

CHAPTER 4

RESULTS

In this chapter, two general types of listening needs were analyzed—conversational and academic, three listening proficiency groups—high, intermediate, and low—were addressed, and the differences between male and female participants were explored. The results of the aforementioned being presented, this chapter also answers the three research questions listed in Chapter 2. Statistical analyses used include descriptive analysis, *t*-test, one-way ANOVA, and Post Hoc tests.

The Participants' Conversational and Academic Listening Needs

In this section, the L2 listening needs by junior high school students are presented. Based on the frequency counting of each item—two general need types and fifty-one detailed items, the results of the need questionnaire are described below. Descriptive statistics and *t*-test are utilized in presenting the results of the data.

Conversational Versus Academic

First of all, the statistics for the two general categories of listening needs are shown in Table 3. Clearly, among the 202 participants, academic listening abilities are considered more necessary, with the mean (3.99) outnumbering that of conversational listening abilities (3.92). However, the results of *t*-test indicate that such difference between the two ability types does not reach a significant level. It may then not be able to conclude that the participants surely lay more emphasis on academic listening.

As shown much more clearly in Figure 1, the two means (3.92 and 3.99) demonstrating the degrees of importance for the listening needs, both need types are scored considerably high by the participants.

Table 3. T-Test on Listening Need Type

Need Type	N	Mean	SD	t	df	p-value
Conversational Listening	202	3.92	.18	.352	201	.556
Academic Listening	202	3.99	.16			

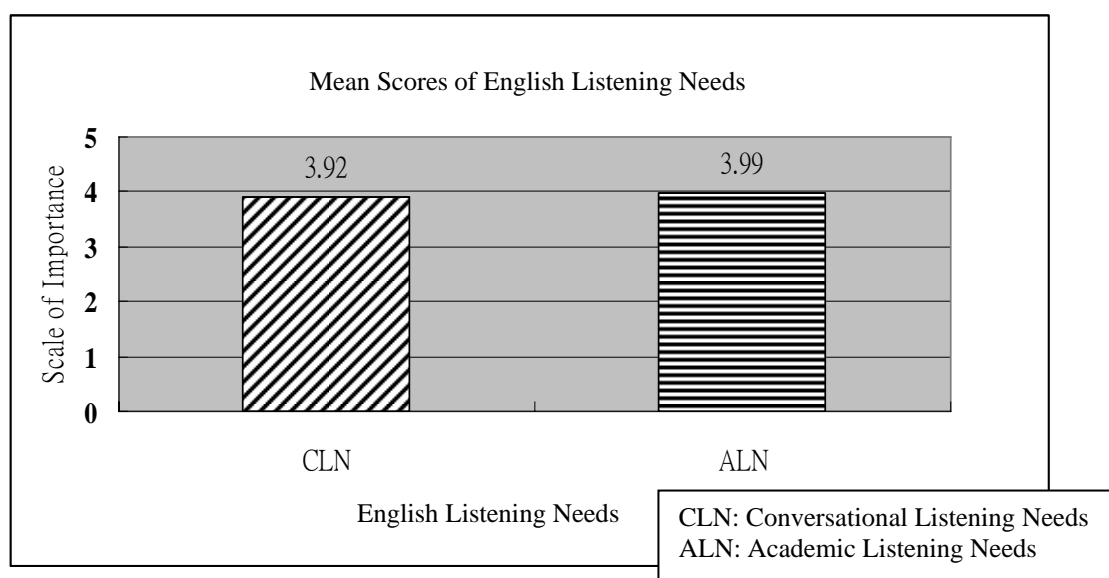


Figure 1. Mean Scores for the Scale of Importance of English Listening Needs

Conversational Listening Abilities

To be more specific, the present writer probed into the 33 items representing different 'conversational' listening abilities for more detailed information. Table 4 shows the statistic results by means and their ranks while Figure 2 makes it much easier to understand the overall comparison of means.

Table 4. Means of the importance attached by the participants and the rank for each conversational listening ability

Conversational Listening Abilities	Mean	Rank
1. Able to retain chunks of language of different lengths for short periods	3.890	19
2. Able to discriminate among the distinctive sounds of the target language	4.277	1
3. Able to recognize the stress patterns of words	3.822	22
4. Able to recognize the rhythmic structure of English	3.584	32
5. Able to recognize the functions of stress and intonation to signal the information structure of utterances	4.020	11
6. Able to identify words in stressed and unstressed positions	3.831	21
7. Able to recognize reduced forms of words	3.926	18
8. Able to distinguish word boundaries	3.742	28
9. Able to recognize typical word order patterns in the target language	4.089	5
10. Able to recognize vocabulary used in core conversational topics	4.243	2
11. Able to detect key words (i.e., those which identify topics and propositions)	4.222	3
12. Able to guess the meanings of words from the contexts in which they occur	4.044	9
13. Able to recognize grammatical word classes (parts of speech)	3.936	16
14. Able to recognize major syntactic patterns and devices	4.084	6
15. Able to recognize cohesive devices in spoken discourse	3.762	27
16. Able to recognize elliptical forms of grammatical units and sentences	3.802	25
17. Able to detect sentence constituents	3.792	26
18. Able to distinguish between major and minor constituents	3.816	23
19. Able to detect meanings expressed in differing	3.995	13

grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways)		
20. Able to recognize the communicative functions of utterances, according to situations, participants, goals	4.045	7
21. Able to reconstruct or infer situations, goals, participants, procedures	3.935	17
22. Able to use real world knowledge and experience to work out purposes, goals, settings, procedures	3.995	13
23. Able to predict outcomes from events described	3.534	33
24. Able to infer links and connections between events	3.816	23
25. Able to deduce causes and effects from events	3.856	20
26. Able to distinguish between literal and implied meanings	4.039	10
27. Able to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers	4.094	4
28. Able to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification	4.005	12
29. Able to process speech at different rates	4.045	7
30. Able to process speech containing pauses, errors, corrections	3.980	15
31. Able to make use of facial, paralinguistic, and other clues to work out meanings	3.643	31
32. Able to adjust listening strategies to different kinds of listener purposes or goals	3.732	29
33. Able to signal comprehension or lack of comprehension, verbally and non-verbally	3.703	30

Note. Selection of the answer “Very Important” scored 5, “Important” 4, “So-so” 3, “Not Important” 2, and “Rather Unimportant” 1.

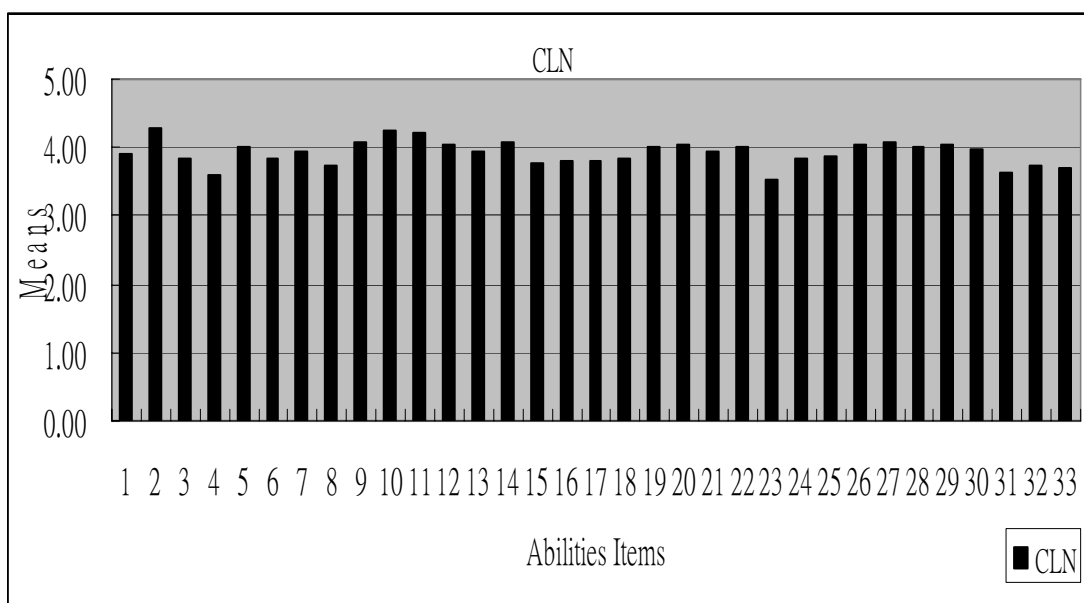


Figure 2. Overall Comparison of Means for Conversational Listening Abilities

Among the 33 English conversational listening abilities illustrated above, ‘Able to discriminate among the distinctive sounds of the target language’ has the highest average scores. The second indispensable ability is ‘Able to recognize vocabulary used in core conversational topics,’ followed closely by the third important need—‘Able to detect key words, e.g., those which identify topics and propositions.’

Table 5. Top 5 Conversational Listening Needs (*Out of 33)

Rank	Conversational Listening Need	Mean	SD
1	Able to discriminate among the distinctive sounds of the target language	4.277	.781
2	Able to recognize vocabulary used in core conversational topics	4.243	.750
3	Able to detect key words (i.e., those which identify topics and propositions)	4.222	.813
4	Able to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers	4.094	.890
5	Able to recognize typical word order patterns in the target language	4.089	.871

For better understanding, Table 5 lists the participants' top 5 conversational listening needs along with their means as well as SD respectively.

Academic Listening Abilities

On the other hand, the 18 'academic' listening abilities put forward by Richards (1983) are shown in Table 6 with the mean and rank for each item along. As what is carried out in the former section to illustrate the comparison of conversational listening abilities, Figure 3 is offered to make clearer the lists of the 18 academic listening abilities.

Table 6. Means and ranks for the 18 academic listening abilities

Academic Listening Needs	Mean	Rank
1. Able to identify purpose and scope of lecture	3.980	11
2. Able to identify topic of lecture and follow topic development	4.129	5
3. Able to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples)	4.094	6
4. Able to identify role of discourse markers in signaling structure of a lecture	3.772	18
5. Able to infer relationships (e.g., cause, effect, conclusion)	4.020	9
6. Able to recognize key lexical items related to subject/topic	4.025	8
7. Able to deduce meanings of words from context	4.134	4
8. Able to recognize markers of cohesion	3.896	12
9. Able to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key)	3.817	16
10. Able to detect attitude of speaker toward subject matter	3.832	14
11. Able to follow different modes of lecturing: spoken, audio, audio-visual	4.347	1
12. Able to follow lecture despite differences in accent and speed	4.218	2

