



การศึกษาการทำกิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟังของนักเรียนมัธยมศึกษาตอนต้น

A Study of Out-of-Class English Language Listening Activities
of Lower Secondary School Students

กัญญาณี พ่วงเสือ¹ และ ฤทัยรัตน์ ชุษณะโชติ²

Kanyanee Phuangsa and Ruedeerath Chusanachoti

บทคัดย่อ

งานวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษาการทำกิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟังของนักเรียนมัธยมศึกษาตอนต้น และเพื่อศึกษาวิธีการทำกิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟังของนักเรียนมัธยมศึกษาตอนต้น ตัวอย่างการวิจัยนี้ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 140 คน โดยใช้สูตรของโปรแกรมคำนวณ Raosoft (2004) สุ่มตัวอย่างได้เป็น 2 ใน 5 โรงเรียนขนาดใหญ่พิเศษ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 42 จังหวัดนครสวรรค์ โดยเลือกโรงเรียนแบบตามสัดส่วน เครื่องมือที่ใช้ในการเก็บข้อมูล คือ แบบสำรวจและการสัมภาษณ์

ผลการวิจัยพบว่า กิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟังที่นิยมบ่อยครั้งมาก โดยมีความถี่และระยะเวลาในการทำกิจกรรมมากสุด 3 อันดับแรก คือ การฟังเพลงภาษาอังกฤษ การดูภาพยนตร์ภาษาอังกฤษ และการดูรายการภาษาอังกฤษ ตามลำดับ เมื่อเปรียบเทียบรายกลุ่มในมิติความถี่ และระยะเวลาของการทำกิจกรรม พบร่วมกัน นักเรียนกลุ่มสูง กลาง และต่ำ มีความแตกต่างในการทำกิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟังอย่างมีนัยสำคัญระดับที่ .05 นอกจากนี้พบว่า นักเรียนนิยมใช้โทรศัพท์เป็นเครื่องมือในการทำกิจกรรมภาษาอังกฤษนอกห้องเรียนมากที่สุด และนักเรียนกลุ่มสูงกับกลุ่มต่ำมีลักษณะการทำกิจกรรม รวมถึงวิธีการแก้ปัญหาที่พบขณะทำกิจกรรมภาษาอังกฤษนอกห้องเรียนที่แตกต่างกัน

คำสำคัญ: กิจกรรมภาษาอังกฤษนอกห้องเรียนด้านการฟัง / ความสามารถในการฟังภาษาอังกฤษ / นักเรียนมัธยมศึกษาตอนต้น

Article Info: Received 31 May, 2018; Received in revised form 31 July, 2018; Accepted 16 September, 2019

¹ Graduate Student in Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University
E-mail: kanyaneeps@gmail.com

² Lecturer in Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University
E-mail: ruedeerath.c@chula.ac.th

Abstract

This study aimed to explore out-of-class English language listening activities and to study the process of out-of-class English language listening activities of lower secondary students. The samples of this study were 140 ninth-grade students obtained from a calculation using the formula of Raosoft (2004). Two out of five schools under the office of secondary education area 42 and were selected by convenience sampling method. The research instruments were the questionnaires and the interview. The findings revealed that three out-of-class English language listening activities, including listening to English songs, watching English movies, and watching English TV programs, were mostly used in aspects of the frequency and the duration of the use. When multiple comparisons between frequency and duration of activity use were carried out, the results showed that the use of out-of-class English language listening activities of the high proficiency group and the low proficiency group students were significantly different at the significance level .05. The findings showed that students mostly used their mobile phone devices to do the activities outside the classroom. Students of the high proficiency and low proficiency groups were different in their use of the activities as well as in the solutions to the listening problems outside the classroom.

KEYWORDS: OUT-OF-CLASS ENGLISH LANGUAGE ACTIVITIES / ENGLISH LISTENING ABILITY / LOWER SECONDARY STUDENTS

Introduction

English language is currently lingua franca, universal language of international communication in trade, education, and information exchange. Language learning for communication competence comprises four communicative skills: listening, speaking, reading, and writing. For Thai students, listening skill is somewhat problematic. This is confirmed in studies on language learning by Chen (2009), Krasair and Nithivaraphakul (2012), Noom-Ura (2013), Sangkapan, Boonprakarn, and Krairiksh (2015), and Teo (2007). Results from these studies consistently reported that most students had problems in

listening skills due to three significant factors: lack of opportunities to listen to the authentic use of English, personal matters such as low motivation and limited language background, and heavy teacher workload limiting preparation of listening classes.

