student who haven't basic about English?	+1	+1	+1	useable
5. What do you think about English listening skill?	+1	0	+1	useable

### The Index of Item Objective Congruence (IOC)

Questions	The committee of Research tool Evaluation			IOC	Note (if any)
	1	2	3		
	Frequency of using English listening through multimedia with social media.				
1	+1	+1	0	0.66	
2	+1	+1	+1	1	
3	+1	+1	0	0.66	
4	+1	+1	+1	1	
5	+1	+1	+1	1	
6	+1	+1	+1	1	
7	+1	+1	+1	1	
8	+1	0	+1	1	
	Problems in English Listening Proficiency to understand Why students have problems with listening comprehension and pronunciation.				

1	+1	+1	+1	1	
2	0	+1	+1	0.66	
3	+1	+1	+1	1	
4	+1	+1	0	0.66	
5	+1	+1	+1	1	
6	+1	+1	+1	1	
7	+1	0	+1	0.66	
8	+1	+1	+1	1	
9	+1	+1	+1	1	
	Outcomes of bring multimedia Improving of Listening in English through Authentic Materials				
1	+1	+1	+1	1	
2	+1	+1	+1	1	
3	0	+1	+1	0.66	
4	+1	+1	+1	1	
5	+1	+1	+1	1	
6	+1	+1	+1	1	
7	+1	+1	0	0.66	
	Attitude to Pre-Test and Post-Test				
1	+1	+1	+1	1	
2	+1	+1	+1	1	
3	+1	+1	+1	1	
4	+1	+1	+1	1	
	Suggestions and Opinions				
1	+1	+1	+1	1	
2	+1	+1	+1	1	

3	+1	+1	+1	1	
4	+1	+1	+1	1	
	Questions used for interview people				
1	+1	+1	+1	1	
2	0	+1	+1	0.66	
3	+1	+1	+1	1	
4	+1	+1	+1	1	
5	+1	0	+1	0.66	

## Additional Exercise

1. Test on English sentences (only audio)

listening Photographs Test exam

2. Test on English sentences (only audio)

Listening Question & response Test exam

3. Test on English sentences (only audio)

Listening Conversations Test exam

4. Test on English sentences (only audio)

Listening Talks Test exam

### Additional Exercise

This is additional exercise of typeset on English listening test used during the 3-months of group discussion which can be divided into four exercises;

1. Test on English sentences (only audio) listening Photographs Test exam
2. Test on English sentences (only audio) Listening Question & response Test exam
3. Test on English sentences (only audio) Listening Conversations Test exam
4. Test on English sentences (only audio) Listening Talks Test exam

#### 1. Example of Test on English sentences (January- March 2017)

##### Information

Researcher had selected test English listening skill test exam both group discussion in first week of early month January 2017 still the early month March 2017 by having test exam 4 times. So use the time 3 months of the able to understanding in English listening skills.

English Sentences (Audio) Listening part 1: Photographs (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
<b>Question 1</b> A. The boats have arched windows B. There is a bridge over the canal C. The buildings have several floors D. The barges are tied to posts						
<b>Question 2</b> A. The woman is checking in at the airport B. The woman is handing the passenger his ticket C. The people are at the hospital D. The flight has been cancelled						
<b>Question 3</b> A. The containers are on trucks B. The cranes are below the container ship						

C. The container ship is in port D. The container ship is at sea						
<b>Question 4</b> A. The business is very successful B. The meeting is not going well C. The people are all very tired D. The people are talking to each other						
<b>Question 5</b> A. The man is in a cardboard factory B. The worker is opening a box C. The man is arranging goods in a warehouse D. The boxes are in a shop						
<b>Question 6</b> A. The construction workers are having lunch B. The builders are making a brick building C. The workers are above the ground D. The workers don't need hard hats						
<b>Question 7</b> A. The man is using a scanner B. The man has his arms above his head C. The man is looking at the security guard D. The security guard is searching the man						
<b>Question 8</b> A. There are many flavors of ice cream B. The machine is making the cones C. The ice cream cones are in rows D. The machine is putting ice cream in tubs						
<b>Question 9</b> A. The teacher is holding up her hand B. The children are speaking to each other C. The children are sitting in groups D. The children are participating in the lesson						

<b>Question 10</b> A. The farmer is holding the door open B. The farmer is holding the steering wheel C. The farmer is driving the tractor D. The farmer is getting in the tractor						
<b>Total:</b>						
<b>Percentages:</b>						

Table 2: Example of evaluation paper levers 2 on English sentences of listening skills

English Sentences (Audio) Listening part 2 : Question & response (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
Question 1 How can I get this computer fixed? A. It's pretty good isn't it? B. Call the IT department. C. Lock it to the desk						
Question 2 Shall we wait for John before ordering? A. The waiter is in the kitchen. B. No, he won't mind if we start. C. When will you finish?						
Question 3 Are you going to the marketing meeting? A. It was about the new annual plan. B. Yes, he is at the market. C. No, I have too much to do.						
Question 4 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please.						
Question 5 Which way is it to the post office?						



