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Problems and Proposed Strategies of English Listening Comprehension for High School Chinese Students at Fongchenggong Senior High School in Guangxi Province

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Abstract

The objectives of this research were: 1) to investigate problems of listening comprehension of high school Chinese students at Fongchenggong Senior High School in Guangxi Province; 2) to propose strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School. This research was considered a mixed method conducted at Fongchenggong Senior High School in Guangxi Province as a case study. The respondents were divided into two groups, namely, 361 high school Chinese students and 152 teachers at Fongchenggong Senior High School in the academic year 2025. Two research instruments were employed, namely,1) a questionnaire for investigating problems of listening comprehension and 2) a set of questions for a focus group discussion meeting for evaluating and approving the enhancement strategies. The data collected were analyzed through statistical and content analysis methods and then presented in terms of frequency count, percentage, mean, and standard deviation. The results indicated that: 1) The problems of listening comprehension of high school Chinese students were found at the highest level with the mean scores ranging from 4.21 to 4.40. Moreover, the problems of recognizing words of the quick speech, perceiving different accents, and catching main ideas were found. They felt anxious while listening to English, 2) The enhancement strategies for listening comprehension skill were categorized into four chapters,namely, The enhancement strategies for listening comprehension problems of Chinese students is composed of 4 chapters ; namely, chapter 1: About Learners , chapter 2: About Instructors, chapter 3: About classroom management , and chapter 4: About teaching-learning materials and assessment. All the 4 chapters were evaluated and approved by the 3 specialists meaning the constructed enhancement strategies could be used for the improvement of listening comprehension of Chinese Students at Fongchenggong Senior High School in Guangxi Province.

Keywords: English Listening Comprehension, Strategies of English Listening Comprehension, Fongchenggong Senior High School in Guangxi Province

1. Introduction

Listening comprehension is an essential component of language acquisition, as it provides the foundation for effective communication and academic success. According to

Vandergrift and Goh (2012), listening is not a passive skill but an active process of receiving, constructing, and interpreting meaning from spoken input. For English as a Foreign Language (EFL) learners, listening comprehension often presents the greatest challenge due to the rapid pace of spoken English, unfamiliar vocabulary, and varied accents (Field, 2019). In the Chinese context, listening comprehension is especially significant because it is a core component of the English curriculum and a critical part of national and provincial examinations. At Fongchenggong Senior High School in Guangxi Province, students are required to develop listening proficiency to succeed in both academic and practical communication contexts. However, many students struggle with listening comprehension due to limited vocabulary, lack of exposure to authentic English, and insufficient practice in real-life listening tasks. These difficulties not only affect their academic performance but also limit their ability to engage with English in daily life and future careers. Studies in both Thailand and China have highlighted similar challenges, including poor decoding skills, low motivation, and reliance on written texts rather than spoken English (Wang, 2019; Somphong & Yimwilai, 2022). Therefore, it is necessary to investigate the needs and problems of listening comprehension among students and to propose strategies that address these challenges in a systematic and research-based manner.

