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교육학석사학위논문

English Listening Barrier Factors Perceived
by Korean High School Students

한국 고등학생들의 영어 듣기 저해 요인

2014년 2월

서울대학교 대학원

외국어교육과 영어전공

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English Listening Barrier Factors Perceived
by Korean High School Students

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ABSTRACT

Studies on listening barrier factors have recently received a growing body of attention in the L2 listening field, but studies about Korean high school students are relatively few. Therefore, the current study tries to find the listening barrier factors Korean high school students feel and seeks to identify how they perceive those factors when they are taking CSAT type listening tests.

233 second year (11th grade) Korean high school students participated in this study. To find out listening barrier factors, 24 students' listening diaries were collected. Based on the findings from listening diaries, a questionnaire was made to figure out how Korean high school students perceived these listening problems. Students were categorized into three proficiency groups: high, intermediate and low. One-way ANOVA was implemented to find out whether there were significant differences among three proficiency groups.

The findings revealed that there were nine general listening problems many students felt detrimental to their listening comprehension: (1) difficulty of vocabulary, (2) lack of concentration, (3) word recognition, (4) fast speech rate, (5) lack of grasping the intended message, (6) phonological problems, (7) syntactic complexity, (8) limited memory capacity, and (9) lack of background knowledge. In addition, five item-specific barrier factors were found pertaining to CSAT type listening items: (1) complexity of mathematical calculation, (2)

short conversation, (3) multiple questions, (4) long passage, and (5) English options.

With regard to general factors, speech rate, concentration and vocabulary were chosen as difficult factors with the speech rate at the top. All group students considered short conversation type was the most difficult item-specific factor. Long passage and mathematical calculation were the second and third most difficult item-specific barrier factors.

It was also found that there were significant perception differences among the three proficiency groups regarding all listening barrier factors. The low proficiency group perceived all listening barrier factors difficult the most, whereas high proficiency group showed lowest mean scores in all categories.

In conclusion, this study is expected to provide a deeper understanding about Korean high school students' listening problems. Also, the self-check methods dealt with in this study such as keeping listening diaries or self-check list can offer finer insights to succeed in L2 listening comprehension.

Key words: listening barrier factors, L2 listening comprehension, Korean high school students, CSAT listening test, listening diary

Student Number: 2009-23396

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CHAPTER 1

INTRODUCTION

Language learners encounter a variety of problems while listening. Studies on L2 listening have attempted to identify those problems and suggest possible solutions to them. In the same vein, this study aims to investigate Korean high school students' listening barrier factors. The first section introduces the purpose of the present study. The second section addresses the research questions. The last section presents the organization of the study.

1.1 Purpose of the Study

It has been widely acknowledged that listening plays a crucial role in our daily communication. As Field (2008) noted, listening is a skill used more often than any other language skills. More specifically, we listen twice as much as we speak, four times as much as we read, and five times as much as we write (H. J., Kim, 2008; Morley, 2001; Rivers, 1981; Weaver, 1972). Many theories such as information processing model, monitor model and interaction model have regarded listening as critical input at the early age (Dunkel, 1991).

A typical approach to teaching listening in foreign language classrooms is

mostly comprehension based; that is, learners listen to the text and then complete exercises which check students' comprehension. Learners' correct responses are understood as their comprehension of the listening texts. However, Field (2008) pointed out that this approach directs our attentions not on the process but on the product of listening. In particular, the approach can be misleading because many instructors believe that simply providing students with a large amount of listening input together with practice is a sufficient condition for improving their listening (Graham, 2006).

This tendency also prevails in Korean EFL (English as a Foreign Language) listening classrooms. Teaching has focused on reading comprehension and grammar; students just listen to the audio input and choose from the given options. This may come from the Korean EFL contexts where they cannot have enough chances to use English, and listening materials are mostly centered on the preparation of CSAT (College Scholastic Aptitude Test) listening tests. However, it is generally agreed that it is of more importance to identify the major sources of the students' listening difficulties in order to offer them appropriate treatments in L2 listening research (Field, 2003; Graham, 2006).

In spite of the importance, though, listening difficulties has been relatively understudied and little taught in L2 classrooms (Lund, 1991; Osada, 2004; Thompson, 1995). In response to the dearth of research about Korean listeners' listening difficulties, the current study aims to investigate the main barrier factors

for Korean high-school students' English listening comprehension by analyzing their CSAT type English listening test results. Findings from this research may play an important role in identifying which of listening barrier factors Korean students are struggling. Pedagogically, this will contribute to providing better ways of listening instruction to deal with each listener's specific demands.

1.2 Research Questions

The present study poses the following research questions:

1. What are the listening barrier factors Korean high-school learners experience while listening to CSAT type English listening items?
2. Are there any item-specific barrier factors pertaining to CSAT type English listening test?
3. Are there any significant differences in listening barrier factors depending on students' proficiency level?

1.3 Organization of the Thesis

The organization of this thesis is as follows: Chapter 1 introduces the purpose of the study with research questions. Chapter 2 provides a review of the literature

on listening barrier factors. Chapter 3 describes the research method including data collection and analyses. Chapter 4 reports the results of the study and discusses central issues, exploring the research questions. Chapter 5 summarizes major findings and concludes the study with pedagogical implications and limitations, and suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

Many of the studies show that listener difficulties are influenced by a variety of factors. Not only general factors (Boyle, 1984; Flowerdew & Miller, 1992; Goh, 1997) but also specific factors such as speech rate, background knowledge have been investigated. This chapter reviews previous studies relevant to the topic of the current research. Section 2.1 covers the characteristics of listening and the elements that make listening difficult. Section 2.2 deals with the previous studies on listening barrier factors both in ESL (English as a Second Language) and EFL environments.

2.1 Factors That Affect Listening Comprehension

The features that make listening difficult are discussed in this section. Section 2.1.1 explains the difficulty of listening compared to reading skill. Section 2.1.2 specifies factors that make listening difficult.

2.1.1 Listening Difficulty vs. Reading Difficulty

Listening, which has usually been compared with reading since both are receptive skills, is considered to be more difficult than reading due to its fleeting nature as well as the fact that listening processing occurs within the limited memory capacity. Contrary to reading, listening cannot be recursive since it is a real time event, resulting in listeners' anxiety (Buck, 2001; Flowerdew, 1994). Listening also has to deal with the signals that require a more complicated process than reading; moreover, it is a top-down process to which various types of knowledge are not applied in any fixed order (Field, 2004).

Word boundaries are usually marked with clearly visible spaces in written language. However, these boundaries must be inferred from a variety of lexical and phonological cues in spoken language, which makes parsing the aural input difficult (Leeser, 2004; Weber & Cutler, 2006). A written text tends to involve more planning and editing before it reaches the reader, whereas spoken interaction is usually spontaneous (Richards, 1983). In other words, readers can have much more control over the text than listeners (Osada, 2004; Rost, 2006). As Thompson argued (1995), listening is a highly complicated process that requires a heavy cognitive load of the listeners. While slow readers can alter their reading speed without damaging comprehension, slow listeners may miss information that cannot be recovered. Once the information is lost, it can be

difficult to understand the rest of the passage (Buck, 2001).

2.1.2 Factors That Make Listening Difficult

Over the years, many researchers have attempted to identify the factors that make listening difficult. Although there are many classifications, these can be classified into two major factors: One is the phonological factor and the other is the listener factor.

Firstly, phonological factors mostly include speech rate, pronunciation, phoneme discrimination, rhythm, and division of the speech into words and accent (Brown, 2007; Underwood, 1989). Ito (2001) focused on the pronunciation study and argued that words may differ greatly from the way they appear in print and may be affected by the words with which they are presented. Since speech occurred in the stream of interaction, there are so many variations. In this regard, *Sandhi-variation* can be also an important phonological factor. It is a cover term that includes phonological features such as assimilation, dissimilation, contraction, liaison and deletion (Henrichsen, 1984). This phenomenon is somewhat natural in a normal speech, but it could be problematic to foreign language learners since they are not accustomed to it. In addition, there are features that make listening much more diverse such as irregular pauses, false starts, fillers such as *um*, and intonation patterns (Gilmore, 2007). Moreover,

people tend to speak with short phrases or clauses, and it makes vocabulary and grammar more likely to be colloquial in speaking (Buck, 2001).

A good deal of research on listener barrier factors has been undertaken. Underwood (1989) found and suggested many of them: the listeners' limited vocabulary, failure of recognizing the signals, problems of interpretation, inability to concentrate, and, established learning habits, such as the habit of trying to understand every single word. Working memory, metacognitive strategies, L2 proficiency, experience and anxiety were also considered to be factors related to the listener ability (Bloomfield et al., 2010; Gilmore, 2007; Tinker, 1980). In line with the same interest in listener barrier factors, Boyle (1984) investigated both students' and teachers' thoughts about the factors. His findings revealed that teachers regarded lack of practice and of exposure to English listening as the main factors that impede listening, whereas, students stated that speaker's clarity, accent and motivation to understand were the impediments. In a similar vein, Graham (2006) presented three main problems putting the importance on the listener factor, such as learner attitude and strategy use. Dealing with the speed, making out individual words in continuous speech, and making sense of identified words were included in his findings.

2.2 Previous Studies on Second Language Listening Barrier Factors

Since the participants of this study are Korean EFL high school learners, this section mostly reviews studies involving the participants from ESL and EFL contexts. Section 2.2.1 introduces studies conducted by foreign researchers and section 2.2.2 deals with studies conducted by Korean researchers. Section 2.2.3 provides a summarization of the studies mentioned.

2.2.1 Foreign Studies

It has been generally agreed that there are many differences between native and foreign language learners. For the first language users, much of the processing is automatized, which is not the case for the foreign language learners. L2 listeners are busy with identifying every word while listening, and they fail to activate their top-down processing schemata (Osada, 2004). Field (2008) noted that L2 listeners are much more likely to fail to decode than is generally assumed. He added that information that L2 listeners extract from input is far from complete; therefore, instructors should know which part of the signal L2 listeners miss.

Boyle (1984) and Kelly (1991) asserted that ignorance of lexical items is the main obstacle to listening comprehension for both low and advanced level L2 listeners, but that it is more serious to low level listeners. They argued that the main effort to enhance learners' listening ability should be put not just on enhancing strategies but on expanding lexical knowledge. Likewise, Bonk (2000) focused on the effect of lexical knowledge and listening comprehension. He found that most learners needed very high lexical familiarity for successful listening comprehension. Nation (2001) was also interested in the vocabulary issue, asserting that listeners must have an adequate vocabulary size to understand the listening process.

Goh's studies (1997, 1999, 2000) gathered students' listening diaries and classified their problems into person, task and strategic factors. She revealed that being slow to recall the words was an obstacle factor to listening comprehension. Vocabulary, unfamiliar accents, and familiarity with phonological modification were also other significant barrier factors (Goh, 1997).

Goh (1999) divided barrier factors into five different categories (i.e., test, listener, speaker, task and environment) and investigated them across the students' proficiency levels. She found that higher proficiency learners cited more factors (12) than lower proficiency learners (4), since they considered the listening process as interaction among the listener, the text and the environment contrary to the lower proficiency learners who were concerned only with the text.

The three-stage process by Anderson (2004) was used as the framework in Goh's study (2000); perceptual processing, parsing and utilization. First, perceptual processing is the stage that encodes the message. Second, words are transformed into a mental representation of the combined meaning of the words during parsing stage. The mental representation from the parsing stage is related to existing knowledge and stored into long-term memory at the utilization stage. She investigated ESL learners' problems using qualitative methods such as learners' diaries, small group interviews and immediate retrospective verbalizations. Ten barrier factors were identified and the factors relating to the perception stage were found the most. Table 2.1 shows Goh's findings about listening problems related.

Hasan (2000) investigated how Arabic students of English perceived their difficulties in L2 listening using 5-point Likert-type questionnaires. Speech, unclear pronunciation, anxiety and unfamiliar words were chosen as serious problems to Arabic students. He suggested that EFL learners suffer a various kinds of problems and effective strategies should be taught to overcome these problems.