Listening skill is firstly required for students to learn and understand the spoken language (Harmer, 2007). This importance of listening is consistent with the studies of Angwattanakul (1992), Donkaewbua (2015), which revealed that listening is the basis for speaking abilities. Primarily, the speakers are taught to understand what they have heard before they speak, read, or write. Listening is the primary skill that students must learn in order to develop their speaking, reading, and writing later. Thus, students are necessarily advised to practice their listening skills since the students with high listening skills can effectively improve their other communicative skills (Angwattanakul, 1994).

At present, varieties of self-learning sources significantly enable students to practice the English language through various activities such as listening to or singing English songs, watching movies and reading their subtitles in English or speaking with foreigners in public places, and so on (Wiengnil, 2010). Many research studies have shown students often use English learning activities outside classrooms in listening, compared to activities in speaking, reading, and writing. Students seek opportunities to use English language through activities outside the classrooms, leading to the gains in their English language learning (Hyland, 2004). The studies' results of Chen (2009), Rubin (1975), and Chusanachoti (2016) shared the same findings. These revealed that out-of-class English language listening activities supported students' English communication skills. Hence, teachers should provide

students opportunities to use listening activities outside the classroom.

Nevertheless, only a few studies have been done in the field of out-of-class English language learning activities, in particular, listening activities. Consequently, the researcher is interested in conducting the current study concerning a study of out-of-class English language listening activities of lower secondary school students.

Out-of-class English language listening activities

Out-of-class English language listening activities refer to at-all time listening activities outside the classroom which students can spend in free time or part-time jobs and time spend on non-assignment activities (Chusanachoti, 2009). Some researchers have attempted to define the term ‘Out-of-class English language listening activities.’ For example, Kuh (1994) and Hyland (2004) remarked that many out-of-class English language listening activities are the performance of learning English listening that students can do outside the classroom without teachers’ control and students can choose English language listening activities for participation by themselves. Also, Wiengnil (2010) claimed that out-of-class English language listening activities include many kinds of learning listening activities that take place outside the formal classroom setting. To conclude, out-of-class English language listening activities means any unassigned activities that the learner does in English listening outside the classroom in free time or part-time jobs and learner can choose out-of-class English language listening activities by themselves.

Thus, the term out-of-class English language listening activities in this study refer to participation by using English through various media involved in English listening activities outside of the classroom in free time or part-time jobs by predilection and its time spent for non-assignment activities by teachers.

Furthermore, the use of English through various media may be related to the subject or not, i.e., listening to English songs, listening to English announcement, listening to English audiobooks, listening to or watching English news, watching English movies, watching English TV programs, non-face-to-face communication and face-to-face communication.

Research Objectives

1. To explore students' use of out-of-class English language listening activities;
2. To compare students' use of out-of-class English language listening activities regarding their listening proficiency; and
3. To explore the process of how students use out-of-class English language listening activities.

Methodology

Participants

According to the formula of Raosoft (2004), the participants in this study were 131 of ninth-grade students from two out of the five schools, under the office of secondary education area 42, Nakhonsawan Province, and were selected by convenience sampling method. However, the researcher added 10 percent to the total number of participants. As a result, 140 participants participated in this present study. The research participants were categorized into three groups using their listening score from the English Listening Assessment adopted from the Key English Test (KET), the listening part for the A2 level which consisted of 20 questions. Students' test scores were calculated and students divided into three groups using percentile. They were the high proficiency group (44 students (70th percentile)), the

intermediate group (35 students), and the low proficiency group (30 students (30th percentile).

Research Instrument

This study consisted of two instruments, namely the out-of-class English language listening activity questionnaire and the in-depth interview.

The out-of-class English language listening activity questionnaire:

The out-of-class English language listening activity questionnaire aimed to explore 3 aspects of the usage of English listening activities outside the classrooms: 1. the types of English listening activities (8 English listening activities); 2. the frequency of students' usage of English listening activities; and 3. the duration of students' usage of out-of-class English language listening activities.

The frequency of the use of out-of-class English language listening activities was classified on a 5-point Likert scale from 4 (always use the activity (more than five times a week)) to 0 (never use the activity). Besides,

The duration of the use of out-of-class English language listening activities was classified on a 5-point Likert scale from 4 (do the activity longer than 3 hours a week) to 0 (never use the activity).

The out-of-class English language listening activity questionnaire was validated by a panel of five experts in the field of English teaching. The results showed that the Indexes of Item-Objective Congruence (IOC) was .090. Later, this instrument was piloted with 30 students, who shared the same characteristic as the participants, to confirm the appropriateness of the instrument's quality for the actual data collection

The in-depth interview:

The in-depth interview aimed to gain insightful information on the process of how students use listening activities outside the classrooms. Five students with high listening ability and five students with low listening ability were selected to be the interviewees. The interview was semi-structured and comprised eight open ended questions such as their preference of out-of-class English language listening activities, media they usually use to access to those activities, and problems they faced while doing those activities and how to solve the problems.

