



Problems and Enhancement Strategies of English Listening Skill of Chinese High School Students: A Case Study of Kunming No.1 High School in China

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Abstract

This research aimed: 1) to investigate problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China, and 2) to construct strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China. This research is considered a survey-based research. The respondents were 329 students and 150 teachers from Kunming No.1 High School, obtained through stratified random sampling methods. Two main research instruments employed in this research included: 1) a questionnaire employed for the investigation of English listening problems and 2) a set of questions for a focus group discussion meeting for the collection of comments towards the correctness, suitability and approval of the strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China. The collected data and information were analyzed and presented in terms of frequency, percentage, mean and standard deviation. The findings indicated that: 1) the problems of students' English listening skills were rated in the highest level ($X = 4.54$, $S.D. = 0.18$), 2) based on the research results, strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China were constructed. The strategies were divided into 5 chapters; namely, 1) About Learners, 2) About Instructors, 3) About teaching materials, 4) About Teaching-learning Facilities and 5) About teaching-learning evaluation. Each chapter was approved by the 3 specialists in terms of their correctness, suitability, and approval. This means the constructed strategies are considered suitable for using as guidelines to enhance the English listening skill of the students.

Keywords: English Listening Skill, Chinese High School Students, Enhancement Strategy, Kunming No.1 High School

1. Introduction

In the context of globalization and internationalization of education, English listening, as a core ability of cross-cultural communication, has become an important indicator of language proficiency. There are significant differences in the English education model: Chinese high school students have long been situated in an exam-oriented teaching system, focusing on grammar knowledge and standardized tests, and English listening training relies more on textbook content and lacks opportunities for practice in real contexts; Few studies systematically analyze the differences and causes of English listening ability among Chinese high school students. This study aims to fill this gap. This study aims (a) to investigate the types

of transcription errors made by Chinese EFL students when listening to recorded audio materials; (b) to explore the causes leading to these errors. A mixed-method research design combining quantitative and qualitative methods was employed. 47 English majors from the second year in a Chinese university participated in the study. The quantitative data were collected through students' listening transcription activity to investigate the types of errors. The qualitative data were collected from students' introspections and interviews to explore causes leading to the transcription errors. The findings revealed that: 1) There are 7 types of transcription errors committed by the participants. These were grammar, meaning making, perception, phonemes, just one-word wrong, improvised words, and creating an approximate word. 2) There are 4 types of transcription errors produced by the participants when they listened to the two passages. These of the students could only get the general topic of the passage, students make other details which are not relevant to this passage, students can write the main story of the passage, but some details are not correct, and students write something that are contrary to the passage. 3) Five causes were identified leading to these 7 types of errors, i.e., L1 interference, failure in meaning-making, lack of vocabulary, lack of grammar knowledge, and speech rates. In conclusion, the findings have significant implications for improvements in the teaching of listening comprehension. It includes discovering students' problems through listening transcription activity, the information of students' profile to assess class performance, the designing of lesson-plan after the identification of text difficulty, the designing of listening corrective materials through a self-managed online learning system and acquiring a deeper understanding between students' perceptions and learning. Moreover, this study may also provide valuable information for researchers who are interested in exploring error analysis into their future scholarly endeavors in listening teaching and research.(Lu Jinming,2020)

For these reasons, the researcher is interested in investigating the problems of English listening skill of Chinese High School Students: A case study of Kunming No.1 High School in China. Moreover, the researcher will also find out strategies for the enhancement of English listening skill of Chinese High School Students.

Input	Process	Output
Existing situation of English listening Skills of Chinese High School Students at Kunming No.1 High School in China	1) Investigating problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China 2) Constructing strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China.	1) Database concerning the existing situation of English listening Skills of Chinese High School Students at Kunming No.1 High School in China 2) strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China.

Figure 1: Conceptual framework of the research

2. Research Objectives

1. To investigate problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China
2. To construct strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School In China

3. Research Methodology

Population and Samples groups

In this research project, Kunming No.1 High School in China was selected as a case study. The population in this research project were divided into 2 groups; namely, 3,000 Chinese students and 253 teachers at Kunming No.1 high school in the academic year 2025, (Kunming No.1 High School, 2025)

The sample groups in this research project were divided into 2 groups; namely, 329 Chinese students and 150 teachers at Kunming No.1 High School in the academic year 2025. The sample size (n) was obtained through the Yamane Formula. (Yamane, T. (1967). In addition, the participants in this study were obtained through Stratified Random Sampling Technique.