The relationship between background knowledge and second language listening comprehension was also investigated. Long (1990) argued that when listeners have enough relevant schemata, they do not depend on their linguistic knowledge. However, different results were found when they did not have proper

and relevant schemata; since L2 listeners lacked of background knowledge, linguistic knowledge played a crucial role in listening comprehension (Goh, 2000). She found that listeners with background knowledge use it to compensate for the incomplete knowledge of their listening input. It was argued that L2 listeners tended to use their prior knowledge to build a conceptual framework to interpret what they heard, which means top-down knowledge played an important role in L2 listening (Vadergrift, 2003).

TABLE 2.1
Problems Related to Different Phases of Listening Comprehension from
Goh's (2000) Research

Perception	Parsing	Utilization
Do not recognize words they know	Quickly forget what is heard	Understand words but not the intended message
Neglect the next part when thinking about meaning	Unable to form a mental representation from words heard	Confused about the key ideas in the message
Cannot chunk streams of speech	Do not understand subsequent parts of input because of earlier problems	
Miss the beginning of texts		
Concentrate too hard or unable to concentrate		

2.2.2 Studies in Korea

Since Korea is an EFL context, the students' degree of difficulty is more serious than that of ESL students because of the insufficient exposure to listening input. There are some studies devoted to listening in the Korean EFL situation recently.

Ahn's study (1995) was considered to be the first study that looked into Korean learners' listening barrier factors. He listed five factors that influence listening comprehension: affective factors, *sandhi-variation*, syntactic complexity, semantic familiarity and cultural difference, which were almost the same as the results of foreign studies.

Listening barrier factors which Korean university students experienced when they were listening English CNN news were presented by Cha (2000). More than half of the participants mentioned that vocabulary, speech rate, prolonged sound, background knowledge and pronunciation were problematic areas. M. S., Lee (2003) also conducted research to investigate Korean university students' listening barrier factors through analyzing TOEIC results. She went over the questions that recorded relatively low scores in the mock TOEIC tests and found six main barrier factors: semantic unfamiliarity, dependency on words, syntactic complexity and grammar, frame of semantic form, phonological recognition, background knowledge and cultural difference.

There is also research that compares and contrasts elementary and university school students' barrier factors (H. S., Lee, 2004). For elementary students, vocabulary, memory capacity, speech rate and background knowledge were considered to be serious factors. In contrast, vocabulary, *sandhi-variation*, speech rate and memory occupied the highest rank in the university students. Notably, it can be inferred that there might be some differences depending on students' English proficiency, since different proficiency students showed different perceptions on listening barrier factors.

Three studies investigated Korean middle school students' listening comprehension problems (H. J., Kim, 2008; J. S., Lee, 2009; Lee & Hwang, 2010). H. J., Kim (2008) analyzed the previous studies and used questionnaires to investigate the students' perceptions about each listening barrier factor. Similar study was conducted by J. S., Lee (2009). He classified listening barrier factors into two different categories; text and listener characteristics. About text characteristics, *sandhi-variation*, stress, rhythm and intonation, rate of delivery, syntactic complexity and lexical problems were mentioned as problems. Regarding learner factors, affective factors, lack of ability to concentrate, limitation of retention and insufficient background were mentioned as problematic. Lee and Hwang's study (2010) presented difficulty of vocabulary, length of sentence, rate of delivery, liaison, stress, difficulty of idiomatic expressions and grammatical knowledge.

2.2.3 Comparison of the Previous Studies

Table 2.2 shows the summary of the previous studies. The table reveals that there are some generally recognized factors that almost all studies perceived. Moreover, the differences in barrier ranking orders among different proficiency levels imply that there can be some differences according to listeners' proficiency.

TABLE 2.2

Listening Barrier Factors in Previous Studies

Researcher	Goh (1999)	Hasan (2000)	Cha (2000)	Lee, M. S. (2003)	Kim, H. J. (2008)
Participants	ESL university students	EFL university students	Korean university students	Korean university students	Korean middle sch. students
Rank	Barrier factors				
1	Vocabulary	Speech rate	Vocabulary	Vocabulary	Physical conditions
2	Prior knowledge	Unclear pronunciation	Speech rate	Dependency on words	Concentration
3	Speech rate	Intended message	Prolonged sound	Syntactic complexity	Vocabulary
4	Type of input	Anxiety	Background knowledge	Frame of semantic form	Listening practice & experience
5	Speaker's accent	Unfamiliar words	Pronunciation	Phonological recognition	Speech rate
6	Interest & purpose	Visual support	Proper noun	Background knowledge	Phonological modification
7	Physical & psychological states	Varied accent		Cultural differences	Speaker's accent
8	Knowledge of context	Lack of interest		Concentration	Knowledge of context
9	Attention & concentration	Knowledge of grammar		Long spoken text	Physical & psychological states
10	Visual support	Long spoken text		Knowledge of grammar	Knowledge of grammar

CHAPTER 3

METHOD

Since the present study attempts to investigate the listening barrier factors from various perspectives, three different methods such as collecting students' listening diaries, questionnaire survey and interviews are included. Section 3.1 provides information about preliminary study. The main study is introduced in Section 3.2.

3.1 Preliminary Study

Three CSAT type tests were implemented before the main study session to serve two purposes: 1) to assess the participants' listening proficiency, and 2) to pick up questions to be analyzed as test tools. This session was implemented during the regular class period with time limits of 25 minutes each. Each test was conducted at a week interval between the tests.

3.1.1 Participants

The participants were 233 Korean female students in the second year (11th

grade) of high school in Seoul. This school was designated as an autonomous private high school in 2011, and the students' English proficiency is higher than that of other general high school students.

In order to gather the background information about the students participating in this study, a questionnaire was given (See Appendix 4). Regarding the questions about their studying method, most of the students responded that they studied English listening by studying CSAT (College Scholastic Ability Test) type listening text books. Only four students said that they studied through listening to CNN news, American dramas or pop music.

To the questions on their studying time allocation among five English studying skills (reading, listening, speaking, writing and grammar), 228 students said that they put far more effort in studying reading and grammar than other three skills. Even though listening ranked the third most important language skill, students did not seem to spend much time in listening because many of them responded that they have rarely studied listening on a regular basis.

3.1.2 Three CSAT Type Tests

CSAT is a public examination administered by the KICE (Korea Institute for Curriculum and Evaluation) for the 12th grade students. Approximately 600,000 candidates take the examination annually. As CSAT is the high-stakes college

entrance examination, Korean high school students prepare for it by taking similar types of tests several times before the actual test.

Students in the present study took three CSAT type listening tests. Test 1 and Test 2 were administered in September and November, in 2012 respectively, for the 2nd graders; Test 3 in March, 2013 for the 3rd graders. Each test contained 22 multiple-choice questions and assessed listening skills such as listening for gist, listening for details and making inferences. (See Appendices 1, 2 and 3 for the full test items of each test). Mean score and standard deviation of each test is shown in Table 3.1.

TABLE 3.1
Descriptive Statistics of L2 Listening Mean Scores of Total Group
on Three CSAT Type Tests

Test	Mean (%)	SD
Test1	16.52 ^a (75.09)	3.79
Test2	17.81 (80.09)	3.40
Test3	18.46 (83.90)	3.50
Total	17.53 (79.68)	3.56

^aThe maximum possible scores were 22.

The students were divided into three groups according to the mean score of three CSAT type tests: high, intermediate and low proficiency groups. Table 3.2 presents the number, mean score and standard deviations of each group.

TABLE 3.2
Three Groups' Mean Scores and Standard Deviation of Three Tests

Participants (233)		
Groups depending on proficiency	Mean (%)	SD
Low (77)	14.05 ^a (63.86)	2.10
Intermediate (84)	17.80 (80.90)	2.31
High (=72)	20.94 (95.18)	.75

^a The maximum possible score was 22.

3.1.3 Chosen Items from Three CSAT Type Tests

After students took three CSAT type listening tests, the researcher selected eighteen questions whose facility value was lower than other questions; those ranged from 0.486 to 0.653. It was to find out the listening barrier factors more efficiently since low percentages of correct answer imply that there are many problems to be found. Moreover, it was feared that giving too much workload such as making students solve all three CSAT type test items could hinder the effectiveness of the research. The items chosen were listed in the Table 3.3, with the information of item types (See Appendices 1, 2 and 3).

TABLE 3.3
18 Chosen Items, Percentages of Correct Answers and Item Types

No	Test 1		No	Test 2		No	Test 3	
	Correct answer	Item type		Correct answer	Item type		Correct answer	Item type
7	62.7	Calculation	3	55.6	Short conversation	2	58.29	Short conversation
15	58.57	Incorrect	9	62.7	Picture	13	64.95	Details
17	63.5	Last response	10	52.7	Gist	22	62.97	A set of two questions
18	41.8	Last response	11	51.8	Gist			
19	61.1	Last response	13	64.4	Details			
21	64.4	A set of two questions	14	48.1	Calculation			
			16	65.1	Incorrect			
			20	54.3	Last response			
			22	60.1	A set of two questions			

Table 3.4 shows the detailed explanation of each item type.

TABLE 3.4
Explanation of Each Chosen Item Type

Item Type	Explanation
Calculation	<ul style="list-style-type: none"> • Test takers calculate the information about money.
Incorrect	<ul style="list-style-type: none"> • Test takers should find the incorrect information from the given options.
Last Response	<ul style="list-style-type: none"> • Test takers should guess the conversation's last response.
A set of two questions	<ul style="list-style-type: none"> • Items numbers 21 and 22 are one consecutive question. 21 asks the gist of the script and 22 asks detailed information. The length of script is longer than other items and the audio file is played two times.
Short conversation	<ul style="list-style-type: none"> • Item numbers 1, 2 and 3 consist of A-B-A conversation. The information given is shorter than other item types.
Picture	<ul style="list-style-type: none"> • Test takers look at the given picture and choose the wrong information among five given options.
Gist	<ul style="list-style-type: none"> • Test takers should listen to the whole text and figure out the overall message of the script.
Details	<ul style="list-style-type: none"> • Test takers listen to the whole text and choose the only wrong information among five given options.

3.2 Main Study

The present study was motivated by two different studies which investigated English as a Second Language (ESL) and English as a Foreign Language (EFL) students' listening barrier factors respectively. Goh's (2000) study offered a cognitive perspective on the comprehension problems of ESL listeners by

collecting listening diaries. Hasan's study (2000) used a questionnaire framework using 5-point Likert-type scales to investigate EFL learners' perceptions of English listening comprehension problems.

Different from previous studies, the design of the present study included both Goh's and Hasan's methods. Section 3.2.1 provides the information about listening diaries. Section 3.2.2 introduces the questionnaire and 3.2.3 is about interview.

3.2.1 Listening Diaries

One popular method of probing listeners' comprehension of speech is to investigate the on-line processing using methods such as immediate verbalization, collecting listening diary or think-aloud protocol. These methods are real-time processing, directly related to cognitive procedures (Wenden, 1991). They can be useful because they allow us to see some constraints that are usually invisible (Goh, 2000). In addition, these methods can give implication about how and why those listening barrier factors concern the learners.

Goh has been using learners' self-reports in her studies (1997, 1999, 2000) to investigate learners' metacognitive knowledge about themselves and processing procedures. She highlighted the importance of giving opportunities to contemplate on the metacognitive process that happened to their heads. She

added that listening diaries can reveal the students' high degree of metacognitive awareness as well.

A total of 24 students, eight participants from each of the three levels, were chosen and asked to write their metacognitive process. The procedure of keeping a listening diary is as follows. First, students listened to each of the audio file and solved the questions. After reading the listening scripts, they were asked to describe the reasons why they failed to listen correctly including the listening difficulties. The listening diary worksheet and audio files were given to each student, and students had three days to complete the listening diary.

3.2.2 Questionnaire

In order to investigate students' perceptions of listening barrier factors in terms of quantity, a questionnaire (See Appendix 6) was made. The questions were made based on the responses from students' listening diaries. Other studies that looked for listening comprehension problems (Boyel, 1984; Cha, 2000; Goh, 2000; Hasan, 2000; Y. M., Kim, 2002; H. J., Kim, 2008; J. S., Lee, 2009) were also used as references.