The quality of the instrument was validated by five experts in the field of English teaching. The result showed that Indexes of Item-Objective Congruence was 0.95 and was congruent with the objective. Moreover, the instrument was tested with three students to confirm their quality before their utilization in the primary study.

Data Analysis

The data from the questionnaire were analyzed quantitatively for descriptive statistics such as average and standard deviation. The data from the in-depth interview were analyzed qualitatively using content analysis.

Findings

The findings of this research were divided into two parts as follows:

1. The use of out-of-class English language listening activities.

The average frequencies of the students' use of out-of-class English language listening activities are shown in table 1.

Table 1 The average frequencies and duration of the students' use of out-of-class English language listening activities

Out-of-class English language listening activities	Frequencies of activity use		Duration of activity use	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Listening to English songs	3.40	.904	2.91	1.156
2. Listening to English announcement	1.59	.905	1.11	.721
3. Listening to English audiobooks	1.44	1.213	1.28	1.119
4. Listening to or watching English news	1.60	1.030	1.30	.942
5. Watching English movies	2.26	1.191	2.42	1.163
6. Watching English TV programs	2.02	1.096	1.76	1.085
7. Non-face-to-face communication	1.26	1.208	1.12	1.232
8. Face-to-face communication	1.53	.985	1.36	.898

From table 1, the findings showed that the top three out-of-class English language listening activities in which the students use most often were listening to English songs ($M = 3.40$, $SD = .90$), watching English movies ($M = 2.26$, $SD = 1.19$), and watching English TV programs ($M = 2.02$, $SD = 1.09$). In contrast, other unfavorable three activities were non-face-to-face communication ($M = 1.26$, $SD = 1.2$), listening to English audiobooks ($M = 1.44$, $SD = 1.21$), and face-to-face communication ($M = 1.53$, $SD = .98$).

Regarding the duration of students' use of out-of-class English language listening activities, the top three out-of-class English language listening activities taking most of the students time were listening to English songs ($M = 2.91$, $SD = 1.15$), watching English movies ($M = 2.42$, $SD = 1.16$), and watching English TV programs ($M = 1.76$, $SD = 1.08$). In contrast, the three other unfavorable activities were listening to English announcement ($M = 1.11$, $SD = .72$), non-face-to-face communication ($M = 1.12$, $SD = 1.23$), and listening to English audiobooks ($M = 1.28$, $SD = 1.11$).

2. The comparison of students' use of out-of-class English language listening activities

The result of the comparison in aspects of frequencies and the durations of the activity's use by the students are shown in table 2 and table 3.

Table 2 The comparison of frequencies of activity use between student groups (n = 140)

Out-of-class English language listening activities	Frequencies of activity use		Levene's test		ANOVA		Multiple comparison
	Student groups	Mean(SD)	F	Sig.	F	Sig.	
	High	Medium	Low	High	Medium	Low	
1. Listening to English songs	High	3.91(.291)	30.344	.000	12.123	.000	High>Low*
2. Listening to English announcement	High	1.84(.987)	.035	.965	2.766	.066	High>Medium*
3. Listening to English audiobooks	High	1.55(1.229)	1.43(.846)	.492	.613	2.163	.119
4. Listening to or watching English news	High	2.23(.803)	1.15(1.046)	1.921	.150	17.329	.000
5. Watching English movies	High	2.84(1.256)	1.84(1.098)	2.191	.116	10.324	.000
6. Watching English TV programs	High	2.77(1.031)	1.49(.906)	1.422	.245	23.000	.000
7. Non-face-to-face communication	High	1.93(1.265)	.77(1.007)	1.756	.177	14.034	.000

Table 2 (Cont.) The comparison of frequencies of activity use between student groups
(n = 140)

Out-of-class English language activities	Frequencies of activity use		Levene's test		ANOVA		Multiple comparison
	Student groups	Mean(SD)	F	Sig.	F	Sig.	
	8. Face-to-face communication	Low	1.16(.860)	.638	.530	10.517	.000
	High	Medium	1.57(.917)				
		High	2.00(1.012)				

Note. * $p < .05$

In table 2, based on the multiple comparison (Bonferoni and Dunnett T3), the use of 6 activities (listening to English songs, listening to or watching English news, watching English movies, watching English TV programs, non-face-to-face communication, and face-to-face communication were significantly different at .05 for the high and the low proficiency groups of students.

