

英語聽力教學之探討

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OUTLINE

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- II. Potential Learning Problems**
- III. The Teacher's Role**
- IV. Instructional Activities**
- V. Classroom Assessment**
- VI. Listening Strategies**
- VII. Conclusion**



I. Course Objectives (1)

Listener Functions

1. Identification
2. Orientation
3. Main idea comprehension
4. Detail comprehension
5. Full comprehension
6. Replication



I. Course Objectives (2)

Four objectives in listening curricula

1. Expose students to a range of listening experiences
2. Make listening purposeful for the students
3. Help students understand what listening requires and how to approach
4. Build up students' confidence in their own listening ability



I. Course Objectives (3)

Taxonomy of listening skills

1. Retain chunks of language of different lengths for short periods
2. Discriminate among the distinctive sounds of the target language
3. Recognize reduced forms of words
4. Distinguish word boundaries



I. Course Objectives (4)

Taxonomy of listening skills

5. Detect key words which identify topics and propositions
6. Guess the meanings of words from the context in which they occur
7. Recognize grammatical word classes
8. Predict outcomes from events described
9. Infer links and connections between events
10. Make use of facial, paralinguistic, and other clues to work out meanings



II. Potential Learning Problems

1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listener's limited vocabulary
4. Failure to recognize the "signals"
5. Problems of interpretation
6. Inability to concentrate
7. Established learning habits



III. The Teacher's Role (1)

General Planning Considerations

1. A separate lesson, or part of a general lesson?
2. In the classroom, language lab or listening center?
3. Equipment
4. Preparing recordings
5. The amount of time to be allocated to listening
6. The place of tests



III. The Teacher's Role (2)

Before the Lesson

1. Choose the listening text
2. Check that the activities are suitable
3. Adjust the difficulty level of activities
4. Consider whether the listening work will fill the time available
5. Think about visual aids



III. The Teacher's Role (3)

Before the Lesson

6. Whether any special equipment will be needed
7. What procedure you will adopt for the listening session
8. Whether present the listening text “live” or practice reading it aloud



III. The Teacher's Role (4)

During the Lesson

1. Being available to give help whenever it is needed,
2. Encouraging the students to help each other
3. Not treating the activities as tests to be marked and scored.
4. Encouraging the students to alter their answers if they wish to
5. Encourage students to jot down odd words, ideas and thoughts



III. The Teacher's Role (5)

During the Lesson

6. Suggesting that the students use dictionaries
7. Including lots of pair and group work.
8. Making oral activities enjoyable.
9. Leaving out part of the work rather than rushing.
10. Giving immediate feedback.



III. The Teacher's Role (6)

Conducting the Lesson

1. The pre-listening stage
2. The while-listening stage
3. A period when students discuss their responses
4. A repeat listening



III. The Teacher's Role (7)

Conducting the Lesson

5. Some further discussion between students, or some assistance from the teacher
6. Post-listening production of the “acceptable” answers
7. Consideration of the areas where students failed to understand
8. A post-listening extension activity



IV. Instructional Activities of Listening Comprehension (1)

Four principles of designing listening instructional activities

1. The relevance principle
2. The transferability/applicability principle
3. The task-oriented principle
4. The outcomes principle



IV. Instructional Activities (2)

Main techniques of adjusting the level of a listening activity

1. Make the input language of the activity simpler or more comprehensible.
2. Design pre-listening activities that give a useful preview of the content and procedures in the activity.
3. Give visual support for the listening activity.
4. Break down the steps of the activity in order to provide sub-goals.
5. Decrease the amount of oral or written production that is required of the students during the listening activity.