13. Familiar with different styles of lecturing: formal, conversational, read, unplanned	3.856	13
14. Familiar with different registers: written versus colloquial	3.990	10
15. Able to recognize irrelevant matter: jokes, digressions, meanderings	3.787	17
16. Able to recognize function of non-verbal cues as markers of emphasis and attitude	3.827	15
17. Sure about classroom conventions (e.g., turn taking, clarification requests)	4.029	7
18. Able to recognize instructional/ learner tasks (e.g., warnings, suggestions, recommendations, advice instructions)	4.148	3

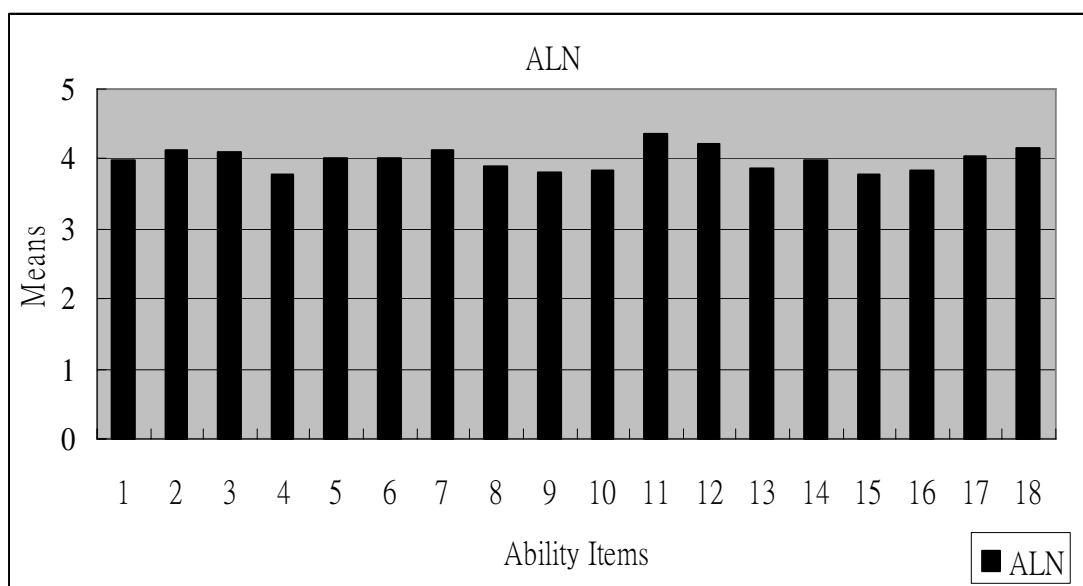


Figure 3. Overall Comparison of Means for Academic Listening Abilities

Table 7 lists the five most important academic listening needs. Among the 18 listening needs for English lecturing, Top 1 is 'able to follow different modes of lecturing: spoken, audio, audio-visual,' while Top 2 is 'able to follow lecture despite differences in accent and speed.' The third important academic listening need is 'able to recognize instructional/learner tasks, e.g., warnings, suggestions, recommendations,

advice instructions.’ As for the fourth, fifth, Table 7 below serves as a useful reference to their means and SDs.

Table 7. Top 5 Academic Listening Needs (*Out of 18)

Rank	Academic Listening Need	Mean	SD
1	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.347	.840
2	Able to follow lecture despite differences in accent and speed	4.218	.836
3	Able to recognize instructional/ learner tasks, e.g., warnings, suggestions, recommendations, advice instructions	4.149	.857
4	Able to deduce meanings of words from context	4.134	.839
5	Able to identify topic of lecture and follow topic development	4.129	.911

Conversational Plus Academic

The means and ranking of each ability item belonging to two need types clearly presented, the Top 5 necessary listening abilities in each of two need categories already computed and understood, this section focuses on the results encompassing the comparison in every listening ability between ‘conversational’ and ‘academic.’ The list of Top 10 needed listening abilities among the total of 51 (33+18) English listening abilities was demonstrated in Table 8 in the order of the importance attached by the participants. Ranks, need types (conversational or academic), and Standard Deviations (SDs) are provided as well.

Table 8. Top 10 English Listening Needs (*Out of 51)

Rank	Need Type	L2 Listening Need (Conversational + Academic)	Mean	SD
1	ALN	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.347	.840
2	CLN	Able to discriminate among the distinctive sounds of the target language	4.277	.781
3	CLN	Able to recognize vocabulary used in core conversational topics	4.243	.750
4	CLN	Able to detect key words (i.e., those which identify topics and propositions)	4.223	.813
5	ALN	Able to follow lecture despite differences in accent and speed	4.218	.836
6	ALN	Able to recognize instructional/ learner tasks (e.g., warnings, suggestions, recommendations, advice instructions)	4.149	.857
7	ALN	Able to deduce meanings of words from context	4.134	.839
8	ALN	Able to identify topic of lecture and follow topic development	4.129	.911
9	CLN	Able to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers	4.094	.890
9	ALN	Able to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples)	4.094	.808
10	CLN	Able to recognize typical word order patterns in the target language	4.089	.871

ALN: Academic Listening Need / CLN: Conversational Listening Need

The list above shows that junior high school students regard the academic listening ‘ability to follow different modes of lecturing: spoken, audio, audio-visual’

as the most important or necessary of all. Nonetheless, the following Top 2, 3, and 4 all belong to conversational listening abilities. Items computed, academic listening abilities are considered more necessary, winning by 6-5 over conversational ones.