2. Literature Review

Bottom-up processes involve phoneme discrimination, recognition of reduced and linked forms (gonna, wanna, gonna be), stress–intonation patterns, and syntactic parsing; top-down processes recruit background knowledge, discourse expectations, and pragmatic inference to fill gaps (Anderson, 2018; Grabe, 2020). In classrooms, balanced instruction targets both: ear-training for connected speech and suprasegmentals alongside prediction, monitoring, and summarizing during listening tasks. Schema Theory remains central to L2 listening. Carrell and Eisterhold's classic account argues that listeners bring content, formal, and linguistic schemata to bear on incoming input. When topic familiarity is high, listeners can compensate for partial decoding; when content is novel, accurate bottom-up processing becomes more critical. Recent EFL studies confirm that activating prior knowledge through pre-listening previews, visuals, and key-term priming yields measurable comprehension gains, especially with dense academic material (Zhang & Guo, 2020; Tran & Le, 2023). Cognitive Load Theory explains persistent bottlenecks. Rapid speech, unfamiliar accents, dense lexico-grammar, and multi-step tasks impose intrinsic and extraneous load on limited working memory resources (Sweller, Ayres, & Kalyuga, 2019). Reducing extraneous load through global-to-detail task sequencing, visual organizers, and adjustable audio speed frees capacity for germane processing (schema construction). Classroom routines such as noticing discourse markers (however, meanwhile, therefore), chunking long turns, and selective note-taking are load-management strategies with strong face validity for high school learners. Metacognitive instruction is repeatedly associated with listening gains. Vandergrift and Goh's pedagogical cycle—plan, predict, verify, monitor, evaluate—has been adapted widely in EFL contexts. Recent studies with secondary learners indicate that explicit planning and self-evaluation improve strategy transfer and post-listening summaries (Nguyen, 2020; Li, 2021). Learners who can diagnose breakdowns (e.g., losing the thread at a subordinate clause) are better able to re-engage after missed segments. Motivation and affect strongly modulate performance. Listening anxiety narrows attentional focus and induces premature guessing, while self-efficacy mediates persistence with fast, accented input. Interventions that normalize partial understanding, offer graduated challenges, and provide immediate, explanatory feedback tend to increase on-task engagement (Guthrie & Klauda, 2018). Technology can amplify motivation; yet without guided strategy use, increases in time-on-task do not automatically translate into

higher comprehension (Huang, 2024). Research on subskills suggests practical focal points. Training perception of reduced forms and weak vowels improves word recognition; prosody awareness supports segmentation and discourse tracking; shadowing and dictogloss strengthen short-term retention and syntactic parsing; and extensive, interest-driven listening builds automaticity and vocabulary depth over time (Spencer & Wagner, 2018; Dixon, Zhao, & Quiroz, 2020). Together, these strands support a design stance: teach the ear, teach the text, and teach the mind that manages both.

3. Research Objectives

1. To investigate problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province.

2. To propose strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School.

4. Research Methodology

4.1 Population/Sample group

In this research project, Fongchenggong Senior High School was used as a case study. The population in this research project were divided into 2 groups, namely, 6,000 Chinese students and 250 teachers at Fongchenggong Senior High School in the academic year 2025. The sample groups in this research project were divided into 2 groups; namely, 361 Chinese students and 152 Teachers Fongchenggong Senior High School in the academic year 2025. The sample size (n) was obtained through the Krejcie & Morgan. (Krejcie & Morgan,1970). The respondents were obtained through The Simple Random Sampling Method.

4.2 Research Instrument

The two main research instruments were: 1) a questionnaire was employed for the investigation of problems of listening comprehension of secondary Chinese students at Fongchenggong Senior High School. All items/questions in the questionnaire were evaluated and approved for its correctness and suitability by the 3 specialists in terms of IOC which were found in the range of 0.66 – 1.00 and 2) a set of questions for a focus group discussion meetings was used for the evaluation and approval of the strategies for enhancing English listening comprehension of secondary students at Fongchenggong Senior High School.

4.3 Data Collection

1) For the investigation of problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province, the researcher herself collected the data and information from the respondents using the questionnaire.

2) For the evaluation and approval of the strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School, a focus group discussion meeting was set up to collect comments from the 3 specialists

4.4 Data Analysis

1. For the investigation of problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province, the data and information collected from the questionnaire were analyzed and then presented in terms of frequency court, percentage, mean, standard deviation (S.D.).

2. For the evaluation and approval of strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School, the comments of the 3 specialists from the focus group discussion meeting were analyzed through the content

analysis method.

5. Findings

Part 1: Problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province.

Table 1: Problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province. (Students)

Items	n=361		Level of problems
	$\overline{X}$	S.D.	
1) I cannot recognize English words when they are spoken quickly.	4.30	0.20	Highest
2) I find it difficult to understand different accents.	4.32	0.15	Highest
3) I cannot catch the main idea of a listening passage.	4.38	0.15	Highest
4) I cannot catch the main idea of a listening passage.	4.26	0.14	Highest
5) I feel anxious or lose concentration when listening to English.	4.32	0.13	Highest
6) I cannot understand long listening texts.	4.25	0.21	Highest
7) I usually translate into Chinese instead of understanding directly.	4.21	0.14	Highest
8) I lack effective listening strategies.	4.22	0.12	Highest
9) I often translate directly from Chinese to English while listening.	4.26	0.17	Highest
10) I feel nervous or lose concentration when listening English.	4.40	0.19	Highest
Total	4.25	0.17	Highest

According to table 1, it is indicated that the students rated the problems of English reading comprehension at the highest level at the range of $\overline{X}$ 4.21 (SD=0.14) – $\overline{X}$ 4.40 (0.19).