The questionnaire contained nine general barrier factors and five item-specific ones, which were extracted from the students' diaries. For each listening item, the same nine general barrier factors and one or two item-specific factors

were given for the students to rate each factors on 5-point Likert-type scale.

The questionnaire was comprised of two parts. The focus of main study was on the first part. Students' perceptions of nine general listening barrier factors and five item-specific categories were included. The second part asked their perceptions of usefulness of using self-check list. One thing to note is that the questionnaire used in this study itself can be used as a self-check method. Listeners can find and diagnose their listening problems through completing the questionnaire.

The researcher gave detailed explanations about the questionnaire before students started to listen to the text. Students listened to the 18 test items one by one and filled out the answers later, thinking about the problems they thought obstruct their listening. They had time to check the script, read through the questionnaire and completed it checking the right answers for them. The questions given are introduced in Tables 3.5 and 3.6 with the information of 5-point Liker-type scale. (See Appendix 6 for the full question items of the questionnaire)

TABLE 3.5
Questions Related to Nine General Listening Barrier Factors

No.	Questions
1	I was not able to recognize the words. (or There was a discrepancy between the sounds I heard and real sounds)
2	I was not able to recognize the words due to dynamic sound changes including intonation or accent.
3	I was not able to concentrate on the test.
4	I was not able to hear grammatically complicated sentences. (or Sentences were too long).
5	I did not know the meaning of the words.
6	I was not able to hear due to fast speech rate.
7	I was not able to remember well what I heard.
8	I failed to comprehend intended messages even though I was able to hear most words.
9	I failed to comprehend the message due to lack of background knowledge.

Notes. 5-point-Likert-type scale: 1. Never 2. Seldom 3. Usually 4. Often 5. Very often

TABLE 3.6
Questions Related to Five Item-specific Barrier Factors

No.	Questions
1	I have difficulties with mathematical calculation.
2	I have difficulties with some multiple choices questions containing English options.
3	I have difficulties with multiple questions which have two different types of tasks.
4	I have difficulties with questions with long passages.
5	I have difficulties with understanding some short conversations.

Notes. 5-point-Likert-type scale: 1. Never 2. Seldom 3. Usually 4. Often 5. Very often

3.2.3 Interview

An interview was arranged up after the analysis of questionnaire data to elicit more in-depth insights about students' thoughts. Five students who had kept listening diaries were chosen as interviewees, two students were from the low and intermediate proficiency group respectively and one from high proficiency group.

Different students were interviewed at different times. It took around five to eight minutes to interview one student. Each student was asked three or four questions. The data were recorded with participants' permission and the recorded files were transcribed by the researcher.

The interview questions were about further analysis regarding the students' written comments in listening diaries and answers for the questionnaire. Some questions addressed the students' perceptions about listening barrier factors. Others were tailored for checking students' perceptions about keeping listening diaries and self-check list (See Appendix 8).

3.3 Data Analyses

To answer the first and the second research questions, listening diaries were analyzed looking for the frequencies mentioned. The comments written from

students' diaries were chosen as barrier factors and similar comments were combined together into one category. Questionnaire ratings of each factor for the entire test items were tallied and their mean for the factor was computed. One-way ANOVA (Analysis of Variance) was used to investigate whether there were significant differences depending on students' English listening proficiency. Following this, Tukey post-hoc test was also implemented for further analysis among three groups. The SPSS (Statistical Package for Social Studies) version 21.0 was used as the main statistical program for the analyses.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter reports on the results of the study and their discussions. Section 4.1 presents identified general listening barrier factors revealed in students' listening diaries and provides the statistical results of those factors from the questionnaire. Section 4.2 shows the findings of item-specific barrier factors and their statistical results from questionnaire. Lastly, Section 4.3 offers students' perceptions about those factors depending on their proficiency levels.

4.1 Nine General Listening Barrier Factors

The first research question probed the general listening barrier factors Korean students have with listening. Section 4.1.1 reports on listening barrier factors for the entire group found in 24 students' listening diaries. In Section 4.1.2, 233 students' perceptions about nine general listening barrier factors were analyzed statistically.

4.1.1 General Listening Barrier Factors Mentioned in Listening Diaries

The first research question was about Korean high school students' listening barrier factors perceived when taking CSAT type listening tests. The factors mentioned from more than six students' listening diaries were extracted for 18 chosen questions in the three tests. Table 4.1 lists the barrier factors identified in learners' listening diaries.

TABLE 4.1
Frequency of Nine General Listening Barrier Factors in Listening Dairies

Listening barrier factors	Frequency
Vocabulary	133
Concentration	109
Word recognition	104
Speech rate	47
Intended message	35
Phonological problems	10
Background knowledge	8
Syntactic complexity	7
Memory capacity	6
Total	459

Table 4.2 explains the barrier factors listed in Table 4.1. Each factor is explained by one sentence, and illustrated with one or two statements taken from the students' diaries (The students' statements were translated into English by the researcher).

TABLE 4.2
Descriptions of General Listening Barrier Factors

Barrier Factors	Characteristics & Examples
Vocabulary	<ul style="list-style-type: none"> • Listeners have difficulties with representing the meanings of the words in spite of their recognition of the words. . <i>Ex. I was able to identify the words the moment I listened, but I failed to represent their meanings.</i> <i>Ex. I didn't know how some words were pronounced. When I checked the script, I realized that I had them with incorrect pronunciation.</i>
Concentration	<ul style="list-style-type: none"> • Listeners are not able to properly direct their attentions to the coming utterances. <i>Ex. I excessively cling to the specific information of the previous utterances, so I could not concentrate on the next parts.</i> <i>Ex. If I missed certain words, I was embarrassed and could not concentrate on other parts.</i>
Word recognition	<ul style="list-style-type: none"> • Listeners fail to identify some words for various reasons. <i>Ex. I could not recognize some words because of my ignorance of their pronunciation.</i>
Speech rate	<ul style="list-style-type: none"> • Listeners have difficulties with adjusting to fast rate of speech. <i>Ex. I could not hear almost all words because of fast rate of speech.</i> <i>Ex. I gave up listening to the whole text because the speech rate was too fast.</i>
Intended message	<ul style="list-style-type: none"> • Listeners have difficulties with grasping the overall message even though they identified almost all the words. <i>Ex. I could not understand the overall meaning of the text.</i>

Phonological problems	<ul style="list-style-type: none"> Listeners have difficulties with identifying the words or phrases due to their ignorance of the phonetic or phonological characteristics of the words. (e.g., pronunciation, intonation or <i>sandhi-variation</i>) <p><i>Ex. I could not hear some sounds because of their unique intonation.</i></p> <p><i>Ex. I had difficulties with listening comprehension due to liaison, assimilation and pause.</i></p>
Syntactic complexity	<ul style="list-style-type: none"> Listeners have difficulties with parsing complex syntactic structures. (e.g., negation, relative clauses) <p><i>Ex. I failed to understand the whole message because there were too many complex sentences.</i></p>
Memory capacity	<ul style="list-style-type: none"> Listeners have difficulties with processing the input due to their limited memory capacity. <p><i>Ex. I forgot the previous information as soon as I listen to the following utterance.</i></p>
Background knowledge	<ul style="list-style-type: none"> Listeners have difficulties with understanding the whole message because of their lack of background knowledge or relevant schema. <p><i>Ex. The topic was new to me.</i></p> <p><i>Ex. I have never heard about the breastfeed.</i></p>

Many students reported that their comprehension failures were due to insufficient knowledge of word meanings. As Nation (2001) mentioned, vocabulary size influences overall listening comprehension ability. He argued that readers need to know 95 percent of the words in the text in order to understand the main points. This indicates that enlarging students' vocabulary size is critical to improve listening ability.

Concentration is another barrier factor. It took students almost 24 minutes to finish one CSAT type listening test, which seemed to make them lose their

concentrations. They often tended to think about earlier problems or be very distracted by irrelevant and unnecessary thoughts occurring to them during the tests.

Word recognition is part of the perception stage which involves segmenting phonemes from the continuous speech stream (Goh, 2000). This is a prerequisite stage for improving one's listening abilities since listening will break down if it is not completely finished.

L2 learners have much difficulty with fast speech rate due to their insufficient exposure to the fast English input. Anderson and Lynch (1998) argued that fast speech made L2 listeners mostly focus on bottom-up processing, ultimately hindering their listening comprehension.

Grammatically complicated sentences including negatives, dependent clauses or relative clauses make listening difficult. It is generally agreed that increasing syntactic complexity hinders the listeners' comprehension. Cervantes and Gainer (1992) revealed that syntactically simplified listening materials could help listeners hear easier.

Working memory can cause listening difficulty. That is, L2 learners' limited memory capacity forces them to exploit most resources to bottom-up processing, preventing them from efficiently understanding the overall message (Goh, 2000; Howard, 1983).

Insufficient background knowledge can be an obstacle to an effective

understanding of passage in listening. Tyler (2001) argued that students with rich background knowledge were more likely to understand the listening materials with relative ease.

4.1.2 Results of the Questionnaire on General Listening Barrier Factors

A questionnaire survey was conducted to investigate to what extent Korean high school students perceived the listening barrier factors identified by the analysis of their diaries..

Students' ratings of nine general listening factors for the entire test items were tallied and their mean for the factor was computed. Table 4.3 shows descriptive statistics of the listening barrier factors, including their rank orders.

TABLE 4.3
Descriptive Statistics of Nine General Listening Barrier Factors

Barrier factors	Mean	SD	Rank
Speech rate	2.63	.83	1
Concentration	2.62	.81	2
Vocabulary	2.62	.86	3
Word recognition	2.47	.81	4
Memory capacity	2.32	.78	5
Syntactic complexity	2.19	.76	6
Phonological problems	2.17	.76	7
Intended message	2.14	.75	8
Background knowledge	1.84	.64	9
Total	2.33	.78	

As shown in Table 4.3, the means on speech rate (2.63), concentration (2.62) and vocabulary (2.62) are relatively high, with the speech rate at the top. The result supported the claim that fast speech rate has a negative impact on L2 comprehension (Flowerdew & Miller, 1992). As is the same as other studies (Goh, 1999, 2000; H. J., Kim, 2008), vocabulary and concentration were difficult barriers, indicating that Korean high school students also have similar types of listening problems compared to other L2 English learners.

The mean score of syntactic complexity ranked sixth (2.19), followed by phonological problems (2.17) and intended message (2.14). Low mean score of syntactic complexity seems to indicate that students did not feel much difficulty

with the grammatical structures of the CSAT listening texts. This may be because the sentences in CSAT tests were not grammatically complicated. Korean students are also adept at grammar knowledge since grammar is emphasized in Korean classrooms.

The phonological factor is relatively low in the mean score (2.17). This is contrary to the findings of the previous studies, in which this factor turned out to be one of the serious listening barrier factors (Cha, 2000; Hasan, 2000; H. J., Kim, 2008). The students in this study did not seem to be aware of this factor since they had little been exposed to it in the Korean classrooms.

The mean score of the intended message factor is only 2.14. However, this does not mean that students have no problem with understanding the intended message in listening. Students' responses may be very different depending on the questions.

The lowest mean score was obtained in the lack of background knowledge (1.84). One reason may be that much background knowledge is not required in understanding the listening materials in CSAT listening test. However, this result is contrary to that of the previous studies (Cha, 2000; Y. M., Kim, 2002; M. S., Lee, 2003). For instance, Cha's (2000) study using CNN news material revealed that many college students had difficulties with listening comprehension primarily due to their lack of background knowledge on the relevant passages.

4.2 Five Item-specific Listening Barrier Factors

The second research question probed the item-specific features of the CSAT type listening tests. While the barrier factors listed in Tables 4.1 and 4.2 are item-independent general barriers perceived during listening tests taking, there were other barrier factors that were item-specific or item-dependent. For example, if an item deals with mathematical computation, the mathematic difficulty is related to that particular item, not to all the items. Students' diaries revealed this type of barrier factors as well as the general barrier factors. In section 4.2.1, five item-specific factors mentioned in students' listening diaries are introduced. Section 4.2.2 provides students' perceptions of each barrier factor by analyzing questionnaire data.