Difference in Needs between Different Listening Proficiencies

The 202 participants' English listening needs being assessed, this section focuses on the relationship between English listening proficiency and English listening needs. Namely, the aim is to discover the distinction between different listening proficiency groups of participants in the two major listening needs types. Just as what was mentioned at the very beginning of this chapter, the participants are divided into three groups based on the mean scores they obtained on the three monthly English listening comprehension exams. With regard to the number of participants as well as the means and SDs of all the listening abilities, descriptive statistics and *F*-test based on one-way ANOVA are utilized in presenting the results.

High Versus Intermediate Versus Low

Again, to have an overview, the comparison of 'high,' 'intermediate', and 'low' is shown in Table 9. The means of conversational listening needs scored by the three different levels of English listening proficiency are 4.03, 3.72, and 3.86 respectively. This result demonstrates that the 'high' group has more needs for conversational listening than either the 'intermediate' or the 'low' proficiency participants do. Additionally, results of *F*-test show that such differences are significant with the *p*-value smaller than .005.

Similarly, results of *F*-test as well as the comparison of the means show that those participants with high listening proficiency require significantly more needs for academic listening abilities. Again, the *p*-value is .000 and the respective means of the academic needs are 4.12 for 'high', 3.80 for 'intermediate', and 3.70 for 'low.'

Table 9. One-way ANOVA for the Differences in Different Listening Needs Types Among Different Listening Proficiency Groups

Proficiency	Conversational		Academic	
	Listening Need		Listening Need	
High	N	125	N	125
	Mean	4.03	Mean	4.12
	SD	.39	SD	.41
Intermediate	N	68	N	68
	Mean	3.72	Mean	3.80
	SD	.44	SD	.52
Low	N	9	N	9
	Mean	3.86	Mean	3.70
	SD	.40	SD	.46
<i>F</i>	12.398*		12.828*	
<i>p</i> -value	.000		.000	

* $p < 0.05$

To make information easier to understand, Figure 4 and Figure 5 are used to illustrate Table 9. Figure 4 emphasizes the disparities among the three different English listening proficiency groups. The differences between conversational and academic listening in each of the three groups can also be discovered. On the contrary, the comparison of the two need types is in the spotlight in Figure 5. Whether listening proficiency is an influential factor is dealt with in Figure 5, too.

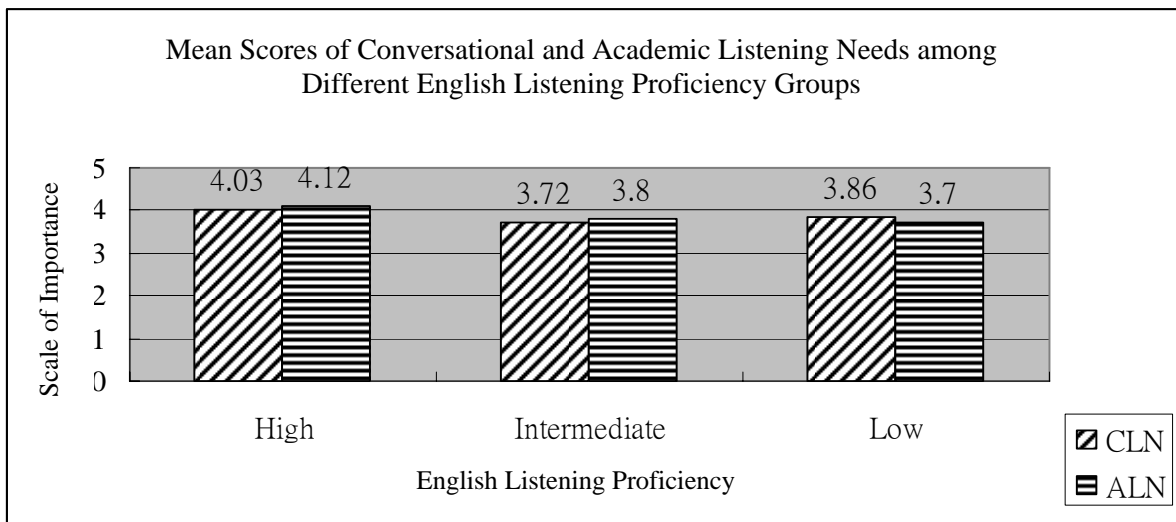


Figure 4. Mean Scores of L2 Listening Needs among Different English Listening Proficiency Groups

Judging from Figure 4 above, it is obviously seen that the mean of ALN is higher than that of CLN in either the ‘High’ group or the ‘Intermediate.’ However, such is not the case in the ‘Low’ group.