The result obtained from the part of listening to English songs showed that the high proficiency groups of students ($M = 3.91$, $SD = .291$) had mean scores of the frequencies of activity use higher than intermediate proficiency groups ($M = 3.26$, $SD = 1.039$) and low proficiency groups ($M = 3.11$, $SD = .968$)

The result obtained from the part of listening to or watching English news showed that the high proficiency groups of students ($M = 2.23$, $SD = .803$) had mean scores of the frequencies of activity use higher than intermediate proficiency groups ($M = 1.60$, $SD = .847$) and low proficiency groups ($M = 1.15$, $SD = 1.046$)

The results obtained from the part of watching English movies showed that the high proficiency groups of students ($M = 2.84$, $SD = 1.256$)

had mean scores of the frequencies of activity use higher than low proficiency groups ($M = 1.84$, $SD = 1.098$)

The result obtained from the part of watching English TV programs showed that the high proficiency groups of students ($M = 2.77$, $SD = 1.031$) had mean scores of the frequencies of activity use higher than intermediate proficiency groups ($M = 2.00$, $SD = .9.39$) and low proficiency groups ($M = 1.49$, $SD = .906$) Moreover, intermediate proficiency groups of students ($M = 2.00$, $SD = .9.39$) had mean scores of the frequencies of activity use higher than low proficiency groups ($M = 1.49$, $SD = .906$)

The result obtained from the part of non-face-to-face communication showed that the high proficiency groups of students ($M = 1.93$, $SD = 1.265$) had mean scores of the frequencies of activity use higher than intermediate proficiency groups ($M = 1.26$, $SD = 1.067$) and low proficiency groups ($M = .77$, $SD = 1.007$)

The result obtained from the part of face-to-face communication showed that the high proficiency groups of students ($M = 2.00$, $SD = 1.012$) had mean scores of the frequencies of activity use higher than low proficiency groups ($M = 1.16$, $SD = .860$)

The results of the comparison in aspects of the duration of the activity use of the students are shown in table 3.

Table 3 The comparison of duration of activity use between student groups (n = 140)

English language listening activities	Duration of activity use		Levene's test		ANOVA		Multiple comparison
	Out-of-class	Student groups					
	Mean(SD)	F	Sig.	F	Sig.		
1. Listening to English songs	Low Medium High	2.49(1.206) 2.86(1.115) 3.52(.821)	9.258	.000	11.791	.000	High>Low*
2. Listening to English announcement	Low Medium High	.97(.515) 1.06(.765) 1.36(.865)	8.241	.000	4.200	.017	High>Medium*
3. Listening to English audiobooks	Low Medium High	1.07(1.031) 1.51(1.197) 1.39(1.146)	1.808	.168	2.118	.124	-
4. Listening to or watching English news	Low Medium High	.85(.792) 1.37(.843) 1.86(.905)	.588	.557	18.621	.000	High>Low*
5. Watching English movies	Low Medium High	1.92(1.130) 2.34(.968) 3.18(.947)	.208	.812	19.156	.000	High>Medium*
6. Watching English TV programs	Low Medium High	1.18(.719) 1.57(.815) 2.70(1.069)	8.512	.000	40.665	.000	High>Low*
7. Non-face-to-face communication	Low Medium High	.64(.797) 1.03(.822) 1.86(1.608)	8.834	.000	15.400	.000	High>Medium*
8. Face-to-face communication	Low Medium High	1.10(.831) 1.37(.910) 1.70(.878)	1.031	.359	6.269	.002	High>Low*

Note. * $p < .05$

In table 3, based on the multiple comparison (Bonferroni and Dunnett T3), the use of 7 activities (listening to English songs, listening to English announcement, listening to or watching English news, watching English movies, watching English TV programs, non-face-to-face communication, and face-to-face communication) were significantly different at .05 for the high and the low proficiency groups of students.

The result obtained from the part of listening to English songs showed that the high groups of students ($M = 3.52, SD = .821$) had mean scores of the duration of activity use higher than intermediate proficiency groups ($M = 2.86, SD = 1.115$) and low proficiency groups ($M = 2.49, SD = 1.206$).

The result obtained from the part of listening to English announcement showed that the high proficiency groups of students ($M = 1.36, SD = .865$) had mean scores of the duration of activity use higher than low proficiency groups ($M = .97, SD = .515$)

The result obtained from the part of listening to or watching English news showed that the high proficiency groups of students ($M = 1.86, SD = .905$) had mean scores of the duration of activity use higher than intermediate proficiency ($M = 1.37, SD = .843$) and low proficiency groups ($M = .85, SD = .792$) Moreover, intermediate proficiency of students ($M = 1.37, SD = .843$) had mean scores of the duration of activity use higher than low proficiency groups ($M = .85, SD = .792$).