4.2.1 Item-specific Listening Barrier Factors Mentioned in Listening Diaries

Among the students' item-specific barrier factors selected, five salient types are presented in Table 4.4. Since the number of test items used in each item-specific barrier factors was different, the number of comments mentioned in listening diaries was divided by number of test items.

TABLE 4.4
Frequency of Item-specific Listening Barrier Factors

Barrier Factors (number of items)	Frequency^a
Mathematical calculation (2)	9
Short conversation (2)	8.5
Multiple questions (3)	6.3
Long passage (3)	5
English options (6)	4.7

^a Frequency is the mean score divided by the number of each item.

Table 4.5 gives descriptions of item-specific listening barrier factors. For each barrier factor, a one-sentence explanation of the nature of the barrier factor and one or two students' statements that illustrate the problem was provided. The number in the right column is the item numbers that appeared in the particular tests listed at the top of the column.

Complexity of mathematical calculations is a barrier factor since doing multiple calculations while listening confuses Korean high school listeners. In fact, working memory has influence on L2 listening comprehension and this effect is likely to be strong in conditions that impose additional tasks like calculation.

TABLE 4.5
Descriptions of Item-specific Listening Barrier Factors

Barrier factors	Characteristics & Examples	T 1	T 2	T 3
Mathematical calculation	<ul style="list-style-type: none"> Listeners have difficulties with mathematical calculation. <i>Ex. Listening to the figures and calculating at the same time was very difficult to me.</i> 	7	14	
Short conversation	<ul style="list-style-type: none"> Listeners have difficulties with understanding some short conversations due to lack of their familiarity with this type (or due to limited information). <i>Ex. This type was new to me.</i> <i>Ex. The conversation was too short to give me sufficient information to solve the related questions.</i> 		3	2
Multiple questions	<ul style="list-style-type: none"> Listeners have difficulties with multiple questions because these questions required them to deal with different types of tasks. <i>Ex. I didn't have enough time to solve a set of two questions.</i> 	21	22	22
Long passage	<ul style="list-style-type: none"> Listeners have difficulties with questions with long passages. <i>Ex. It was too long. There was too much information to remember.</i> 	21	22	22
English options	<ul style="list-style-type: none"> Listeners have difficulties with some multiple choices questions containing English options. <i>Ex. English options made me terrified.</i> <i>Ex. I didn't have enough time to read all five English options.</i> 	17, 18, 19	3, 10	2

Students were not accustomed to listening to the short conversation type, as it was newly adopted item type since 2013. In this type, the information given is more limited than in other item types, which makes students unable to find the answer. Some students mentioned that they could not figure out the situation and

remember any information because it was too short.

There are two different types of questions in relation to multiple question factor: listening for gist and listening for details. The processing that solves two completely different types of questions imposes more cognitive load and L2 students have difficulty with handling both works in one time.

Effects of passage length were studied by many researchers (Alderson et al., 2006; Henning, 1990; Rost, 2006; Thompson & Rubin, 1996). Henning (1990) argued that longer passages may be more likely to obstruct comprehension because of listeners' limited working memory capacity. Further, the more information the passage had, the greater the strain on listeners' comprehension.

Whether the options are English or Korean is also a barrier factor. Students wrote that they did not have enough time to review all five English options in the limited time since they were not used to interpreting the English and reading options simultaneously.

4.2.2 Results of the Questionnaire on Item-specific Listening Barrier Factors

Students' perceptions about item-specific listening barrier factors were also analyzed statistically. Table 4.6 shows the mean values, standard deviation and rank order of item-specific barriers.

TABLE 4.6
Descriptive Statistics of Item-specific Listening Barrier Factors

Participants (N=233)			
Barrier factors	Mean	SD	Rank
Short conversation	3.37	1.28	1
Long passage	3.03	1.13	2
Mathematical calculation	2.92	1.11	3
Multiple questions	2.69	1.06	4
English options	2.27	1.05	5
Total	2.86	1.13	

One thing to note is that total mean score of item-specific barrier factors (2.86) is higher than that of general listening barrier factors (2.33), indicating that Korean students perceive that item-specific listening factors are more problematic than general ones. In addition, while item-specific factors have 1.13 of the total standard deviation, general factors have 0.78. The greater variance means that students had a wider range of difficulty perceptions on item-specific factors than on general ones.

More specifically, short conversation type shows the highest mean scores out of five factors. The mean score of 3.37 indicates that students usually or sometimes often feel the difficulty. The second most difficult barrier was long passage (3.03). Students seem to have difficulty with this type because of insufficient information, suggesting that too short passages can also be as

problematic to L2 listeners as too long ones.

Mathematical calculation and multiple questions were ranked third and fourth, respectively. Students do not appear to be adept at doing multiple tasks simultaneously. The least difficult barrier is English options, the mean score of which is far less than other categories (2.27). It seems that whether the options are in English or Korean is not much a serious problem to Korean students. They may be familiar with the English options. Or the options may not be too difficult to understand.

4.3 Listening Barrier Factors Across Proficiency Levels

A further exploration of the barrier factors was performed across the proficiency levels to obtain a better understanding of the students' perception of those factors. These results were expected to provide important information about which barrier factors demand special pedagogical concerns in listening learning.

4.3.1 Nine General Listening Barrier Factors

In order to see whether different proficiency groups perceive listening barriers differently, their perception scores on the barrier scales were compared.

Table 4.7 shows the means of the barrier factors by low, intermediate, and high proficiency groups. Figure 4.1 graphically shows the mean differences among three groups.

One-way ANOVA was conducted to investigate the comparison of the nine listening barrier factors depending on proficiency. The results demonstrated that there were statistically significant differences among the three groups, which indicated that the groups' perceptions differed considerably in all nine listening barrier factors.

A closer look at the statistics for all the barrier categories revealed that the low proficiency group students felt much harder in all categories than the other groups. Their mean scores ranged from 2.15 to 3.17, with the total mean of 2.77. The intermediate group's mean scores ranged from 1.83 to 2.36, and its total mean was 2.36. As was expected, the high proficiency group perceived the barriers least seriously of all three groups. Its mean scores ranged 1.51 to 2.09, with the total mean of 1.83. One thing to note is that the high proficiency group's highest mean score of 2.09 (which was computed for the barrier factor "Concentration") was lower than the low proficiency group's lowest mean score of 2.15 (which was obtained for the barrier factor "Background Knowledge").

TABLE 4.7
Nine Listening Barrier Factors in Three Proficiency Groups

Listening Barrier Factors	Low (n=77)		Intermediate (n=84)		High (n=72)		F	Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Speech Rate	3.04	.75	2.74	.74	2.07	.72	33.663	.000*
Concentration	3.05	.69	2.67	.74	2.09	.71	25.099	.000*
Vocabulary	3.17	.72	2.64	.72	2.03	.76	45.074	.000*
Word Recognition	2.93	.72	2.52	.70	1.92	.68	39.145	.000*
Memory capacity	2.75	.80	2.33	.64	1.85	.64	30.939	.000*
Syntactic Complexity	2.69	.75	2.15	.58	1.68	.60	34.412	.000*
Phonological problems	2.52	.68	2.22	.71	1.72	.67	45.300	.000*
Intended message	2.64	.76	2.13	.56	1.61	.53	50.746	.000*
Background knowledge	2.15	.71	1.83	.53	1.51	.48	22.271	.000*
Total Mean	2.77	.73	2.36	.66	1.83	.64	36.274	.000*

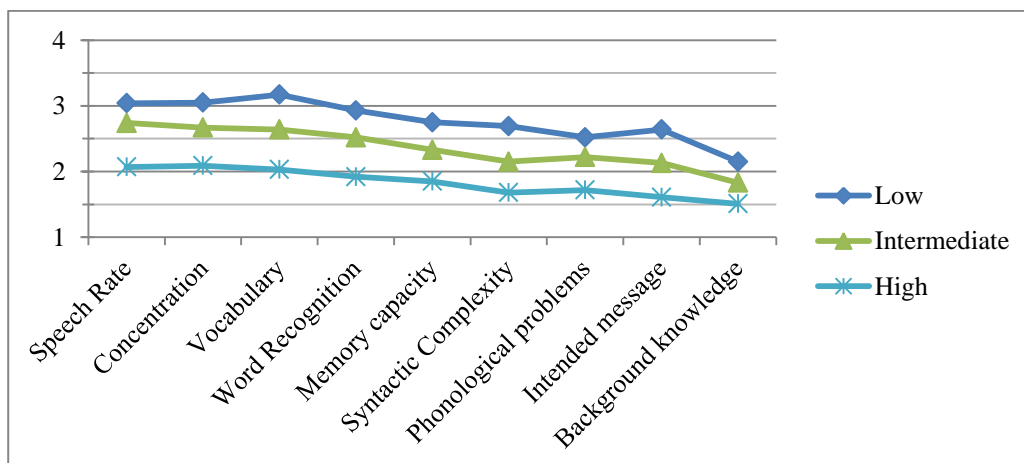


FIGURE 4.1
Mean Differences on Main Listening Barrier Factors Among Three Proficiency Groups

Another interesting point is that the variances of the three groups varied. The low group showed the total standard deviation of 0.73, which is much greater than the intermediate group's 0.66 and the high group's 0.64. This means that the low group had a wider range of difficulty perceptions than the other two higher proficiency groups.

Table 4.8 presented Tukey post-hoc test results. These results showed that for each barrier factor, there were significant differences between low and intermediate, between low and high, and between intermediate and high groups.

Although all proficiency groups demonstrated similar rankings of the nine barrier factors, there were some differences in their rankings as shown in Table 4.9. For example, while vocabulary was ranked at the top by the low proficiency group, it was ranked third by the intermediate and high proficiency groups. Speech rate was ranked at the top by the intermediate group, and the high groups felt concentration was the most serious. It is worth noting that the low proficiency group regarded syntactic complexity and intended messages as serious barrier factors more than the other two groups. As their grammatical competence is low, they have much difficulty with bottom-up processing. This processing is fundamental to the entire listening comprehension processes.

TABLE 4.8
Tukey Post-hoc Test Results of Nine Listening Barrier Factors

Categories	(I) Group	(J) Group	Mean Differences	Sig.
Speech rate	Low	Intermediate	.30*	.000*
		High	.97*	.000*
	Intermediate	High	.66*	.000*
Concentration	Low	Intermediate	.29*	.000*
		High	.79*	.000*
	Intermediate	High	.49*	.000*
Vocabulary	Low	Intermediate	.49*	.000*
		High	1.13*	.000*
	Intermediate	High	.61*	.000*
Word Recognition	Low	Intermediate	.41*	.000*
		High	1.01*	.000*
	Intermediate	High	.59*	.000*
Memory capacity	Low	Intermediate	.41*	.000*
		High	.90*	.000*
	Intermediate	High	.48*	.000*
Syntactic complexity	Low	Intermediate	.37*	.000*
		High	.96*	.000*
	Intermediate	High	.58*	.000*
Phonological problems	Low	Intermediate	.53*	.000*
		High	1.01*	.000*
	Intermediate	High	.47*	.000*
Intended message	Low	Intermediate	.50*	.000*
		High	1.03*	.000*
	Intermediate	High	.52*	.000*
Background knowledge	Low	Intermediate	.31*	.000*
		High	.63*	.000*
	Intermediate	High	.32*	.000*

TABLE 4.9
Rank Orders of General Listening Barrier Factors in Three Proficiency
Groups

Rank	Low	Intermediate	High
1	Vocabulary	Speech rate	Concentration
2	Concentration	Concentration	Speech rate
3	Speech rate	Vocabulary	Vocabulary
4	Word recognition	Word recognition	Word recognition
5	Memory capacity	Memory capacity	Memory capacity
6	Syntactic complexity	Phonological problems	Phonological problems
7	Intended message	Syntactic complexity	Syntactic complexity
8	Phonological problems	Intended message	Intended message
9	Background knowledge	Background knowledge	Background knowledge

In summary, low proficient listeners of English have much more serious problems than other proficiency group listeners. Also, intermediate proficiency listeners have more difficulties in all barrier factors compared to high level listeners. All in all, the perception gap about listening barrier factors is significantly different depending on proficiency.