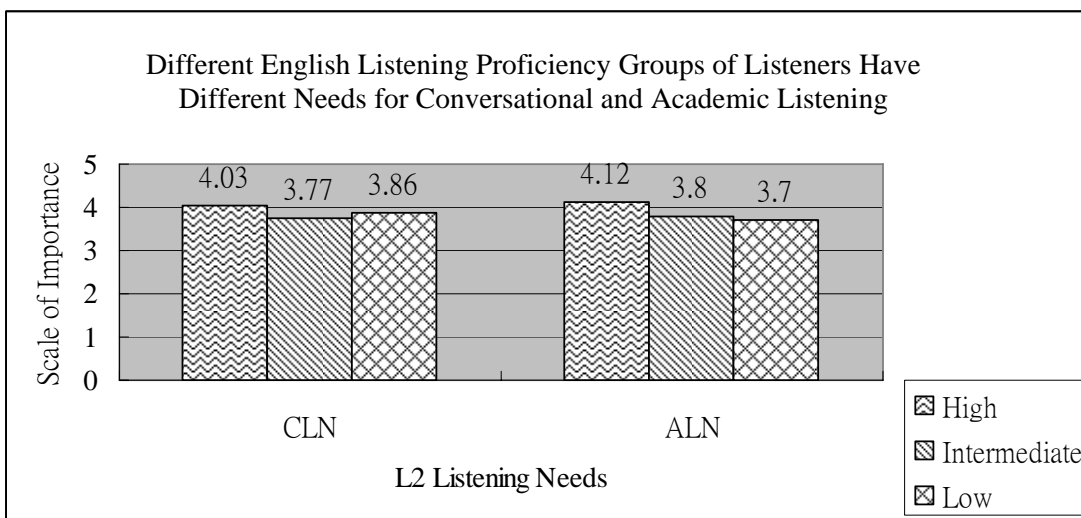


Figure 5. Different English Listening Needs among Different English Listening Proficiency Groups

In Figure 5, the participants with ‘high’ listening proficiency have significantly more listening needs, with both means higher than other groups in both CLN and ALN.

High Listening Proficiency

The abovementioned results apparently showed that the ‘high’ group has

significantly more needs in English listening, either for conversational or academic. For more detailed information, Table 10 reveals the exact list of Top 5 English listening abilities they need. All the five most necessary abilities are given scores that approximate the full marks. The first goes to the “ability to follow different modes of lecturing: spoken, audio, audio-visual,” the second is the “ability to retain chunks of language of different lengths for short periods,” and the “ability to follow lecture despite differences in accent and speed” ranks the third place.

Table 10. Top 5 English Listening Needs of the High Listening Proficiency Group (*Out of 51 Listening Needs)

【N=125】

Rank	Need Type	Listening Need	Mean	SD
1	ALN	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.552	.665
2	CLN	Able to retain chunks of language of different lengths for short periods	4.416	.686
3	ALN	Able to follow lecture despite differences in accent and speed	4.400	.730
4	CLN	Able to detect key words (i.e., those which identify topics and propositions)	4.384	.727
5	CLN	Able to discriminate among the distinctive sounds of the target language	4.376	.748

ALN: Academic Listening Need / CLN: Conversational Listening Need

Intermediate Listening Proficiency

Since this study covers each level of students, the analyses target at ‘intermediate’ and ‘low’ levels of listening proficiency as well. As shown in Table 11 below, 68 ‘intermediate’ listeners’ English listening requirements for the two general needs types are less distinctive—53 % for conversational listening and 47 % for academic. Besides, Table 11 shows the means deriving from the intermediate level are

lower than those given by the ‘high’ listeners mentioned before. On the Top 5 list, ‘able to follow different modes of lecturing: spoken, audio, audio-visual’ and ‘able to recognize instructional/ learner tasks, e.g., warnings, suggestions, recommendations, advice instructions’ are graded almost the same and regarded as the most necessary English listening ability. There are also two abilities ranked the 4th: ‘able to identify relationships among units within discourse, e.g., major ideas, generalizations, hypotheses, supporting ideas, examples’ and ‘able to recognize grammatical word classes (parts of speech),’ the former belonging to ALN and the latter CLN.

Table 11. Top 5 English Listening Needs of the Intermediate Listening Proficiency Group (*Out of 51 Listening Needs)

【N=68】

Rank	Need Type	Listening Need	Mean	SD
1	ALN	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.074	.982
1	ALN	Able to recognize instructional/ learner tasks, e.g., warnings, suggestions, recommendations, advice instructions	4.074	.903
2	CLN	Able to discriminate among the distinctive sounds of the target language	4.059	.826
3	CLN	Able to recognize vocabulary used in core conversational topics	4.000	.792
4	ALN	Able to identify relationships among units within discourse, e.g., major ideas, generalizations, hypotheses, supporting ideas, examples	3.985	.743
4	CLN	Able to recognize grammatical word classes (parts of speech)	3.985	1.000
5	CLN	Able to recognize the functions of stress and intonation to signal the information structure of utterances	3.956	.762

ALN: Academic Listening Need / CLN: Conversational Listening Need

Low Listening Proficiency

Contrary to both the ‘high’ and ‘intermediate’ groups, the ‘low’ listening group in Table 12 are not in a similar fashion. The Top 5 list is distinct from the ‘high’ and ‘low’ in the unbalanced requirement for the two general needs types. Undoubtedly, the most noteworthy point in Table 12 is a preference for conversational listening abilities (80%). Except for the three academic needs— ‘able to identify topic of lecture and follow topic development,’ ‘able to recognize function of non-verbal cues as markers of emphasis and attitude,’ and ‘sure about classroom conventions, e.g., turn taking, clarification requests,’ the rest of the most needed abilities categorically belong to conversational listening.