The result obtained from the part of watching English movies showed that the high proficiency groups of students ($M = 3.18, SD = .947$) had mean scores of the duration of activity use higher than intermediate proficiency groups ($M = 2.34, SD = .968$) and low proficiency groups ($M = 1.92, SD = 1.130$). The result obtained from the part of watching English TV programs showed

that the high proficiency groups of students ($M = 2.70, SD = 1.069$) had mean scores of the duration of activity use higher than intermediate proficiency groups ($M = 1.57, SD = .815$) and low proficiency groups ($M = 1.18, SD = .719$).

The result obtained from the part of non-face-to-face communication showed that the high proficiency groups of students ($M = 1.86, SD = 1.608$) had mean scores of the duration of activity use higher than intermediate proficiency groups ($M = 1.03, SD = .822$) and low proficiency groups ($M = .64, SD = .797$)

The result obtained from the part of face-to-face communication showed that the high proficiency groups of students ($M = 1.70, SD = .878$) had mean scores of the duration of activity use higher than low proficiency groups ($M = 1.10, SD = .831$)

3. The process of how student use out-of-class English language listening activities

Per the interviews with ten students from high and low proficiency group, most students used their mobile phones as tool for use of the activities through the various websites or applications, such as JOOX and YouTube. For instance, student No.4 from the high proficiency group said, “I listened to the song through the JOOX Application. I went to JOOX by my mobile and typed the names of the targeted songs.”

Both high and low proficiency group students had different use of the activities. Most of low proficiency students only listened during their listening activities (They didn’t use acknowledged behavior in other ways such as speaking, and writing).

“I watched the documentaries both with subtitles and without subtitles. I didn’t take a look at Thai subtitles because I focused only the contents of the documentaries. When I couldn’t catch it up, I skipped it. Sometimes, I didn’t understand from what I listened to but I turned my mind to the contents of the documentary instead”

(Student No.2 of the low proficiency group, personal communication, n.d.)

Meanwhile, a student in the high proficiency group listened only during his/her listening activities.

“I listened to the sport news. I just listened to know what was happening. I didn’t spend a long time...When I listened to the news of basketball competitions, I wanted to know who won or lost and how was the game”

(Student No.5 of the high proficiency group, personal communication, n.d.)

Hence, most high proficiency group students mentioned their listening and doing other acknowledged behaviors such as listening and singing, speaking, reading, and translating what had heard.

“I preferred listening to the music audiobooks... I asked the teachers about some difficult sentence structures and searched for these on the internet. Then, I made notes in my book in order to use the new structures in conversation with others....When I listened to the short news for 5 or 10 minutes, I could not grasp it all. However I asked about it from others. After I asked the others, I learned how to listen meaningfully. We have to listen to the talk and grasp it word by word. Then I can rearrange it”

(Student No.1 of the high proficiency group, personal communication, n.d.)

However, the data from the interview with students indicated listening problems during the use of out-of-class English language listening activities such as the vocabulary difficulty, strange accents, and the speed of English

sounds. Thus, students still could not understand what they were listened to. Meanwhile, students' solutions to these kinds of problems were found out. In other words, most students in the low proficiency group did not use various solutions to the problems occurring during their listening activities. For example,

“When I listened to the songs, I translated them and took notes of unfamiliar words in order to look them up from the dictionary. However, I had to stop listened to the songs before I used the dictionary (English-Thai). I memorized the words that I looked up in the dictionary. I also took the newly-learned words to talk with my uncles”

(Student No.4 of the low proficiency group, personal communication, n.d.)

In contrast, most students of the high proficiency group used various solutions to the problems occurring during their listening activities such as listening repeatedly, asking, reading, searching from the internet, and recording. For example,

“When I listened to the evening news reports on the TV about the natural disasters like flooding, I found that one problem was that the speakers spoke too fast. So, I recorded his voice by my mobile phone and listened to the reports again and again until I clearly understood them”

(Student No.1 of the high proficiency group, personal communication, n.d.)

Also, the solutions of most low and high proficiency group students to the problems always depended on the use of Google to look up the vocabulary and search for information. For example,

“When I watched the TV program, Justin Bieber Variety Show, for the first time and faced the listening problems, I paused it instantly and looked up the vocabulary from Google Translate in which there was the

pronunciation of each vocabulary. I listened to each pronunciation 2-3 times and pronounced it along”

(Student No.3 of the high proficiency group, personal communication, n.d.)