4.3.2 Item-specific Listening Barrier Factors

The results of item-specific listening barrier factors are provided for three

proficiency groups in Table 4.10. As is the case with nine general barrier factors, low proficiency group recorded higher scores than the other two groups in all categories. Figure 4.2 graphically shows the results.

TABLE 4.10
Item-specific Listening Barrier Factors in Three Proficiency Groups

Barrier Factors	Low (n=77)		Intermediate (n=84)		High (n=72)		F	Sig.
	M	SD	M	SD	M	SD		
Short conversation	3.78	1.14	3.42	1.22	2.89	1.33	14.870	.000*
Long passage	3.47	1.00	3.16	1.10	2.41	1.02	20.378	.000*
Mathematical Calculation	3.29	1.03	3.00	1.11	2.44	1.05	11.972	.000*
Multiple questions	3.11	.96	2.76	1.05	2.16	.97	17.280	.000*
English options	2.40	.76	1.88	.63	1.50	.57	35.505	.000*
Total	3.21	.98	2.84	1.02	2.28	.99	20.001	.000*

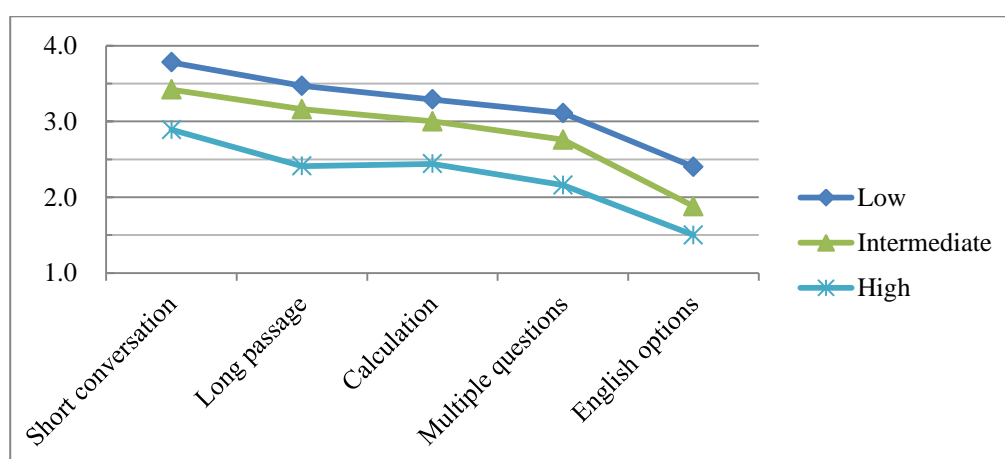


FIGURE 4.2
Mean Differences on Item-specific Listening Barrier Factors Among Three Proficiency Groups

The short conversation type was the most difficult to all groups. The mean score of the low proficiency group is 3.78, and the intermediate group is 3.42. High proficiency students also felt that this type was usually difficult (2.89).

Both the low and intermediate groups seem to have difficulties with the long passage and mathematical calculation types. However, the mean scores of the high proficiency group in the two types are 2.41 and 2.44 respectively, suggesting that they seldom feel difficulty with these types.

Unlike the low and intermediate proficiency groups, the high proficiency group does not seem to have problems with multiple question types. In addition, English options may not be too demanding on both intermediate and high proficiency group students.

Table 4.11 shows the Tukey post-hoc test results of item-specific listening barrier factors.

There were significant differences between the low and high groups, between intermediate and high groups in all categories. However, there were no significant differences between low and intermediate groups except English options. That is, the low and intermediate groups showed weaker item-specific strategies, than to the high group. This result is different from that of general

barrier factors which show significant differences among all three groups. It implies that instructional efforts need to be directed at item-specific barrier factors for both low and intermediate groups.

TABLE 4.11
Tukey Post-hoc Test Results of Item Specific Factors

Barrier Factors	(I) Group	(J) Group	Mean Differences	Sig.
Short conversation	Low	Intermediate	.12	.151
		High	.29*	.000*
	Intermediate	High	.17*	.022*
Long passage	Low	Intermediate	.31	.148
		High	1.06*	.000*
	Intermediate	High	.72*	.000*
Mathematical calculation	Low	Intermediate	.28	.207
		High	.84*	.000*
	Intermediate	High	.55*	.000*
Multiple questions	Low	Intermediate	.52	.073
		High	1.42*	.000*
	Intermediate	High	.90*	.001*
English options	Low	Intermediate	.52*	.151
		High	.90*	.000*
	Intermediate	High	.36*	.022*

*Mean differences were divided by number of items

The multiple question factor shows the greatest differences between the low and high groups (1.42), and between the intermediate and high groups (0.90). The second largest barrier factor was long passage. There were differences between the low and high groups (1.06), and between the intermediate and high

groups (0.72). Interestingly, these two factors (i.e., Multiple question and long passage factors) belong to the item type of the set of two questions.

The rank order of item-specific listening barrier factors depending on proficiency is provided in Table 4.12. Except the high group's mathematical calculation, the ranks of all barrier factors are the same.

TABLE 4.12
Rank Orders of Item-specific Listening Barrier Factors in Three Proficiency Groups

Rank	Low	Intermediate	High
1	Short conversation	Short conversation	Short conversation
2	Long passage	Long passage	Mathematical calculation
3	Mathematical calculation	Mathematical calculation	Long passage
4	A set of two questions	A set of two questions	A set of two questions
5	English options	English options	English options

To sum up, both the low and intermediate proficiency groups show limited ability of coping with the item-specific barrier factors compared to the high proficiency group. Moreover, the differences between those barrier factors in three proficiency groups are larger than those of nine general listening barrier factors.

CHAPTER 5

CONCLUSION

Korean EFL high school students have many difficulties in listening English due to various kinds of listening problems. This study has aimed to find the barrier factors that Korean learners feel in their listening comprehension, which have been understudied in previous research. In this chapter, a summary of the findings is presented in Section 5.1. Pedagogical implications are introduced in Section 5.2, and limitations of the study and suggestions for future research are provided in Section 5.3.

5.1 Summary of the Findings

This study was designed to investigate Korean high school students' perceptions about (a) general listening barrier factors and item-specific barrier factors pertaining to CSAT type listening tests, and (b) students' different perceptions about those barrier factors depending on students' English listening proficiency.

In order to answer these research questions, students' listening diaries were collected and analyzed to make a questionnaire. After collecting students'

questionnaires, descriptive statistics and ANOVA analyses were conducted.

With regard to the first research question, nine general listening barrier factors were identified. Difficulty of vocabulary, concentration and speech rate ranked as the most problematic factors. Word recognition, syntactic complexity and phonological problems ranked fourth, fifth and sixth. Relatively lower mean scores were observed for drawing the intended message, and memory capacity followed by the background knowledge factor at the bottom.

Concerning the second research question, five item-specific listening barrier factors were found from listening diaries. Students felt the short conversation type was the most difficult because the information given was limited. Interestingly, longer passage was ranked at the second most difficult one. Mathematical calculation was third followed by the multiple questions at the fourth. On the other hand, the mean score of English options was the lowest.

In regard to the third research question, there were significant differences among three different proficiency groups in all nine general listening barrier factors. The mean score of all factors was the highest in the low proficiency group whereas the high proficiency group recorded the lowest. The results of item-specific factors also showed the same pattern.

To sum up, the current study identified the listening barrier factors pertaining to CSAT type listening tests and showed that students' perceptions about these factors were different depending on their proficiency.

5.2 Pedagogical Implications

The results of this study provide some insights for listening instruction in Korean English classrooms. First of all, there are general listening barrier factors that hinder Korean EFL students' listening comprehension. Above all, speech rate, concentration and vocabulary were found as the most difficult barriers and these results corroborate previous research findings. In addition, there are some item-specific barrier factors pertinent to CSAT type listening test such as short conversation or a set of questions. These findings may imply that instructions should be focused not on the general barrier factors but on the item-specific ones.

Secondly, the significant perception differences regarding those listening barrier factors among different proficiency groups may offer further implication for L2 listening instruction. That is, different treatment should be supported to different proficiency level students. For instance, low proficiency students have much difficulty in all barrier categories. This may be because they were mostly engaged in bottom-up processing, attempting to listen to every single word. Due to their lack of language competence, they were not able to recognize the words effectively, which lead to failure of all listening comprehension. Therefore, more instructional attention should be paid to enhance their basic linguistic competence such as grammar, word recognition and vocabulary.

Lastly, listening diaries and self-check list are recommended to students as

self-retrospect methods to gain a finer understanding of L2 learners' listening process. An investigation of listening processing can help teachers to understand which cognitive behaviors can contribute to or impede students' listening comprehension. In addition, keeping listening diaries can be an effective tool for students to realize their own listening problems. It can furthermore help them to develop better strategic tools by raising their awareness of the listening processes.

5.3 Limitations of the Study and Suggestions for Future Research

There are some limitations that raise questions to be discussed in future studies. First and foremost, it should be made clear that learners' perceptions of their listening problems may or may not correspond to the factors found in this study. In other words, all the findings need to be treated with some caution since they are based on what the students said rather than on the direct observations of their listening process. For example, some listeners might think that a spoken passage is difficult to understand because of the fast speech rate, while in fact it is not the speed of the speaker but some other features, such as pronunciation, hesitation, pauses or varied accents. Considering the complex nature of listening process, qualitative methods can better explore how and why listeners have difficulties with listening.

Moreover, not all listening barrier factors were addressed in the present study

since this study only identified the listening barrier factors by analyzing students' listening diaries. Nine general factors cannot completely represent the listening barrier factors that Korean EFL students have. For a comprehensive picture of learners' listening problems, further investigation in this area will try to find different kinds of listening barrier factors.

Finally, there are overlaps among the barrier factors found in this research. Specifically, factors like word recognition and phonological problems, vocabulary are not completely different factors. Likewise, phonological factors such as *sandhi-variation*, pronunciation, intonation were just combined as one concept in this study. In the future research, each of the factors will be the main topic of the study and investigated in more detail.

In spite of the limitations mentioned above, the findings from this study provide a deeper understanding about Korean high school students' listening problems that should be dealt with in classrooms to lead to their success in listening comprehension.

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11. 대화를 듣고 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① 뉴스 진행자 - 기자 ② 전화 상담원 - 고객
 ③ 방송 작가 - 프로듀서 ④ 라디오 진행자 - 청취자
 ⑤ 모더선 참가자 - 심사 위원

12. 대화를 듣고 남자가 여자를 위해 할 일로 가장 적절한 것을 고르시오.

- ① 병문안 가기 ② 동영상 제출하기
 ③ 비디오 촬영하기 ④ 이메일 보내기
 ⑤ 비디오에 음악 삽입하기

13. 대화를 듣고 여자가 Halloween party에 가지 못하는 이유를 고르시오.

- ① 숙제를 끝내지 못해서
 ② 남동생을 간호해야 해서
 ③ 병원 진료가 예약되어 있어서
 ④ 파티 의상이 준비되지 않아서
 ⑤ 중요한 모임에 참석해야 해서

14. 다음 표를 보면서 대화를 듣고 두 사람이 선택할 항공사를 고르시오.

	Airline	Seats Available	Fare	Departure Time
①	A	3	\$ 400	5:30 a.m.
②	B	4	\$ 350	9:00 a.m.
③	C	4	\$ 250	1:00 p.m.
④	D	5	\$ 200	6:00 p.m.
⑤	E	1	\$ 120	12:00 p.m.

15. Journalist Experience Program에 관한 다음 내용을 듣고 일치하지 않는 것을 고르시오.

- ① 10월 17일에 시작한다.
 ② 그룹으로 활동한다.
 ③ 매일 아침 9시에 강당에 모인다.
 ④ 점심은 2층 식당에서 판매된다.
 ⑤ 자신이 만든 신문을 집에 가져갈 수 있다.

16. 대화를 듣고 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman: _____

- ① Thanks. I'll call you before I get there.
 ② Sorry. I have to get off at the next stop.
 ③ That sounds good to me. I'll pick you up soon.
 ④ Alright. I'll meet you as soon as I return home.
 ⑤ That's okay. Let's go to the music festival together.