Table 2: Problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province. (Teachers)

Items	n=152	Level of problems

	$\bar{X}$	S.D.	
1) Your students cannot recognize English words when they are spoken quickly.	4.30	0.21	Highest
2) Your students find it difficult to understand different accents.	4.31	0.13	Highest
3) Your students cannot catch the main idea of a listening passage.	4.40	0.17	Highest
4) Your students cannot catch the main idea of a listening passage.	4.25	0.12	Highest
5) Your students feel anxious or lose concentration when listening to English.	4.32	0.13	Highest
6) Your students cannot understand long listening texts.	4.25	0.21	Highest
7 Your students usually translate into Chinese instead of understanding directly.	4.20	0.18	Highest
8) Your students lack effective listening strategies.	4.22	0.12	Highest
9) Your students often translate directly from Chinese to English while listening.	4.25	0.21	Highest
10) Your students feel nervous or lose concentration when r listening English.	4.20	0.16	Highest
Total	**4.31**	**0.16**	**Highest**

According to table 2, it is indicated that the teachers rated the problems of English listening comprehension at the highest level at the range of $\bar{X}$ 4.20 (SD=0.18) – $\bar{X}$ 4.40 (0.17).

Part 2. The enhancement strategies for listening comprehension problems of Chinese Students at Fongchenggong Senior High School in Guangxi Province

The enhancement strategies for listening comprehension problems of Chinese Students at Fongchenggong Senior High School in Guangxi Province are composed of 4 chapters ; namely, chapter 1: About Learners , chapter 2: About Instructors, chapter 3: About classroom management , and chapter 4: About teaching-learning materials and assessment : All the 4 chapters were approved by the three specialists (One Thai professors and two English native speakers) in terms of correctness and suitability of the contents. All the 4 chapters were evaluated and approved by the 3 specialists meaning the constructed the enhancement strategies for listening comprehension problems of Chinese Students at Fongchenggong Senior High School in Guangxi Province could be used as the strategies for the improvement of listening comprehension problems of Chinese Students at Fongchenggong Senior High School in Guangxi Province

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6. Conclusion

The title of the research is "Problems and Proposed Strategies of English Listening Comprehension of High School Chinese Students at Fongchenggong Senior High School in Guangxi Province". The objectives of this research were: 1) to investigation the problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province, and 2) to propose strategies for enhancing English listening comprehension of students at Fongchenggong Senior High School. In this research project, Fongchenggong Senior High School was selected as a case study. The population in this research project was divided into 2 groups, namely, 6,000 Chinese students and 250 teachers at Fongchenggong Senior High School in Guangxi Province in the academic year 2025. The sample groups in this research project were divided into 2 groups; namely, 361 Chinese students and 152 Teachers at Fongchenggong Senior High School in Guangxi Province in the academic year 2025. The main research instruments were a questionnaire and a set of questions for a focus group discussion meeting for the approval of the enhancement strategies for listening comprehension problems of Chinese Students at Fongchenggong Senior High School in Guangxi Province. In this research project, at Fongchenggong Senior High School was employed as a case study. The researcher selected the at at Fongchenggong Senior High School as a case study since the researcher has a connection with people there. This helped facilitate the data collection. For this research project, the researcher myself collected the data and information from the sample groups. The data and information collected were analyzed and then interpreted and presented in terms of frequency count, percentage, mean (), and standard deviation (S.D.).