According to the interview, there were factors affecting students' selection of English listening activities such as the objective factors. Many students had their objectives to use English listening activities outside the classrooms. Students of both high and low proficiency group selected the listening activities based on their interests and the amusement of the activities. For example, student No.4 of the low proficiency group mentioned, “I most preferred to listen to the English song, “Love Me Like You Do”. I like the meanings inside this song, and I enjoyed it.”

Some students of the high proficiency group selected the listening activities due to their needs of self-development.

“I listened to the song because I could learn more vocabulary from it. The new vocabulary I learned from the song included “corpse” refer to the word “died body.” I also learned some more sentences from the song useful for my communication with foreigners. For instance, “If a foreigner asks “Where is Nakhonsawan School?”, I can tell him/her the directions. Such as, ‘Go straight and then turn left and you will see the municipality.’ I also want to be a flight attendant. This was one reason why I listened to the English songs”

(Student No.1 of the high proficiency group, personal communication, n.d.)

Furthermore, the background knowledge factor played an important role in the selection of out-of-class English language listening activities. 10 sample students, in particular students of the low proficiency group, claimed on this factor that they did not have sufficient background knowledge to listen to the English language meaningfully. Hence, they decided not to use

the English listening activity due to the difficult vocabulary or listening problems in the activity. For instance, “English is too difficult for me. I can’t listen to the news. Thus, I didn’t want to watch English news,” expressed student No.5 of the low proficiency group.

The last factor was the social factor (friends, parents, or others), influencing students’ out-of-class English language listening activities. Students of the high proficiency and low proficiency group similarly reflected this factor. For instance, student No.5 of the high proficiency group mentioned, “I talked with other people by “Azar”. Azar application randomizes the strangers to talk with me. I tried to talk in English with others because I wanted to have more friends.”

Based on the results of the in-depth interview, students had different patterns of activity use. Most students of the low proficiency group only listened to English speaking without doing anything in their listening activities. Meanwhile, most students of the high proficiency group used others activities such as speaking and writing simultaneously during their listening activities and supplied various solutions to deal with their listening problems when compared to students of the low proficiency group. This difference was because of the three factors including objectives, background knowledge and societal influence (friends, parents, and others).

Discussion

1. Frequencies and duration of the use of out-of-class English language listening activities

The current study found that much of the frequencies and long durations of students’ use of out-of-class English language listening activities

influenced their language competence. This finding revealed from the questionnaire showed that students of the high proficiency group had higher frequencies and longer duration of the use of out-of-class English language listening activities than the students of the low proficiency group. This difference was at a significance level of .05. On the other hand, the use of listening to English audiobooks of the high and low group students was not different in the aspect of frequency and duration of the activity's use. This is because listening to English audiobooks is probably harder for the students to do. It is not sufficiently widespread and well-known to students. However, the students' use of out-of-class English language listening activities with much frequencies and long durations in a week enables them to use language accurately and affects the development of their communicative competences such as their listening skills. This finding aligns with what Wenden and Rubin (1978) studied, claiming that the frequent practice of language use effectively enhances its competence. Also, practice lets students remember and enables students to apply knowledge in real situations efficiently. The results of this present study have been found consistent with previous studies, revealing that when students practice listening skills frequently, they will become familiar with language use which automatically leads to better listening competence (Lahje, 2011; Yaibuates, 2015). Accordingly, students have to apply language as much as possible in their classroom because lectures from the teacher are not adequately effective for language learning (Jariyatra et al., 2012).

2. The extrinsic motivation for out-of-class English language listening activities

According to the interview with ten students on the process of how

they use out-of-class English language listening activities, motivation is relevant to the objectives to select students' listening activities, and it is one of the most effective factors affecting their out-of-class English language listening activities. The findings of this study illustrate that students of the low proficiency group, who only had intrinsic motivation, selected their out-of-class English language listening activities for amusement and personal interests. For instance,

"I mostly preferred the English song "Love Me Like You Do" I like its melody and meaning inside it. I enjoy and feel happy when listening to it"

(Student No.4 of the low proficiency group, personal communication, n.d.)

Vice versa, students of the high proficiency group, who have both intrinsic and extrinsic motivation, selected their out-of-class English language listening activities for their purposes of personal development in language use and working. For instance,

"Watching English movies allowed me to practice listening in which I could repeat after the movies. It could improve my accent. And I could apply the knowledge when I was on a journey in where I talked with others. Currently, I speak English with my teachers."

(Student No.4 of the high proficiency group, personal communication, n.d.)

"I speak English with my brother who is studying at Netherland for practicing my speaking and listening skills. I also remember vocabulary in order to get higher scores on my examinations"

(Student No.3 of the high proficiency group, personal communication, n.d.)