17. 대화를 듣고 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오. [3점]

Man: _____

- ① Finally, you've changed your mind.
 ② Yeah, I guess money isn't everything.
 ③ Well, you must be really stressed out.
 ④ Not really. I don't want to quit my job.
 ⑤ Of course. She should understand her boss.

18. 대화를 듣고 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오. [3점]

Woman: _____

- ① But it will be a bigger loss if we keep it.
 ② Unfortunately, I've never been to India before.
 ③ Then, we should teach them all of our stories.
 ④ I'm impressed at how fast you learned the language.
 ⑤ If that happens, we'll lose our connection with our past.

19. 대화를 듣고 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오. [3점]

Man: _____

- ① But it's important to put them into action.
 ② So you've saved a lot on your electricity bill.
 ③ Well, my flashlight didn't work during the blackout.
 ④ Then, do you want me to turn on the air conditioner?
 ⑤ Right, the government should have warned us in advance.

20. 다음 상황 설명을 듣고 Jenny가 Sophie에게 할 말로 가장 적절한 것을 고르시오.

Jenny: _____

- ① Are you satisfied with your new roommate?
 ② Would you mind sharing your place with me?
 ③ If I were you, I would move to a new apartment.
 ④ You should find another part-time job for the rent.
 ⑤ Would you come to my housewarming party next week?

[21~22] 다음을 듣고, 틀음에 답하시오.

21. 여자가 하는 말의 목적으로 가장 적절한 것은?

- ① 회당 도서 추천을 요청하려고
- ② 대출 도서의 반납을 촉구하려고
- ③ 도서관의 개관 시간을 안내하려고
- ④ 도서 대출시 유의할 점을 알려려고
- ⑤ 도서관 건립 기념행사를 홍보하려고

22. Franklin High School Library에 관한 내용과 일치하지 않는 것은?

- ① 독서를 장려하기 위한 프로그램을 운영하고 있다.
- ② 윗층의 기관이래 대출 건수가 가장 많은 책이다.
- ③ 도서 대출 기간은 일주일이다.
- ④ 도서 미납 연체료는 하루에 50센트이다.
- ⑤ 토요일에는 도서관을 운영하지 않는다.

이제 듣기·말하기 문제는 다 끝났습니다. 23번부터는 문제 외 지시에 따라 답을 하기를 바랍니다.

23. 다음 글의 목적으로 가장 적절한 것은?

Maybe you inherited some bonds from a beloved grandmother, or your best friend tipped you off to a certain mutual fund. Maybe your new job offer includes "attractive stock options" and you're wondering just how attractive they are. But when you open the financial section of the newspaper, it looks about as familiar as an alien language from another planet. What do these words—bear market, bull market and Dow Jones—mean? Here is a special lecture for beginners that breaks the codes and provides quite a few examples that can be seen in the influential daily economic newspapers. The lecture explains the difficult economic vocabulary plainly. Once you take this online course 30 minutes per day for one week, reading the financial pages will be much easier.

- ① 구좌 정보를 제공하려고
- ② 경제 신문 구독을 권유하려고
- ③ 상속세 납부 방법을 설명하려고
- ④ 경제 용어 관련 강의를 홍보하려고
- ⑤ 초보자를 위한 주식 투자 방법을 알려 주려고

24. 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? [3점]

As globalization marches forward, the world gets smaller and smaller and collaboration technology gets better and better. Yet only a handful of these advancements like international conference calls, IP phones, and video chats (allowing people to speak rather than to write. Now, more information is exchanged via text than ever before, making it extremely important that you can communicate effectively in writing. If you plan on participating in this knowledge economy, which grows more and more important with each passing day, you will need to learn how to write fairly well. You don't have to be Shakespeare, but you do need to know how to express yourself properly in written form. This is because not only is writing an important academic skill, but it is also an important skill that translates into any career field.

25. 다음 글에서 전체 흐름과 관계 없는 문장은?

The sociobiologist E. O. Wilson, from his studies of ants, showed how it was often an evolutionary advantage for a single animal to die to protect its relatives, since they too shared the same genes. Moreover, it was also sometimes an advantage for an individual animal not to have offspring directly, but instead to devote its life to taking care of siblings or cousins, which again shared the same genes. In this way, ultimately, that animal's own genes would survive and be passed on. In ant societies, self-sacrificing behavior could sometimes become an evolutionary advantage. Ants attack their enemies by biting, stinging, often injecting or spraying chemicals, which helps to protect their societies. Survival of the fittest didn't necessarily mean the biggest and strongest, but the one which was best able to make sure that its genes were passed on.

26. 다음 글에서 필자가 주장하는 바도 가장 적절한 것은?

It seems that new members to our reading club have decided that it is a place where extreme political views can be expressed openly. The original reason for setting up the club was to encourage a social gathering where we could discuss new and old books, and make suggestions as to the meaning behind the words. It seems that, at recent meetings though, people have spent more time discussing what is happening in the political environment rather than what is happening between the covers of the books. Political discussions are all very well in the right place, but it is just that the reading club is not the place where politics should interfere with the purpose of the meeting. This issue should be brought to everyone's attention. Otherwise, I feel that the reading group may no longer function as it should and once did.

- ① 다양한 장르의 도서를 읽어야 한다.
- ② 클럽의 모임 횟수를 더 늘려야 한다.
- ③ 독서클럽의 본래 취지에 충실해야 한다.
- ④ 토론 주제를 회원들에게 예고해야 한다.
- ⑤ 회원들의 정치적 견해를 존중해야 한다.

11. 대화를 듣고 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① 뉴스 진행자 - 기자 ② 전화 상담원 - 고객
- ③ 방송 작가 - 프로듀서 ④ 라디오 진행자 - 청취자
- ⑤ 모더선 참가자 - 심사 위원

12. 대화를 듣고 남자가 여자를 위해 할 일로 가장 적절한 것을 고르시오.

- ① 방문안 가기 ② 동영상 제출하기
- ③ 비디오 촬영하기 ④ 이메일 보내기
- ⑤ 비디오에 음악 삽입하기

13. 대화를 듣고 여자가 Halloween party에 가지 못하는 이유를 고르시오.

- ① 숙제를 끝내지 못해서
- ② 남동생을 간호해야 해서
- ③ 병원 진료가 예약되어 있어서
- ④ 파티 의상이 준비되지 않아서
- ⑤ 중요한 모임에 참석해야 해서

14. 다음 표를 보면서 대화를 듣고 두 사람이 선택할 항공사를 고르시오.

	Airline	Seats Available	Fare	Departure Time
①	A	3	\$ 400	5:30 a.m.
②	B	4	\$ 350	9:00 a.m.
③	C	4	\$ 250	1:00 p.m.
④	D	5	\$ 200	6:00 p.m.
⑤	E	1	\$ 120	12:00 p.m.

15. Journalist Experience Program에 관한 다음 내용을 듣고 일치하지 않는 것을 고르시오.

- ① 10월 17일에 시작한다.
- ② 그룹으로 활동한다.
- ③ 매일 아침 9시에 강당에 모인다.
- ④ 점심은 2층 식당에서 판매된다.
- ⑤ 자신이 만든 신문들 집에 가져갈 수 있다.

16. 대화를 듣고 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman: _____

- ① Thanks. I'll call you before I get there.
- ② Sorry. I have to get off at the next stop.
- ③ That sounds good to me. I'll pick you up soon.
- ④ Alright. I'll meet you as soon as I return home.
- ⑤ That's okay. Let's go to the music festival together.

17. 대화를 듣고 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오. [3점]

Man: _____

- ① Finally, you've changed your mind.
- ② Yeah, I guess money isn't everything.
- ③ Well, you must be really stressed out.
- ④ Not really. I don't want to quit my job.
- ⑤ Of course. She should understand her boss.

18. 대화를 듣고 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오. [3점]

Woman: _____

- ① But it will be a bigger loss if we keep it.
- ② Unfortunately, I've never been to India before.
- ③ Then, we should teach them all of our stories.
- ④ I'm impressed at how fast you learned the language.
- ⑤ If that happens, we'll lose our connection with our past.

19. 대화를 듣고 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오. [3점]

Man: _____

- ① But it's important to put them into action.
- ② So you've saved a lot on your electricity bill.
- ③ Well, my flashlight didn't work during the blackout.
- ④ Then, do you want me to turn on the air conditioner?
- ⑤ Right, the government should have warned us in advance.

20. 다음 상황 설명을 듣고 Jenny가 Sophie에게 할 말로 가장 적절한 것을 고르시오.

Jenny: _____

- ① Are you satisfied with your new roommate?
- ② Would you mind sharing your place with me?
- ③ If I were you, I would move to a new apartment.
- ④ You should find another part-time job for the rent.
- ⑤ Would you come to my housewarming party next week?

[21 ~ 22] 다음을 듣고, 틀임에 알맞시오.

21. 여자가 하는 말의 목적으로 가장 적절한 것은?

- ① 회당 도서 추천을 요청하려고
- ② 대출 도서의 반납을 촉구하려고
- ③ 도서관의 개관 시간을 안내하려고
- ④ 도서 대출시 유의할 점을 알려려고
- ⑤ 도서관 건립 기념행사를 홍보하려고

22. Franklin High School Library에 관한 내용과 일치하지 않는 것은?

- ① 독서를 장려하기 위한 프로그램을 운영하고 있다.
- ② 윌슨은 기관이래 대출 건수가 가장 많은 책이다.
- ③ 도서 대출 기간은 일주일이다.
- ④ 도서 미납 연체료는 하루에 50센트이다.
- ⑤ 토요일에는 도서관을 운영하지 않는다.

이제 듣기·말하기 문제는 다 끝났습니다. 23번부터는 문제 외 지시에 따라 답을 하기를 바랍니다.

23. 다음 글의 목적으로 가장 적절한 것은?

Maybe you inherited some bonds from a beloved grandmother, or your best friend tipped you off to a certain mutual fund. Maybe your new job offer includes "attractive stock options" and you're wondering just how attractive they are. But when you open the financial section of the newspaper, it looks about as familiar as an alien language from another planet. What do these words—bear market, bull market and Dow Jones—mean? Here is a special lecture for beginners that breaks the codes and provides quite a few examples that can be seen in the influential daily economic newspapers. The lecture explains the difficult economic vocabulary plainly. Once you take this online course 30 minutes per day for one week, reading the financial pages will be much easier.

- ① 구좌 정보를 제공하려고
- ② 경제 신문 구독을 권유하려고
- ③ 상속세 납부 방법을 설명하려고
- ④ 경제 용어 관련 강의를 홍보하려고
- ⑤ 초보자를 위한 주식 투자 방법을 알려 주려고

24. 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? [3점]

As globalization marches forward, the world gets smaller and smaller and collaboration technology gets better and better. Yet only a handful of these advancements like international conference calls, IP phones, and video chats (1)allowing people to speak rather than to write. Now, more information is exchanged via text than ever before, making it (2)extremely important that you can communicate effectively in writing. If you plan on participating in this knowledge economy, (3)which grows more and more important with each passing day, you will need to learn how to write fairly well. You don't have to be Shakespeare, but you do need to know how to express (4)yourself properly in written form. This is because not only (5)is writing an important academic skill, but it is also an important skill that translates into any career field.

3 / 8

25. 다음 글에서 전체 흐름과 관계 없는 문장은?

The sociobiologist E. O. Wilson, from his studies of ants, showed how it was often an evolutionary advantage for a single animal to die to protect its relatives, since they too shared the same genes. (1)Moreover, it was also sometimes an advantage for an individual animal not to have offspring directly, but instead to devote its life to taking care of siblings or cousins, which again shared the same genes. (2)In this way, ultimately, that animal's own genes would survive and be passed on. (3)In ant societies, self-sacrificing behavior could sometimes become an evolutionary advantage. (4)Ants attack their enemies by biting, stinging, often injecting or spraying chemicals, which helps to protect their societies. (5)Survival of the fittest didn't necessarily mean the biggest and strongest, but the one which was best able to make sure that its genes were passed on.

26. 다음 글에서 필자가 주장하는 바도 가장 적절한 것은?