Table 12. Top 5 English Listening Needs of the Low Listening Proficiency Group (*Out of 51 Listening Needs)

【N=9】

Rank	Need Type	Listening Need	Mean	SD
1	CLN	Able to discriminate among the distinctive sounds of the target language	4.556	.527
2	CLN	Able to deduce causes and effects from events	4.333	.500
3	CLN	Able to detect key words (i.e., those which identify topics and propositions)	4.222	.833
3	CLN	Able to recognize grammatical word classes (parts of speech)	4.222	.667
3	CLN	Able to distinguish between major and minor constituents	4.222	.833
3	CLN	Able to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification	4.222	.667
4	CLN	Able to recognize major syntactic patterns	4.111	.782

		and devices		
4	CLN	Able to recognize the communicative functions of utterances, according to situations, participants, goals	4.111	.782
4	ALN	Able to identify topic of lecture and follow topic development	4.111	.928
5	CLN	Able to recognize the stress patterns of words	4.000	.866
5	CLN	Able to identify words in stressed and unstressed positions	4.000	.866
5	CLN	Able to guess the meanings of words from the contexts in which they occur	4.000	.866
5	CLN	Able to detect meanings expressed in differing grammatical forms/sentence types, i.e., that a particular meaning may be expressed in different ways	4.000	.866
5	ALN	Able to recognize function of non-verbal cues as markers of emphasis and attitude	4.000	.866
5	ALN	Sure about classroom conventions, e.g., turn taking, clarification requests	4.000	1.000

ALN: Academic Listening Need / CLN: Conversational Listening Need

What has to be noticed in Table 12 as well is that a bunch of the needs are scored the same. In other words, for the nine participants with 'low' listening proficiency, listening abilities are pretty much with equal importance. For example, the 'ability to detect key words, i.e., those which identify topics and propositions', the 'ability to recognize grammatical word classes (parts of speech),' and the 'ability to distinguish between major and minor constituents' obtain the same mean scores. Similarly, the 'ability to recognize major syntactic patterns and devices,' the 'ability to recognize the communicative functions of utterances, according to situations, participants, goals,' and the 'ability to identify topic of lecture and follow topic development' are

considered likewise necessary. Moreover, the ‘ability to identify words in stressed and unstressed positions’, the ‘ability to identify words in stressed and unstressed positions,’ the ‘ability to guess the meanings of words from the contexts in which they occur,’ the ‘ability to detect meanings expressed in differing grammatical forms/sentence types, i.e., a particular meaning may be expressed in different ways,’ the ‘ability to recognize function of non-verbal cues as markers of emphasis and attitude,’ and the ‘ability to be sure about classroom conventions, e.g., turn taking, clarification requests’ surprisingly receive the same attention.

Difference in Needs between Different Genders

Since different levels of English listening proficiency were proved to be one of the influential factors, what may be other possible influences becomes the next interest. In this section, the focus is the ‘gender influence’ on English listening needs. The core issues here are: “Do male and female students have significantly different English listening needs?” “Which do male/female students consider more necessary, conversational or academic?” “Which do male/female students regard as the 10 most important English listening abilities?” “Which do male/female students regard as the Top 5 necessary conversational/academic listening needs?” Likewise, descriptive statistics and *F*-test based on one-way ANOVA are used in the process of data analysis.

Male Versus Female

Generally speaking, among all the participants, 97 of them are male and 105 are female. Apparently, Table 13 points out that only in ‘academic’ listening does ‘gender’ exert significant influence on the choice of needs. For academic listening, the average scores obtained by males are 3.922, whereas those by females are 4.061. Results indicate that such difference between the choices made by different genders

for academic listening abilities is significant enough. ($p < 0.05$) However, for conversational needs, results fail to reach a significant level. In terms of means for conversational listening needs, 3.861 are given by males while 3.972 by females. There is a certain disparity but such a disparity is less clear.

Table 13. One-way ANOVA for the Differences in Different Listening Needs Types between Different Genders

Gender	Conversational Listening Need		Academic Listening Need	
	N	97	N	97
Male	Mean	3.861	Mean	3.922
	SD	.464	SD	.491
	N	105	N	105
Female	Mean	3.972	Mean	4.061
	SD	.394	SD	.459
	<i>F</i> -test	3.419		4.343*
p-value	.066		.038	

* $p < 0.05$

Judging from Figure 6, the four scores are pretty close, and the emphasis is quite similar. Both genders place more emphasis on academic listening, with both scores higher than the counterpart means—“3.92(ALN) : 3.86(CLN)” for males and “4.06(ALN) : 3.97(CLN)” for females. From another perspective, both scores deriving from the questionnaires of females are higher than those from males—“3.97(F) : 3.86(M)” for CLN and “4.06(F) : 3.92(M)” for ALN.