In line with the above-mentioned, students' objectives of both groups, motivation was the cause of selecting listening activities. Students from the low proficiency group lacked extrinsic motivation which can stimulate and facilitate their further use of the activities. As a result, these students who

have only intrinsic motivation selected activities which were only for amusement and personal interests. This conforms to the result from Chusanachoti (2016) that most students of low English proficiency group always used English activities outside the classroom for their amusement, enjoyment, and interests, whereas students of high English proficiency group, who also have both intrinsic and extrinsic motivation always select the activities with the purposes of improving English language skills and targeting high academic achievement.

Therefore, students of low proficiency group should be facilitated to build extrinsic motivation which could encourage them to do more out-of-class English language listening activities, leading to the development of their communicative skills and future achievement.

This is consistent with Chaveesuk and Vongjatupat (2012) who found that extrinsic motivation encourages a person to make a continual attempt to accomplish their expected targets.

In other words, extrinsic motivation is also a driving force leading a person to work as much as possible until he/she is finally rewarded. Finally, the students of the low proficiency group should be promoted to gain as high extrinsic motivation as the students of the high proficiency group had. This will contribute to their development of communication skills and their further use of different listening activities outside the classrooms as well as their meaningful learning behaviors for the success. This conforms to Yule (2010) that the students with high motivation always become successful.

3. Solutions to the problems with the use of out-of-class English language listening activities

According to the interview with ten students on their usage of out-of-class English language listening activities, students of high and low proficiency group had their different solutions to the listening problems. When the high proficiency group students faced the listening problems, they had more solutions to problems than the low proficiency group students had. i.e., they asked the others, searched for the information from the Internet, listened repeatedly, and recorded the voices. For instance,

“I listened to the English news involving the natural disasters from evening programs on TV. I found one problem. The speaker spoke too fast. So, I recorded his voice to listen to it slowly. Then I could understand it”

(Student No.1 of the high proficiency group, personal communication, n.d.)

In contrast, when the low proficiency group students faced the listening problems, they did not have the various solutions such as reading the texts along, repeatedly listening to the same voices. For instance,

“I could watch the movie at the end of it but sometimes I couldn’t. When I watched the English movies with Thai subtitles, I took a look at the subtitles. So I couldn’t exactly understand the movies. I decided to replay the movies and used the same style of watching. I couldn’t grasp some vocabulary. When I didn’t grasp new vocabulary, I skipped it. In one English movie, I took a focus on the context only”

(Student No.2 of the low proficiency group, personal communication, n.d.)

This aligns with the results of most studies, that students with high language proficiency have more learning strategies than students with low language proficiency. So some English language learning is related to the

achievement of language learning (Embi, 1996). According to the current study, low proficiency group students adopted a few learning strategies. Thus, their solutions to the listening problems were not various. Consequently, they could not solve some problems. This led to obstacles during their listening activities and influenced their use of other out-of-class English language listening activities. Vice versa, students of the high proficiency group employed a variety of strategies to solve their listening problems. Hence, there were no obstacles during the listening activities of students from the high proficiency group. The high proficiency group students could do different out-of-class English language listening activities such as listening to English announcements, listening or watching English news and so on. This conforms to the findings of Rubin (1975) and Oxford (1990) that processes of learning affect the competences and achievement of language learning.

Conclusion and recommendations

Based on the results of the current study, the most used of the English listening activities outside was listening to English songs, followed by watching the English movies and watching the English TV programs. From the multiple comparisons, the differences between students in high, intermediate, and low proficiency groups were statistically significant at the level .05 in their usages of the activities. In contrast, the students of every group were not very different in their use of two activities - listening to English announcements and listening to English audiobooks – because these activities were difficult for students to do or practice and these activities were not widespread. Furthermore, students had different methods of activity use. Most students of the low proficiency group only listened to English speaking without doing anything in their listening activities. Meanwhile, most students of the

high proficiency group used others activities such as speaking and writing simultaneously in their listening activities, and students of this group had more various solutions to deal with their listening problems than students of the low proficiency group did. This is because of the factors of the objectives, like the amusement and personal interest, or for personal developments in language proficiency and working skills; background knowledge of language use; and societies (friends, parents, and others).

Accordingly, the out-of-class English language listening activities could be adapted to support activities for learning English listening inside the classroom. When selecting the activities, teachers should be aware of students' interests and their different language background. Teachers should provide recommendations to students so as that they can select their usages of listening activities, both inside and outside the classroom. Hence, this leads to students' practical development of their listening abilities with the relevant, purposeful objectives/factors (the amusement and personal interest or personal developments in language proficiency and working skills) including background knowledge of language use and societies (friends, parents, and others). Therefore, in the school campus, the environment should be provided with facilitative contexts for students to learn listening skills outside the classrooms so that students can search information and learn the English language in a variety of situations, including supportive activities of English language learning to which this can encourage students to use language outside the classroom.