It seems that new members to our reading club have decided that it is a place where extreme political views can be expressed openly. The original reason for setting up the club was to encourage a social gathering where we could discuss new and old books, and make suggestions as to the meaning behind the words. It seems that, at recent meetings though, people have spent more time discussing what is happening in the political environment rather than what is happening between the covers of the books. Political discussions are all very well in the right place, but it is just that the reading club is not the place where politics should interfere with the purpose of the meeting. This issue should be brought to everyone's attention. Otherwise, I feel that the reading group may no longer function as it should and once did.

- ① 다양한 장르의 도서를 읽어야 한다.
- ② 클럽의 모임 횟수를 더 늘려야 한다.
- ③ 독서클럽의 본래 취지에 충실해야 한다.
- ④ 토론 주제를 회원들에게 예고해야 한다.
- ⑤ 회원들의 정치적 견해를 존중해야 한다.

APPENDIX3. CSAT Type Listening Test 3

2013학년도 3월 고3 전국연합학력평가 문제지

제 3 교시

영어 영역(B형)

1

1번부터 22번까지는 듣고 답하는 문제입니다. 1번부터 20번까지는 한 번만 들려주고, 21번부터 22번까지는 두 번 들려줍니다. 방송을 잘 듣고 답을 하기 바랍니다.

1. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

- ① You didn't look nervous at all.
- ② I'm sorry you missed the concert.
- ③ I'd like to go to the concert with you.
- ④ I got an urgent call from my company.
- ⑤ I didn't know your concert was yesterday.

2. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

- ① I'm going to water the plants.
- ② I'll go get some empty boxes.
- ③ I'll order soil for the planing.
- ④ Carrots and lettuce would be nice.
- ⑤ Children need to eat more vegetables.

3. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

- ① I tried to, but my cell phone was dead.
- ② Why didn't you take the subway instead?
- ③ That's terrible. Are the passengers all safe?
- ④ Don't worry. The next train will come soon.
- ⑤ I was lucky to catch the train at the last minute.

4. 다음을 듣고, 남자가 하는 말의 목적으로 가장 적절한 것을 고르시오.

- ① 역사 학습용 게임을 홍보하려고
- ② 강의의 개요와 목적을 설명하려고
- ③ 시험 준비 요령에 대해 조언하려고
- ④ 역사 유적 탐방 프로그램을 소개하려고
- ⑤ 온라인 게임의 역사 때문에 대해 항의하려고

5. 대화를 듣고, 교내 영어 대회에 대한 남자의 의견으로 가장 적절한 것을 고르시오.

- ① 실시 분야를 늘려야 한다.
- ② 개최 시기를 늦춰야 한다.
- ③ 학년별로 나누어 실시해야 한다.
- ④ 심사 기준을 미리 공개해야 한다.
- ⑤ 학생을 심사 위원에 포함시켜야 한다.

6. 다음을 듣고, 여자가 하는 말의 주제로 가장 적절한 것을 고르시오.

- ① 대나무의 다양한 용도
- ② 관다의 수가 줄어드는 원인
- ③ 무분별한 산림 개발의 위험성
- ④ 영화가 관다의 이미지에 미친 영향
- ⑤ 대나무 숲이 휴식 공간으로 인기 있는 이유

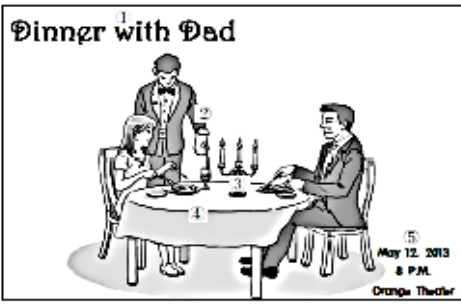
7. 대화를 듣고, 두 사람이 하는 말의 주제로 가장 적절한 것을 고르시오.

- ① 기숙사 생활 해결
- ② 기숙사 생활의 단점
- ③ 기숙사비 인하의 필요성
- ④ 통학 시간을 절약하는 방법
- ⑤ 가족과 함께 하는 식사 중요성

8. 대화를 듣고, 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

① 팬 - 체조 선수	② 영화감독 - 배우
③ 강습생 - 수영 강사	④ 리포터 - 구조 요원
⑤ 사진 기자 - 수영 선수	

9. 대화를 듣고, 포스터 디자인에서 남자가 수정할 부분을 고르시오.



10. 대화를 듣고, 남자가 여자를 위해 할 일로 가장 적절한 것을 고르시오.

- ① 학생 상담 센터 소개해 주기
- ② 안전 교육 자료 제작해 주기
- ③ 초등학교 소방 훈련 도와주기
- ④ 일일 교사 프로그램 참가하기
- ⑤ 소방서 견학 안내 책자 보내 주기

1 / 8

11 대화를 듣고, 여자가 남자에게 부탁한 일로 가장 적절한 것을 고르시오.

- ① to make a dinner reservation
- ② to go out to get some food for her
- ③ to proofread the presentation slides
- ④ to attend the seminar on behalf of her
- ⑤ to scan the photos for the presentation

12 대화를 듣고, 남자가 야구 경기를 보러 갈 수 없는 이유를 고르시오.

- ① 미술 과제를 끝내지 못해서
- ② 가족사진을 찾으러 가야 해서
- ③ 비디오카레타를 빌리러 가야 해서
- ④ 할머니 생신잔치 준비를 해야 해서
- ⑤ 야구 경기 관람권을 구하지 못해서

13 대화를 듣고, Greenworld Scholarship에 관해 두 사람이 언급하지 않은 것을 고르시오.

- ① 대상 학년 ② 신청 기한
- ③ 성적 요건 ④ 제출 서류
- ⑤ 수혜 금액

14 대화를 듣고, 여자가 지불할 총 금액을 고르시오. [3점]

- ① \$ 8 ② \$ 9 ③ \$ 10 ④ \$ 19 ⑤ \$ 21

15 Young Inventors' Camp에 관한 다음 내용을 듣고, 일치하지 않는 것을 고르시오.

- ① 4월 첫째 주에 개최된다.
- ② 팀별로 발명품을 제작한다.
- ③ 우승팀은 국제 발명가 회의에 참석할 수 있다.
- ④ 유명 발명가의 초청 강연이 있다.
- ⑤ 전년도 참가자에게는 참가 우선권이 주어진다.

16 winged bean에 관한 다음 내용을 듣고, 일치하지 않는 것을 고르시오. [3점]

- ① 덩고 습한 나라에서 잘 자란다.
- ② 거의 모든 부분을 먹을 수 있다.
- ③ 꽃을 익히면 시금치 맛이 난다.
- ④ 뿌리의 박테리아가 토양을 비옥하게 한다.
- ⑤ 단백질과 비린내가 공급원이다.

17 다음 표를 보면서 대화를 듣고, 두 사람이 주문한 로봇 청소기를 고르시오.

Robot Vacuum Cleaners

	Model	Warranty	Battery Duration	Price
①	Lingo	1 year	1 hour	\$ 300
②	Lobo	1 year	2 hours	\$ 350
③	Tango	2 years	1 hour	\$ 400
④	Wizard	2 years	2 hours	\$ 450
⑤	Sweeper	3 years	2 hours	\$ 500

18 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man:

- ① That's good. I'd like to come at 5 p.m.
- ② I see. What time is he going to come back?
- ③ Is he? How about taking him to the dentist?
- ④ The dentist will see you now. You can go in.
- ⑤ Right. I should have brushed my teeth regularly.

19 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman:

- ① I'm sorry. I failed the interview yesterday.
- ② I know. I learned a lot from the internship.
- ③ I didn't get information about the internship.
- ④ Thanks for encouraging me. I'll try my best.
- ⑤ I always wanted to join the school drama club.

20 다음 상황 설명을 듣고, Emily가 결연에게 할 말로 가장 적절한 것을 고르시오.

Emily:

- ① I already have a similar style.
- ② I'm looking for a dress like this.
- ③ I came to pick up the dress I ordered.
- ④ Will you come to the party next Saturday?
- ⑤ Can you show me another fashion magazine?

[21 ~ 22] 단문을 듣고, 문문에 답하십시오.

21 여자가 하는 말의 주제로 가장 적절한 것은?

- ① types of skin-to-skin contact
- ② ways to raise a healthy baby
- ③ tips on how to breastfeed effectively
- ④ importance of early childhood education
- ⑤ influence of environment on intelligence

22 kangaroo care의 효과로 언급되지 않은 것은? [3점]

- ① 체중 증가 ② 숙면 유도
- ③ 체온 유지 ④ 면역 체계 강화
- ⑤ 심장 박동 안정

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APPENDIX4. Questionnaire I (Korean)

다음은 '고등학생의 수능 외국어 듣기 이해에 있어 저해가 되는 요인들'에 관한 연구를 위한 설문조사입니다. 여러분의 답변은 통계목적으로만 사용되며, 개인의 신상에 관한 사항은 공개되지 않습니다. 또한 이 설문에 답변을 한 내용 때문에 여러분이 학업이나 생활에서 영향을 받지 않을 것입니다. 그러므로 여러분의 솔직하고 성실한 답변을 해주시면 고맙겠습니다.

1. 당신이 학생은 영어 교육을 받은 기간은 지금까지 얼마나 됩니까? (ex. 12년)
_____년
2. 학교 이외의 기관에서 영어를 배운 경험이 있습니까? ('예'라고 대답한 사람만 3번 질문에 답하세요.)
① 예 ② 아니오
3. 학교 외 기관 중, 어디에서 얼마 동안 배웠습니까?
(1) 학원 _____, _____년간
(2) 영어마을 _____, _____개월간
(3) 기타_____
4. 한국 이외의 영어권 국가에서 체류한 경험이 있습니까? 있다면 어느 국가이고 어느 정도의 기간입니까?
(1) 국가 _____ (2) _____년
5. 평소에 다음 영어 공부의 영역 중 어떤 부분을 가장 많이 공부하고 있는지 순서대로 나열하십시오.
① 듣기 ② 쓰기 ③ 말하기 ④ 읽기 ⑤ 문법
6. 영어 듣기 공부를 평소에 어떤 방식으로 하고 있으십니까? 주로 자신이 하고 있는 방식과 그 외에 사용하는 방식에 대해서 적어주세요.
(듣기 관련 단어 암기, 문제집 풀기, 뉴스 청취 등등...)
7. 당신이 영어 듣기를 하는 데 있어서 가장 어려움을 겪는 요인들에는 어떤 것들이 있다고 생각하십니까? 생각나는 대로 기술해주시기 바랍니다.

APPENDIX5. Questionnaire I (English)

This questionnaire aims to investigate Korean high school students' listening barrier factors while they are taking CSAT listening tests. Your responses are only used for statistical purposes, and your private information will not be revealed. Also, you will not be affected by your responses from questionnaire.

1. How long have you learned English? (ex. 12 years)

_____ years

2. Have you ever learned English in other institutions outside of the classrooms? (If your answer is 'yes', go on to the third question.)

- ① Yes ② No

3. How long have you learned in the private institutions?

(4) Private academy _____, _____ years

(5) English village _____, _____ months

(6) others _____

4. Have you ever lived in English speaking countries? Which country? How long?

(1) Country _____ (2) _____ years

5. Which part of the English skills do you mostly study? Write them in the order of frequency.

- ① listening ② writing ③ speaking ④ reading ⑤ grammar

6. How do you study listening English in daily lives?

(ex. Word memorization, listening CNN News, Watching American dramas ...)

7. What is the most serious problem regarding your English listening?

APPENDIX6. Questionnaire II (Korean)

- Part I. 다음의 표에 따라 아래 질문에 해당하는 곳에 check해 주세요.

오디오 파일을 듣고 Script를 확인한 후 해당 문항을 듣기 하는 데 있어서 주어진 설문 문항이 어려운 요인이었는지, 아닌지를 생각해서 빈 칸 중 알맞은 곳에 check해주세요. 틀렸다면 틀린 이유를, 맞았다면 맞았더라도 문제를 푸는 데 어려웠던 요인에 check하시면 됩니다.

