

## **Research Study Implications**

### **Topic: EFL's student perceptions toward pre – listening activity**

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It is recognized that listening comprehension is neglected in EFL classroom. The English teachers slightly know how to teach listening to the students because they are lack of listening training .Therefore, the teacher tends to skip preparation stages “pre- listening stage”. It leads to the students that they do not receive helps from the teacher such as preparing new vocabulary, listening to unfamiliar sounds, providing contexts, and introducing unknown pronunciation. In fact, pre – listening stage could help students to listen to the text clearly and could initiate the listening comprehension of students. Besides, having listening class may demotivate some students because listening contents are not interesting and the students still do not clearly see the purposes or the goals of the listening. Pre – Listening activities also enhance clear purposive listening and provoke attention of the students. According to the pre – listening activities, these can be seen as stages to prepare the students either linguistics features or non-linguistic features for building up the contexts, preparing new vocabulary and promoting positive attitudes towards the listening class.

#### **Purpose of the study**

In the current study, the researcher would like to develop the pre- listening activities in the listening class. The study will investigate student's perceptions from the implementation of pre-listening activities in classroom. The perceptions of the students in this study refer to the reflective pre-listening activities prepared by the teachers. These could help the teachers reflect their pre-listening activities from the sides of student's perceptions.

## **Methodology**

### **A. Innovation Design**

#### 1. Defining of pre- listening instructional framework

- Schema theory - Pre-listening activities by Hu 2012
- Bottom up and Top down, Model of Listening Comprehension

#### 2. Identify the listening text

- Mapping the listening materials with A2 CEFR using CEFR descriptors

#### 3. Creating pre-listening activities

- Survey the factors affecting listening comprehension (Difficulties)
- Creating pre-listening activities\*

### **B. Research Design**

#### 1. Created innovation plan

#### 2. Created Research instruments

#### 3. Distributed the questionnaires and collect them

#### 4. Conducted the interview

#### 5. Data analysis

## The Research Findings

Table 1: Overall students' perception frequency table in relation to effectiveness among bottom-up, top-down and listening materials.

statements	N	Ineffecti ve	Fairly ineffectiv e	Somewha t effective	Fairly Effectiv e	Highly effective
Bottom – up	<b>209</b>	-	<b>2</b> (0.9%)	46 (22.00%)	119 (56.93%)	42 (20.09%)
Top – down	<b>239</b>	-	<b>8</b> (3.34%)	62 (25.10%)	121 (50.62%)	48 (20.08%)
Listening materials	<b>149</b>	1 (0.67%)	11 (7.38%)	41 (27.51%)	71 (47.65%)	25 (16.77%)
Total	<b>597</b> (100%)	<b>1</b> (0.1%)	21 (3.5%)	149 (24.9%)	311 (52.09%)	115 (19.26%)

According to the table 1, it shows three parts of pre-listening activities, in parts of the effectiveness of bottom-up activity, it found that the activity is fairly effective as confirmed rather than ineffective response. Similar to top – down and bottom up activities, these can be seen from 50.62 % and 47.65 %. From the findings in parts of bottom-up activity, it is suggested that the beginner level students highly relies on language. This means, teaching pre-intermediate students, they need more help on language inputs in order to help them understand the reading texts. Therefore, providing bottom-up activities are useful for developing students in lower-level listening skills. It could be concluded that teachers should provide the proper use of bottom-up activity for help students practice listening.

Besides, it was found that the top – down activities, this includes students’ previous knowledge about a topic and world knowledge can be used with the bottom – up activities. Based on the findings, the top-down activities is found to be second place of the lists.

**Semi-structure interview, perceptions in pre- listening**

Category No.	Category name
1.	Benefits of vocabulary activities
2.	Pronunciation practices
3.	Pre- listening sentences
4.	Using pictures

Based on category 1, the informant A claimed that vocabulary taught by the teacher in pre-listening activities is helpful. For example, *I can remember the vocabulary that the teacher taught me before. I heard them again that make me understand the text easily.*

According to category 2 from table 5, the informant B responded that pronunciation practice in pre-listening; it can make her/him realize differences of the sound while listening. For example, *I know that the sound is different between ‘not thin’ and ‘nothing’ because the teacher opened them before.* From the category 3, the informant B said that getting familiar with some sentences can reduce her/his anxiety. The informant said: *“I have a chance to listen some sentence from the listening that that made me find relax because I used to hear something from the text.”*

Based on category 4, the informant c did stated that he/she can use picture to guess about the story of the reading that guides the context of the listening text. The informant C said: *“The picture that the teacher showed me because I use them to guess the story before listening.”*

**Implications**

The implication from this study can be summarized into three main point. First, teachers need to ensure that the language support is sufficiently provided in the pre-listening phrase. Second, the material selection for listening is appropriate with proficiency levels of students.

Last, teachers need to ensure that the students have sufficient basic knowledge about topics for predicting things in pre – listening activities

### **Conclusion**

Using innovation in the classroom, in forms of pre – listening activit, it provides the preparation stages for students to move to next stage (while - listening). It also has benefits for the students in terms of linguistic points. This could make notes that pre – listening activities should be employed in listening classroom. Moreover, top -down strategies for listening that underlines in the pre- listening activities can simultaneously work with bottom – up strategies. It is reflected that teachers should allocate proper pre-listening activities that could help the students comprehend the listening text and this will lower the difficulties that students will face in while listening stages.