A. Take the first right. B. Will you get the tickets? C. Yes, that's correct.						
Question 6 Have they placed another order? A. Yes, he ordered us to do it. B. Yes, we received it this morning. C. It is a good place for it.						
Question 7 You have just started here, haven't you? A. No, it ended last night. B. No it hasn't started yet. C. Yes, this is my first week.						
Question 8 Do you know of a good mechanic? A. I use a garage in the next town. B. No, I'll get you the number. C. I prefer a different mechanic.						
Question 9 Are you going to the marketing meeting? A. It was about the new annual plan. B. No, I have too much to do. C. Yes, he is at the market.						
Question 10 Did you reserve the hotel? A. Yes, for tomorrow night. B. The flight arrives at 7am. C. A table for four, please.						
Total:						
Percentages:						

Table 3: Example of evaluation paper levels 3 on English sentences of listening skills

English Sentences (Audio) Listening part 3 : Conversations (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0

<p>1. Where is the woman calling?</p> <p>A. an office</p> <p>B. a garage</p> <p>C. a doctor's surgery</p> <p>D. a factory</p>						
<p>2. What information does that man ask for?</p> <p>A. the woman's name</p> <p>B. the registration number of the bike</p> <p>C. the make of the bike</p> <p>D. the woman's phone number</p>						
<p>3. What is the man going to do?</p> <p>A. telephone the suppliers</p> <p>B. call the woman back</p> <p>C. order a new part</p> <p>D. pick up the motorbike</p>						
<p>4. Where are they?</p> <p>A. in a shop</p> <p>B. in a college</p> <p>C. in the street</p> <p>D. in a factory</p>						
<p>5. Where is the manager's office?</p> <p>A. on the second floor</p> <p>B. near the restaurant</p> <p>C. next to the changing rooms</p> <p>D. next to the staff kitchen</p>						
<p>6. What is on the lower ground floor?</p> <p>A. the household goods department</p> <p>B. the staff kitchen</p> <p>C. the restaurant</p> <p>D. the changing rooms</p>						
<p>7. What is the woman doing this evening?</p> <p>A. catching a train</p> <p>B. taking a flight</p> <p>C. going on holiday</p> <p>D. meeting a friend</p>						
<p>8. What time is the taxi coming?</p>						

A. 8 o'clock B. 7 o'clock C. half past four D. half past two						
9. How long will the woman's journey take? A. 1½ hours B. 2½ hours C. 4½ hours D. 8½ hours						
10. Where did the woman go at the weekend? A. to a city B. to the beach C. to the countryside D. to visit a friend						
Total:						
Percentages:						

Table 4: Example of evaluation paper levers 4 on English sentences of listening skills

English Sentences (Audio) Listening part 4 : Talks (sample)	Six Levels of Listening Skills					
	5	4	3	2	1	0
1. Where does the woman work? A. In a shop B. In a doctor's surgery C. In a train station D. In a factory						
2. What should someone do if they make a mistake on the records? A. Correct the mistake using pencil B. Use correction fluid C. Draw one line through the mistake D. Use a colored pen to highlight the mistake						
3. What does the woman tell her colleagues to do with the records? A. File them away						

<p>B. Give them to the administration manager</p> <p>C. Put them in a box</p> <p>D. Give them to the patient</p>						
<p>4. Where does this announcement take place?</p> <p>A. On a coach</p> <p>B. On a train</p> <p>C. A train station</p> <p>D. An airport</p>						
<p>5. When will they arrive in London?</p> <p>A. 8 minutes late</p> <p>B. 18 minutes late</p> <p>C. 80 minutes late</p> <p>D. On time</p>						
<p>6. In Coach D...</p> <p>A. You cannot listen to music.</p> <p>B. You can buy food and drinks.</p> <p>C. You need to be quiet.</p> <p>D. You can hear on the train speakers.</p>						
<p>7. The people at the conference make signs for...</p> <p>A. Roads</p> <p>B. Shops</p> <p>C. Advertisements</p> <p>D. Restaurants</p>						
<p>8. What time will the lecture begin?</p> <p>A. 11.00</p> <p>B. 11.30</p> <p>C. 12.00</p> <p>D. 12.30</p>						
<p>9. Where is the Angel Room?</p> <p>A. On this floor</p> <p>B. On the next floor up</p> <p>C. On the next floor down</p> <p>D. Two floors down.</p>						
<p>10 What is NOT available on the ground floor of the library?</p>						

A. Computers						
B. Information desk						
C. Photocopying facilities						
D. Books						
Total:						
Percentages:						

## Biography of Researcher

**Name** : Phra Yuranun Boonchit

**Date of Birth** : 19 April, B.E. 2535(1992)

**Date of Ordained as Novice** : 1 April, 2004

**Date of Higher Ordained** : 27 April, 2013

**Nationality** : Thai

**Position** : Researcher

**Present Address** : 18/8 district Khuagsam DiristrictKhualaung  
Phathuthani 12120

**Mobile Phone** : 08925615092

**Education Background**

(2011) : Finished high school from WatChujit  
Ayutthaya, province

(2014) : Graduated Bachelor of Arts (English)  
B.A. (English) from MCU

**Experience** : Teaching Buddhismand Dhama