모의고사	문항번호	해당 문항을 틀리게 된 요인이나 해당 문항을 풀 때 어렵게 느낀 요인들	전	그	보	그	매
			혀	렇	통	렇	우
			그	지	이	다	그
			렇	않	다		렇
			지	다			다
			않				
			다				
9월	7	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
		10. 영어를 들으면서 계산을 하는 것은 어렵다.					
	15	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					

17	1. 단어의 소리를 알아들을 수 없다.					
	2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
	3. 집중하기가 힘들다.					
	4. 문장이 문법적으로 복잡하거나 너무 길다.					
	5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
	6. 발화 속도가 너무 빠르다.					
	7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
	8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
	9. 배경지식이 부족해서 이해가 안 된다.					
	10. 영어 선택지라서 어렵다.					
18	1. 단어의 소리를 알아들을 수 없다.					
	2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
	3. 집중하기가 힘들다.					
	4. 문장이 문법적으로 복잡하거나 너무 길다.					
	5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
	6. 발화 속도가 너무 빠르다.					
	7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
	8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
	9. 배경지식이 부족해서 이해가 안 된다.					
	10. 영어 선택지라서 어렵다.					
19	1. 단어의 소리를 알아들을 수 없다.					
	2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
	3. 집중하기가 힘들다.					
	4. 문장이 문법적으로 복잡하거나 너무 길다.					
	5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
	6. 발화 속도가 너무 빠르다.					
	7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
	8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
	9. 배경지식이 부족해서 이해가 안 된다.					
	10. 영어 선택지라서 어렵다.					

	21	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
		10. 두 개의 문제를 푸는 것은 어렵다.					
		11. passage의 길이가 너무 길어서 어렵다.					
11 월	3	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
		10. 영어 선택지라서 어렵다.					
		11. 대화가 너무 짧아서 제시된 정보가 적어서 당황스럽고 내용 파악이 안 된다.					
	9	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있고 그 단어의 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					

		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
	10	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
	11	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
	13	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 있어서 그 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
	14	1. 단어의 소리를 알아들을 수 없다.					

		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
		10. 영어를 들으면서 계산을 하는 것은 어렵다.					
	16	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
	20	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
		3. 집중하기가 힘들다.					
		4. 문장이 문법적으로 복잡하거나 너무 길다.					
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
		6. 발화 속도가 너무 빠르다.					
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
		9. 배경지식이 부족해서 이해가 안 된다.					
		10. 영어 선택지라서 어렵다.					
	22	1. 단어의 소리를 알아들을 수 없다.					
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘					

		들리지 않는다.						
		3. 집중하기가 힘들다.						
		4. 문장이 문법적으로 복잡하거나 너무 길다.						
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.						
		6. 발화 속도가 너무 빠르다.						
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.						
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.						
		9. 배경지식이 부족해서 이해가 안 된다.						
		10. 두 개의 문제를 푸는 것은 어렵다.						
		11. passage의 길이가 너무 길어서 어렵다.						
3 월	2	1. 단어의 소리를 알아들을 수 없다.						
		2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.						
		3. 집중하기가 힘들다.						
		4. 문장이 문법적으로 복잡하거나 너무 길다.						
		5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.						
		6. 발화 속도가 너무 빠르다.						
		7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.						
		8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.						
		9. 배경지식이 부족해서 이해가 안 된다.						
		10. 영어 선택지라서 어렵다.						
		기타:						
	13		1. 단어의 소리를 알아들을 수 없다.					
			2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
3. 집중하기가 힘들다.								
4. 문장이 문법적으로 복잡하거나 너무 길다.								
5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.								
6. 발화 속도가 너무 빠르다.								
7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.								
8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.								
9. 배경지식이 부족해서 이해가 안 된다.								
22		1. 단어의 소리를 알아들을 수 없다.						

	2. 연음, 동화, 억양, 강세 등 음운적인 문제 때문에 잘 들리지 않는다.					
	3. 집중하기가 힘들다.					
	4. 문장이 문법적으로 복잡하거나 너무 길다.					
	5. 어려운 어휘나 표현이 많아서 의미가 바로 떠오르지 않는다.					
	6. 발화 속도가 너무 빠르다.					
	7. 문제를 풀고자 하나 내용이 기억이 잘 안 난다.					
	8. 다 들어도 전체 주제가 무엇인지 감을 못 잡겠다.					
	9. 배경지식이 부족해서 이해가 안 된다.					
	10. 두 개의 문제를 푸는 것은 어렵다.					
	11. passage의 길이가 너무 길어서 어렵다.					

● Part II.

다음 중 자신에게 해당 되는 사항에 check 하시오.

설문 내용	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1. 위와 같이 어려운 문항에 대해서 어떤 요인에 의해서 틀렸는지에 대해서 진단해 보는 것은 나의 듣기 이해 능력 증가에 도움이 된다.					
2. 나는 이전에도 듣기 공부를 할 때 내가 틀리게 된 요인에 대해서 이와 같이 분석해왔다.					

APPENDIX7. Questionnaire II (English)

● Questionnaire II. (English Version)

No.	General Barrier Factors
1	I was not able to recognize the words. (or There was a discrepancy between the sounds I heard and real sounds)
2	I was not able to recognize the words due to dynamic sound changes including intonation or accent.
3	I was not able to concentrate on the test.
4	I was not able to hear grammatically complicated sentences. (or Sentences were too long).
5	I did not know the meaning of the words.
6	I was not able to hear due to fast speech rate.
7	I was not able to remember well what I heard.
8	I failed to comprehend intended messages even though I was able to hear most words.
9	I failed to comprehend the message due to lack of background knowledge.

- 5-point-Likert-type scale: 1. Never/ 2. Seldom / 3. Usually/ 4. Often/ 5. Very often

No.	Item-specific barrier factors	T1	T2	T3
1	I have difficulties with mathematical calculation.	7	14	
2	I have difficulties with some multiple choices questions containing English options.	17 18	3 10 19	2
3	I have difficulties with multiple questions which have two different types of tasks.	21	22	22
4	I have difficulties with questions with long passages.	21	22	22
5	I have difficulties with understanding some short conversations.		3	2

- 5-point-Likert-type scale: 1. Never/ 2. Seldom / 3. Usually/ 4. Often/ 5. Very often

No.	Usefulness of self-checklist
1	I have ever tried to figure out my listening problems.
2	I believe that self-check list can be helpful in diagnosing my listening problems.

- 5-point-Likert-type scale

No.1: 1. Never/ 2. Little/ 3. A little/ 4. Much/ 5. Very much

No.2: 1. Never/ 2. Seldom/ 3. Usually/ 4. Often/ 5. Very often

APPENDIX8. Students' Interview

(1) Low Proficiency Level Students

Researcher: *What difficulties did you mostly have while listening?*

L1: *I tried to understand every single word and I was very embarrassed when I missed some words. I think I had many problems with recognizing the words. Also, I can't concentrate on the test. As time went by, my concentration got worse. It took more than 20 minutes to finish one test. Since these two questions were placed in the last part, I felt very sleepy while solving them.*

Researcher: *Why do you think a calculation type is difficult?*

L2: *There are many complicated concepts such as discount, percentage, dollars and refunds. Moreover, because of many figures, I easily forgot what I heard. While I was calculating, another task such as asking for discount appeared. I tried to write down the figures, but I couldn't because the listening texts were too fast. I was in panic.*

Researcher: *What do you think about self-check list? Was it helpful to you?*

L2: *I think so. I have never thought about the barrier factors of listening. I found that I have many difficulties with phonological problems. I was able to recognize my cognitive process by keeping listening diaries.*

(2) Intermediate Proficiency Level Students

Researcher: *You said that you are lack of vocabulary knowledge.*

I1: *Yes. For example, I did not know the meaning of “additional”. Because of this, I chose the wrong answer. Moreover, I was often very surprised after checking the words because the words I heard were those I already knew.*

Researcher: *What makes you do that? I mean, why were there some discrepancies between what you heard and the real word?*

I1: *I usually memorize the words not by enunciating or listening to them but by writing or reading. Therefore, I was not able to recognize the heard words.*

Researcher: *Why do you think a short conversation type was difficult?*

I2: *I was not able to remember any single information after I listened. It's too short to understand the situation. In addition, the options were given in English. I think this kind of type was introduced only recently, right? I am not used to it and I need more practice.*

Researcher: *What do you think about listening diary? Was it helpful?*

I2: *It was my first time to look into my cognitive processes while listening. I could check myself and found that I had many problems in listening. I will try to keep listening diary again.*

(3) High Proficiency Level Student

Researcher: *You obtained very high average score on the three tests. Do you have any difficulties though?*

H1: *I have difficulty with concentration. I think it is mostly because of anxiety. I always try to obtain a perfect score and this makes me very nervous. The more I got anxious about my score, the more I was distracted.*

Researcher: *You are good at solving a set of questions type. You corrected all the answers.*

H1: *They were not difficult. I try to take notes. I mostly solved the listening for details type first and gist type later. I think this item type is easier than other types because the audio files were played twice.*

Researcher: *Do you think keeping listening diary was useful?*

H1: *It's good, but I think it is time-consuming. As you know, CSAT type listening tests are not difficult. I don't think I need to spend a great amount of time keeping listening diaries. However, if the material is difficult one, such as news report or American dramas, I believe keeping listening diary will be helpful.*

국문초록

영어 듣기 저해 요소에 관한 연구는 최근 제2언어 듣기 분야에서 많은 주목을 받고 있지만, 한국 고등학생들을 대상으로 한 연구는 상대적으로 적게 연구된 편이다. 본 연구는 한국 고등학생들이 수능 타입의 영어 듣기 시험을 칠 때 느끼는 영어 듣기 저해 요소에 대해서 찾아보고 그 요소들을 어떻게 인식하는지에 대해 연구해보고자 한다.

24명의 학생들의 영어 듣기 다이어리를 분석해 영어 듣기 저해 요소들을 찾아냈으며, 이 자료를 토대로 설문지를 만들어 233명의 학생들이 이 저해 요소들에 대해 어떻게 인식하는지를 분석했다. 학생들은 그들의 영어듣기 능숙도에 따라 상, 중, 하의 세그룹으로 나뉘었으며 그룹 사이에 유의미한 차이가 있는지 알아보기 위해 설문지 결과는 일원분산분석을 통해 통계적으로 분석되었다.

본 연구를 통해 두 가지 타입의 영어 듣기 저해 요소가 발견되었다. 첫 번째는 모든 유형의 문제에 해당되는 일반적인 듣기 저해 요소들이고 두 번째는 문제 유형의 특징에서 기인하는 듣기 저해 요소들이다. 일반적 듣기 저해 요소에는 어휘의 어려움, 집중력 부족, 단어 인식, 빠른 발화 속도, 주제 파악 능력의 부족, 음운론적인 문제, 통사적인

복잡성, 제한된 기억 용량, 그리고 배경 지식의 부족이라는 9개의 요소가 발견 되었다. 문제 유형 특성에 기인하는 요소들로는 계산의 복잡함, 짧은 대화, 여러 문제를 동시에 풀기, 긴 지문, 그리고 영어 선택지라는 5개의 요소가 저해 요소로 확인 되었다.

일반적인 듣기 저해 요소에서는 빠른 발화 속도, 집중력의 부족, 그리고 어휘의 어려움이 가장 어려운 요소인 것으로 나타났고, 문제 유형 특성에 기인하는 요소 중에서는 짧은 대화 유형에서 가장 어려움을 느끼는 것으로 확인 되었다. 또한 모든 듣기 저해 요소에 대해 세 그룹 간에 유의미한 인식 차이가 존재하는 것으로 밝혀졌다.

본 연구는 한국 학생들이 영어듣기를 하는데 있어 느끼는 어려움들에 대해 좀 더 깊은 이해를 제공할 수 있을 것으로 여겨진다. 또한, 리스닝 다이어리 작성 및 설문지를 통해 자신의 영어 듣기 문제점들을 스스로 찾아보는 과정은 영어 듣기를 성공적으로 수행하는 데 있어 심도 깊은 방도를 제시할 수 있을 것으로 기대된다.

주요어: 영어 듣기 저해 요소, 제2 언어 듣기, 한국 고등학생, 수능,

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