The findings from the investigation problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province indicated the students rated the problems of English listening comprehension at the highest level at the range of = 4.21 (SD=0.14) – 4.40 (0.19). Moreover, it was also indicated that the teachers rated the problems of listening comprehension encountered by high school students at Fongchenggong Senior High School in Guangxi Province at the highest level the range of 4.20 (SD=0.18) – 4.40 (0.17). It can be said that the students and teachers at Fongchenggong Senior High School rated the problems of English listening comprehension of high school Chinese students at the highest level.

The constructed strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School are composed of four chapters; namely, chapter 1: For Learners of English Listening, chapter 2: For Instructors of English Listening, chapter 3: For Classroom Management, chapter 4: For Teaching – Learning Material and Assessment. The enhancement strategies for listening comprehension problems of high school Chinese students at Fongchenggong Senior High School were accepted and approved by the three specialists, then it can be used as the enhancement strategies for English listening comprehension of high school Chinese students at Fongchenggong Senior High School.

7. Discussion

It can be concluded that both students and teachers at Fongchenggong Senior High School rated the problems in English listening comprehension of high school Chinese students at the highest level. The problems in English listening comprehension of high school Chinese students can be delineated through the facts that the contents of the English courses do not focus directly on listening skills practice and the lesson contents and activities for listening comprehension practice is not emphasized on specific situations. It can be accepted that Chinese students have little chance to participate in authentic listening activities in daily life and they also have little chance to encounter natural English speech outside the classroom. They therefore get confused or frustrated at first due to fast speech rates, unfamiliar accents,

and complex linguistic structures.They might not have confidence in listening comprehension or lead to hesitation when encountering authentic audio materials. Furthermore, one of the most pressing problems identified was rapid speech recognition and accent comprehension difficulties, especially in real-world listening contexts. Many students feared encountering unfamiliar accents or technical terminology, leading to limited engagement in listening tasks. This reflects the findings of previous research, which observed that Chinese students often avoided challenging audio materials due to fear of incomprehension and low listening self-efficacy. Moreover, the findings from this research were found corresponding to related studies, which indicated that insufficient exposure to authentic English listening environments limited students' ability to develop listening fluency and comprehension strategies. Limited phonological awareness and poor understanding of connected speech patterns were significant obstacles. Students reported difficulty in catching main ideas and retaining information from longer listening passages, especially in academic scenarios such as lectures or authentic conversations. The lack of extensive listening practice outside the classroom contributed to this issue, as students rarely engaged in English listening for pleasure or communicative purposes beyond assigned coursework. Additionally, students demonstrated significant problems with listening anxiety and concentration maintenance, indicating inadequate development of listening stamina and over-reliance on translation strategies rather than direct comprehension approaches. The research revealed that students struggled with metacognitive listening strategies, showing limited ability to predict content, monitor their understanding, or use contextual cues effectively during real-time processing. These problems are partly due to the lack of systematic listening strategy instruction and over-reliance on traditional text-based English language teaching methods. The findings also highlighted psychological barriers, with students experiencing high levels of listening anxiety and attention difficulties when faced with authentic English audio materials, creating additional obstacles to listening skill development and communication competence. The senior high school context presents unique challenges as students must develop advanced listening skills required for college entrance examinations while also building practical communication abilities needed for future academic and professional success.

The constructed strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School are composed of four chapters; namely, chapter 1: For Learners of English Listening, chapter 2: For Instructors of English Listening, chapter 3: For Classroom Management, chapter 4: For Teaching - Learning Material and Assessment. They were accepted and approved by the three specialists through the content analysis method, then it could be used as enhancement strategies for listening comprehension problems of Chinese students at Fongchenggong Senior High School. The study employed a mixed-methods approach, using both quantitative and qualitative methods. The research instruments used for data collection included: A questionnaire with both closed- and open-ended items designed to measure reading challenges, confidence levels, and language use frequency, and a set of semi-structured interview questions that allowed for deeper exploration of personal listening problems and learning preferences.

8. Recommendations

1) For the application of the research findings into implementation, the strategies for enhancing English listening comprehension of Chinese students at Fongchenggong Senior High School, should be included in the teaching and learning system at Fongchenggong Senior High School.

2) For further studies, the construction of strategies for enhancing English speaking, writing and reading skills of Chinese students at Fongchenggong Senior High School should be conducted.

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