Recommendations for further studies

In this section, the researcher suggests two main points for the future study of this issue. First, since this current study already studied the participation

at the secondary school level, future studies should deal with other types of student. The second suggestion involves better comparisons of the use differences of out-of-class English language listening activities concerning frequencies, duration, and process activities.

References

Angwattanakul, S. (1992). *Research for learning English language*. Bangkok: Chulalongkorn University Press.

Angwattanakul, S. (1994). *English teaching methods*. (3rd ed.). Bangkok: Chulalongkorn University Press.

Chaveesuk, S., & Vongjatupat, S. (2012). Unified theory of acceptance and use of technology. *KMITL Information Technology Journal*, 1(1), 1-21.

Chen, A. (2009). Listening strategy instruction: Exploring Taiwanese college students' strategy development. *Asian EFL Journal*, 11(2), 54-85.

Chusanachoti, R. (2009). *EFL learning through language activities outside the classroom: A case study of English education students in Thailand* (Doctoral Dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3363815)

Chusanachoti, R. (2016). A causal comparative study: Effect of out-of-class English activities on English skills development of undergraduate students majoring in English teaching. *Kasetsart Journal of Social Sciences*, 37(2), 188-199.

Donkaewbua, S. (2015). *Linguistics for English teachers*. Bangkok: Chulalongkorn University.

Embi, M. A. (1996). *Language learning strategies employed by secondary school students learning English as a foreign language in Malaysia* (Unpublished Doctoral Dissertation). University of Leeds, Leeds.

Harmer, J. (2007). How to teach English. *ELT journal*, 62(3), 313-316.

Hyland, F. (2004). Learning autonomously: Contextualising out-of-class English language learning. *Language Awareness*, 13(3), 180-202.

Jariyatra, A. et al. (2012). *Looking back and moving forward for English learning*. Bangkok: S.ASIA Press.

Krasair, P., & Nithivaraphakul, K. (2012). A study of problems, needs, self-confidence, and attitudes of learning English of first year students of Phranakhon Rajabhat University. *Rajabhat Phranakhon Research Journal*, 7(1), 35-47.

Kuh, G. D. (1994). *Student learning outside the classroom: Transcending artificial boundaries*. ASHE-ERIC Higher Education Report No. 8. Retrieved from <https://files.eric.ed.gov/fulltext/ED394444.pdf>

Lahje, T. (2011). The development of english communicative listening exercises for matthayom three students of Sarasas Witaed Suksa School. *Pathumthani University Academic Journal*, 3(1), 99-106.

Noom-Ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11), 139-147.

Oxford, R. L. (1992). Research on second language learning strategies. *Annual review of applied linguistics*, 13, 174-187.

Raosoft. (2014). *Sample size calculator*. Retrieved from <http://www.raosoft.com/samplesize.html>

Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly*, 9(1), 41-51.

Sangkapan, J., Boonprakarn, K., & Krairiksh, W. (2015). *Situations and problems in learning English at secondary schools affiliated with municipalities in the three southern border provinces*. In *The 6th Hatyai National*

Conference, 270-284. Retrieved from [http://www.hu.ac.th/conference/conference2015/proceedings/data/ภาคบรรยาย/E-O-การศึกษา/270-126 E-O\(เจตน์สุณัชภ์%20สังขพันธ์\).pdf](http://www.hu.ac.th/conference/conference2015/proceedings/data/ภาคบรรยาย/E-O-การศึกษา/270-126 E-O(เจตน์สุณัชภ์%20สังขพันธ์).pdf)

Teo, A. (2007). *Intensive summer teaching of English listening and speaking skills: A case study of Liberal Arts students at Prince of Songkla University*. Bangkok: The Thailand Research Fund.

Wenden, A., & Rubin, J. (1987). *Learning strategies in language learning*. Upper Saddle River, NJ: Prentice-Hall International.

Wiengnil, A. (2010). *A study of out-of-class English language learning activities of secondary school students in english program* (Doctoral Dissertation). Retrieved from <http://cuir.car.chula.ac.th/handle/123456789/30421>

Yaibuates, M. (2015). *Development of an instructional model of call using metacognitive listening process to enhance English listening comprehension ability of upper secondary school students* (Unpublished Doctoral Dissertation). Chulalongkorn University, Bangkok.

Yule, G. (2010). *The study of language*. Cambridge: Cambridge University Press.