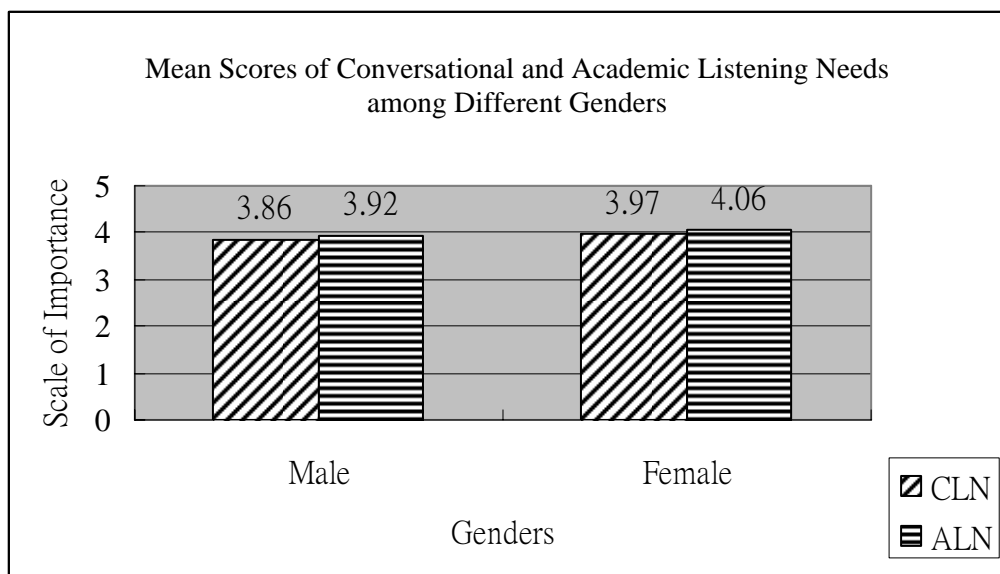


Figure 6. Gender difference

From the stance of the two different needs types, the aforementioned findings in Figure 6 can likewise be discovered, if not more clearly, in Figure 7. For instance, in either CLN or ALN, females have more English listening needs than males.

Furthermore, compare the two scores for CLN with those for ALN, none of the two is higher than its counterpart score.

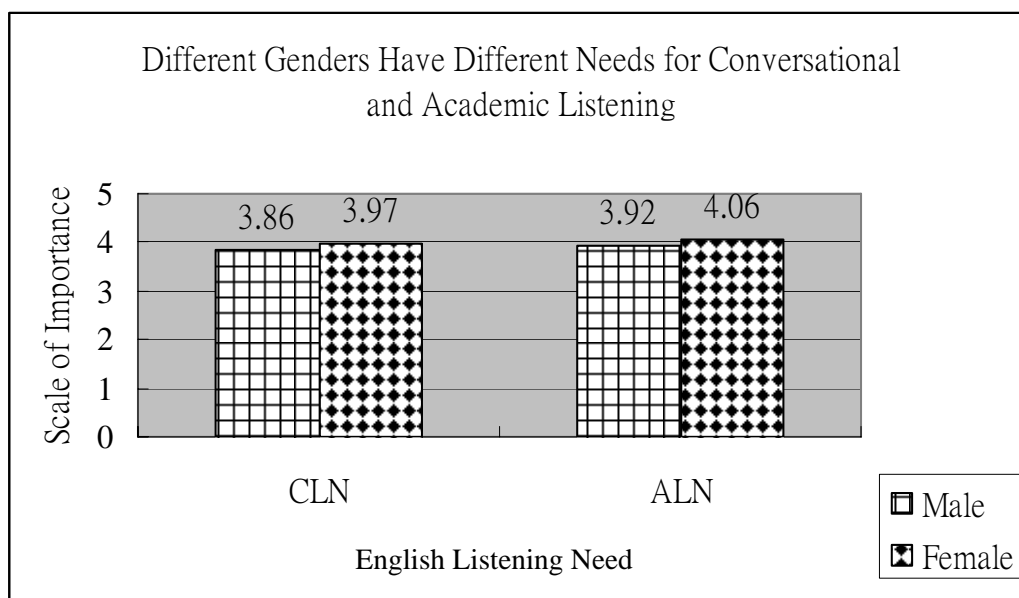


Figure 7. Mean Scores of Conversational and Academic Listening Needs Given by Different Genders

Since it is the ‘academic’ listening that distinguishes male participants’ needs from females’ with the result of a significant p-value, more space should be devoted to the study of it. Tables 14 and 15 are trying to examine the distinctive choices that male and female participants make on academic listening. Table 14 presents the Top 5

**Table 14. Top 5 Academic Listening Needs for Male Participants
(*Out of 18 Listening Needs)**

【N=97】

Rank	Listening Need	Mean	SD
1	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.258	.939
2	Able to follow lecture despite differences in accent and speed	4.247	.866
3	Able to identify topic of lecture and follow topic development	4.134	.942
3	Able to recognize instructional/ learner tasks, e.g., warnings, suggestions, recommendations, advice instructions	4.134	.862
4	Able to identify relationships among units within discourse, e.g., major ideas, generalizations, hypotheses, supporting ideas, examples	4.103	.860
5	Able to recognize key lexical items related to subject/ topic	4.021	.924

academic listening needs for male participants while Table 15 demonstrates that for females. Unexpectedly, the former resembles the latter in the need that ranks first—‘able to follow different modes of lecturing: spoken, audio, audio-visual.’ Moreover, both genders arrive at two unanimous decisions on ‘able to follow lecture despite differences in accent and speed’ and ‘able to recognize instructional/learner tasks, e.g., warnings, suggestions, recommendations, advice instructions.’ To sum up, although according to the *F*-test results there is significant disparity between males

and females, there are similarities as well, at least in the congruence of certain most important needs for academic listening. The minor differences between the two Top 5 lists lie in the fact that males believe that abilities ‘to identify topic of lecture and follow topic development,’ ‘to identify relationships among units within discourse, e.g., major ideas, generalizations, hypotheses, supporting ideas, examples,’ and ‘to recognize key lexical items related to subject/ topic’ are more important; on the other hand, females consider the abilities ‘to deduce meanings of words from context’ and ‘to be sure about classroom conventions, e.g., turn taking, clarification requests’ more necessary.