Research instrument

The main research instruments were: 1) a questionnaire, and 2) a set of questions for a focus group discussion meeting for the evaluation and approval of the strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China. The preparation and implementation of the questionnaire mainly went through the following five stages: First, the dimensions of the questionnaire were designed and discussed with the researcher's advisor to determine the purpose and direction of the questionnaire. Second, the questionnaire was prepared and revised based on the situation of the respondents and the opinions of the researcher's advisor. Third, the questionnaire was evaluated for the Index of Congruence Scores (IOC scores) which were found in the range of 0.66-1.00 by the three specialists to examine the correctness and suitability of the questions. After modifying the unreasonable places in the questionnaire, it was formally distributed to the respondents. Last, the collection of the questionnaires and analysis of the questionnaire survey results were conducted. In addition, the Likert's Five Scale Method was the main concept of the formation of the questionnaire, and each option is respectively "Highest", "High", "Moderate", "Low" and "Lowest", five options respectively with 1-5 value to indicate English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China. In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sections; namely, 1) general information, 2) problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China. The questions or items in questionnaire were evaluated for their correctness and suitability in terms of the Index of Congruence Scores (IOC scores) by the three specialists. Each question in the questionnaire was evaluated at the range of IOC 0.66 to 1.00 then it could be employed as a research instrument. In the part of finding out the correctness and suitability of strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China

4. , a set of questions were employed for the focus group discussion meeting. The 3 specialists were invited to participate in the focus group discussion meetings. The 3 specialists gave comments, suggestions as well as the evaluation and approval of the proposed strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School In China

Data Collection

For this research project, the researcher himself collected the data and information from the sample groups. The sample groups were informed for the purposes of the data collection, then made an appointment with the researcher. The researcher submitted a letter of permission signed by the researcher's advisor to the school director in advance to ask for permission to collect the data. In addition, the comments towards the correctness and suitability of the strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School In China were collected from the 3 specialists participating in the focus group discussion meeting.

Data Analysis

1.The data and information collected by the questionnaires were analyzed . interpreted and presented in terms of frequency count, percentage, mean($\bar{x}$), standard deviation (S.D.). The Likert rating scales are as follows:

- 4.21-5.00 = the highest level of problems
- 3.41-4.20= the high level of problems
- 2.61-3.40= the moderate level of problems
- 1.81-2.60= the low level of problems
- 1.00-1.80= the lowest level of problems

2.For the focus group meeting, the data and information and the comments from the specialists concerning the strategies were analyzed through content analysis techniques

4. Research Findings

Part 1: Problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China

Table 1: Problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China (Students)

Items	n=329		Level of problems
	$\bar{x}$	S.D.	
1) I often struggle to understand English listening materials due to accent differences in English.	4.55	0.15	Highest
2) My ability to recognize connected speech (e.g., linking, weak forms) is insufficient for comprehension.	4.51	0.14	Highest
3) The academic vocabulary in listening materials is too advanced, making it hard to identify key information.	4.61	0.17	Highest
4) I lack systematic listening strategies (e.g., prediction, note-taking), which affects their learning outcomes.	4.52	0.13	Highest
5) Cultural differences hinder my understanding of implied meanings in materials.	4.54	0.15	Highest
6) Classroom listening practice time is insufficient to meet exam requirements.	4.58	0.21	Highest
7) The speed and difficulty of listening materials do not match their proficiency level.	4.65	0.18	Highest
8) I lack interest in English listening learning and perceive it as less practical.	4.31	0.16	Highest
9) Teachers do not provide targeted guidance for common	4.58	0.14	Highest

listening barriers faced by Chinese students.			
10) I need more authentic listening resources (e.g., videos, podcasts) in real-life contexts.	4.66	0.22	Highest
Total	4.54	0.18	Highest

According to table 1, it is indicated that the students rated the problems of English listening skill at the highest level at the range of $\bar{X}$ 4.31(SD=0.16) – $\bar{X}$ 4.66 (0.22) .

Table 2: Problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China (Teachers)

Items	n=150		Level of problems
	$\bar{X}$	S.D.	
1) your students often struggle to understand English listening materials due to accent differences in English.	4.22	0.13	Highest
2) The students' ability to recognize connected speech (e.g., linking, weak forms) is insufficient for comprehension..	4.32	0.14	Highest
3) The academic vocabulary in listening materials is too advanced, making it hard to identify key information.	4.45	0.18	Highest
4) your students lack systematic listening strategies (e.g., prediction, note-taking), which affects their learning outcomes.	4.41	0.15	Highest
5) Cultural differences hinder my understanding of implied meanings in materials.	4.45	0.19	Highest
6) Classroom listening practice time is insufficient to meet exam requirements.	4.41	0.21	Highest
7) The speed and difficulty of listening materials do not match their proficiency level.	4.51	0.17	Highest
8) your students lack interest in English listening learning and perceive it as less practical.	4.41	0.16	Highest
9) Teachers do not provide targeted guidance for common listening barriers faced by Chinese students.	4.46	0.15	Highest
10) your students need more authentic listening resources (e.g., videos, podcasts) in real-life contexts.	4.44	0.21	Highest
Total	4.41	0.16	Highest

According to Table 2, it is indicated that the teachers rated the problems of English listening skill at the highest level at the range of $\bar{X}$ 4.22 (SD=0.13) – $\bar{X}$ 4.51 (SD=0.17) .