**Table 15. Top 5 Academic Listening Needs for Female Participants
(*Out of 18 Listening Needs)**

【N=105】

Rank	Listening Need	Mean	SD
1	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.429	.732
2	Able to deduce meanings of words from context	4.267	.750
3	Sure about classroom conventions, e.g., turn taking, clarification requests	4.200	.924
4	Able to follow lecture despite differences in accent and speed	4.190	.810
5	Able to recognize instructional/ learner tasks, e.g., warnings, suggestions, recommendations, advice instructions	4.162	.856

Male Participants

Although it is ‘academic’ listening that significantly differs the two genders’ needs, attention should also be paid to the English listening needs as a whole by each gender, if understanding more about different genders of students is the concern. As a result, this section and the next (Female Participants) present the Top 5 English

listening abilities for male and female participants respectively. Table 16 demonstrates the males' Top 5 English listening needs, exploring males' judgment in the importance of all the 51 conversational plus academic listening needs. Not surprisingly, Top 1, 'able to follow different modes of lecturing: spoken, audio, audio-visual,' belongs to ALN. Nevertheless, the listening abilities that are given the highest scores strike a balance in the need types—four for ALN and four for CLN. For male participants, the most important ALN is 'able to follow different modes of lecturing: spoken, audio, audio-visual,' whereas the most necessary CLN goes to the 'ability to discriminate among the distinctive sounds of the target language.'

**Table 16. Top 5 English Listening Needs of Male Participants
(*Out of 51 Listening Needs)**

【N=97】

Rank	Need Type	Listening Need	Mean	SD
1	ALN	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.258	.939
2	ALN	Able to follow lecture despite differences in accent and speed	4.247	.866
2	CLN	Able to discriminate among the distinctive sounds of the target language	4.247	.804
3	CLN	Able to recognize vocabulary used in core conversational topics	4.144	.750
4	ALN	Able to identify topic of lecture and follow topic development	4.134	.942
4	ALN	Able to recognize instructional/ learner tasks (e.g., warnings, suggestions, recommendations, advice instructions)	4.134	.862
4	CLN	Able to recognize major syntactic patterns and devices	4.134	.799
5	CLN	Able to detect key words (i.e., those which identify topics and propositions)	4.124	.832

ALN: Academic Listening Need / CLN: Conversational Listening Need

Female Participants

More information about males' listening needs offered, further understanding about females' is the focus of this section. It was pointed out in the previous sections that both genders put higher premium on academic listening abilities. Accordingly, the list of Top 5 English listening needs for female participants as Table 17 presents the result that the ability categorized ALN takes the first place. Top 1 goes to the 'ability to follow different modes of lecturing: spoken, audio, audio-visual,' Top 2 falls on the 'ability to recognize vocabulary used in core conversational topics,' and Top 3 lies in the 'ability to detect key words, i.e., those which identify topics and propositions.' Generally speaking, no matter which category the abilities belong to, they are considered quite necessary and given pretty high scores of importance: 4.429 for the first, 4.333 the second, 4.314 the third, 4.305 the fourth, and 4.267 the fifth.

**Table 17. Top 5 English Listening Needs of Female Participants
(*Out of 51 Listening Needs)**

【N=105】

Rank	Need Type	Listening Need	Mean	SD
1	ALN	Able to follow different modes of lecturing: spoken, audio, audio-visual	4.429	.732
2	CLN	Able to recognize vocabulary used in core conversational topics	4.333	.742
3	CLN	Able to detect key words (i.e., those which identify topics and propositions)	4.314	.788
4	CLN	Able to discriminate among the distinctive sounds of the target language	4.305	.761
5	ALN	Able to deduce meanings of words from context	4.267	.750

ALN: Academic Listening Need / CLN: Conversational Listening Need

Summary

Based on the results of the study, the Top 10 English listening needs (Table 8) can best serve as the answer to the first research question. For the second question, results show that academic listening abilities are considered more necessary than conversational ones. Generally speaking, among the 33 conversational abilities plus 18 academic ones, the latter 18 are considered more important, yet such difference between the two ability types does not reach a significant level.

More specifically analyzed, such two needs types—conversational and academic—are distinctively important for participants with different listening proficiencies. The result indicates that listeners with ‘high’ listening proficiency have significantly more needs for English listening abilities than either those with ‘intermediate’ or ‘low’ proficiency. Respectively put, both the ‘high’ and the ‘intermediate’ groups require more academic listening abilities while the ‘low’ one contrarily has more conversational listening needs.

In addition to the analysis of different listening proficiency, this study also probes into the disparity among different genders. Results point out that merely in the need for academic listening abilities is there significant gender difference. For academic listening abilities, females require more than males do. Actually, either in the case of academic listening abilities or in that of conversational ones, females have more needs than males. From another perspective, academic listening abilities are considered more necessary than conversational ones either for males or females.