Part 2: Strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School In China

Table 3 :The Contents of the 5 chapters of the constructed Strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School In China

Topics/Contents
Chapter 1: About Learners
1. How to get ready for English Listening skill practice
2. How to practice English Listening skill
Chapter 2: About Instructors
1. How to get ready for teaching English Listening skill
2. How to teach English Listening skill
Chapter 3: About teaching materials
1. How to select suitable teaching-learning materials for English listening practice
2. How to apply teaching-learning materials for English listening into practice
Chapter 4: About Teaching-learning Facilities
1. How to create English Environment suitable for English listening practice
2. How to apply facilitators for English listening skill practice
Chapter 5: About teaching-learning evaluation
1. How to choose a suitable methods of English Skill Practice Evaluation
2. How to conduct English Skill Practice Evaluation

According to table 3, The Enhancement Strategies of Listening Skill of Chinese High school Students is composed of 5 chapters; namely, chapter 1: About Learners, chapter 2: About Instructors, Chapter 3: About teaching materials, chapter 4: About Teaching-learning Facilities, and chapter 5: About teaching-learning evaluation. All the 5 chapters were approved for their correctness and suitability by the three specialists (one Thai professor and two English native speakers) through the content analysis method. The constructed Enhancement Strategies of Listening Skill of Chinese High School Students was accepted and approved by the 3 specialists, then it could be used as a guideline for the enhancement of English listening skill of Chinese high school students in China.

5. Discussion of the Findings

It can be concluded that both students and teachers at Kunming No.1 High School in China rated the problems of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China at the highest level. The problems in English listening of Chinese high school students can be explained by the fact that students often struggle to understand English listening materials due to accent differences in English. The ability of the students to recognize connected speech (e.g., linking, weak forms) is insufficient for comprehension. The academic vocabulary in listening materials is too advanced, making it hard to the students to identify key information. Chinese students lack systematic listening strategies (e.g., prediction, note-taking), which affects their learning outcomes. Cultural differences hinder students' understanding of implied meanings in materials. Classroom listening practice time is insufficient to meet exam requirements. The speed and difficulty of listening materials do not match their proficiency level. Therefore, students lack interest in English listening learning and perceive it as less practical. Moreover, teachers do not provide targeted guidance for common listening barriers faced by Chinese students. Chinese students need more authentic listening resources (e.g., videos, podcasts) in real-life contexts. The findings were found correspondent to Futrakul, K. (2022) in that Cadets had problems with English listening, where the main causes of the problems were the speed of the listening text (when native speakers speak too fast) and unfamiliarity with the vocabulary used; and 2) The class of air cadets had

varying levels of English listening ability, according to the CEFR standards, although differences in the majors had no effect on English listening ability at the statistical significance level of .05. Most cadets were at the B1 level according to the CEFR standards, that is, they are able to listen and understand texts where the speaker speaks slowly and clearly, using everyday vocabulary about self, family, trading, and news events, as well as short sentences and basic vocabulary. In addition, the findings from this research are found correspondent to Satharathana, T. (2022) in that there were 4 strategies used by the undergraduate students including watching through digital media, listening through social media, using applications, and using their existing experience. The strategy used by all of the students was their existing experience. After English listening comprehension teaching strategies had been applied, it was found that the students' post-test scores were higher than their pre-test's with a statistical significance at the 0.05 level and their satisfaction toward the teaching strategies was also found at the highest level. constructed Strategies for the enhancement of English listening skill of Chinese High School Students Studying at Kunming No.1 High School in China are composed of 5 chapters; namely, chapter 1: About Learners, chapter 2: About Instructors, Chapter 3: About teaching materials, chapter 4: About Teaching-learning Facilities, and chapter 5: About teaching-learning evaluation. All the 5 chapters were approved for their correctness and suitability by the three specialists (one Thai professor and two English native speakers) through the content analysis method. The constructed Enhancement Strategies of Listening Skill of Chinese High School Students was accepted and approved by the 3 specialists, then it could be used as a guideline for the enhancement of English listening skill of Chinese high school students in China.

6. Recommendations for Further Study

1. For the application of the findings into practice, the constructed Enhancement Strategies of Listening Skill of Chinese High School Students was accepted and approved by the 3 specialists, then it could be used as a guideline for the enhancement of English listening skill of Chinese high school students in China.

2. For further studies, research on the investigation of problems of English speaking, reading and writing skills of Chinese high school students at Kunming No.1 High School in China is suggested to be conducted. In addition, the enhancement strategies for English speaking, reading and writing skills of Chinese high school students at Kunming No.1 High School in China are suggested to be constructed.

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