IV. Instructional Activities (3)

Types of Listening Focus

1. Attentive Listening
2. Intensive Listening
3. Selective Listening
4. Interactive Listening



IV. Instructional Activities (4)

1. Attentive Listening

- Giving and receiving instructions
- Watching documentary programmes
- Interviewing and being interviewed
- Participating in social activities



IV. Instructional Activities (5)

2. Intensive Listening

- Listening to particular words, phrases, grammatical units, and pragmatic units
- Recognizing differences between similar words and phrases
- Listening to sound changes that occur in natural speech
- Paying attention to the speaker's use of stress, intonation, and pauses
- Practicing paraphrasing and reconstructing
- Remembering specific words and sequences

IV. Instructional Activities (6)

3. Selective Listening

- Listening to announcements for specific information
- Listening to news reports to update your knowledge of a situation
- Listening to speeches or lectures
- Listening to recorded messages to note important information
- Listening to stories to understand the main points
- Listening to songs for appreciation of the lyrics

IV. Instructional Activities (7)

4. Interactive Listening

- Changing and discussing topics with friends
- Making arrangements
- Exchanging news, report, or anecdotes
- Interviewing and being interviewed
- Working collaboratively on projects



IV. Instructional Activities (8)

Types of Listening Activities

1. Pre-listening
2. While-listening
3. Post-listening



IV. Instructional Activities (9)

1. Pre-listening Activities

- Looking at pictures and talking about them
- Looking at a list of items/thoughts/etc
- Making lists of possibilities / ideas / suggestions / etc
- Reading a text
- Reading through questions (to be answered while listening)



IV. Instructional Activities (10)

2. While-listening Activities

- Marking / checking items in pictures
- Matching pictures with what is heard
- Storyline picture sets
- Putting pictures in order
- Completing pictures
- Picture drawing



IV. Instructional Activities (11)

3. Post-listening Activities

- Form / chart completion
- Extending lists
- Sequencing / 'grading'
- Matching with a reading text
- Extending notes into written responses
- Summarising
- Using information for problem-solving and decision-making activities



V. Classroom Assessment (1)

Checklist of Specifications for testing listening

1. Test Content

- Topics and themes to be included
- Text types to be included (narrative, descriptive)
- Text units to be used (phrases, single utterances, dialogues, monologues, of what length)
- Mode of input (audio, video, live)
- Varieties of English to be used
- Scripted or unscripted



V. Classroom Assessment (2)

Checklist of Specifications for testing listening

2. Test Task

Which listening skills are to be focal in the tasks?

3. Other Skills

What other linguistic skills are required?

What listener roles will the test taker adopt?

What non-linguistic skills are required to fulfill these roles?



V. Classroom Assessment (3)

Guidelines essential for constructing a valid listening test

1. A listening test material should adopt authentic language.
2. A listening test should assess comprehension, instead of memory.
3. A listening test should provide contextual clues.
4. A listening test should focus on the message.



VI. Listening Strategies (1)

1. Memory

- Grouping
- Associating/elaborating
- Placing new words into a context
- Using imagery
- Semantic mapping
- Using keywords
- Representing sounds in memory
- Structured reviewing
- Using physical response or sensation
- Using mechanical techniques



記憶策略 (Memory)

1. 依據意義或其他特性，將所聽到的字分類。
2. 將聽到的生字或片語，放進有意義的上下文中，例如：句子、短文、故事。
3. 將所聽到相關的內容，做意義上的聯想，將其連接在一起。
4. 將所聽到的生字，與中文某一個發音類似的字，聯想在一起。
5. 把所聽到的內容，以肢體動作表示出來。
6. 把所聽到的生字，寫在小卡片或筆記本上。

VI. Listening Strategies (2)

2. Cognitive

- Repeating
- Formally practicing with sounds and writing systems
- Recognizing and using formulas and patterns
- Practicing naturalistically
- Getting the idea quickly
- Using resources for receiving and sending messages
- Reasoning deductively

VI. Listening Strategies (3)

2. Cognitive

- Analyzing expressions
- Analyzing contrastively (across languages)
- Translating
- Transferring
- Taking notes
- Summarizing
- Highlighting

3. Compensation

- Using linguistic clues
- Using other clues



認知策略 (Cognitive)

1. 重覆聽數次。
2. 把所聽到的內容，以筆記寫下來。
3. 注意聽文章的主旨或某一特定細節。
4. 使用推論性思考，去假設聽力內容的意義。
5. 把所聽到的內容翻譯成中文。
6. 總結所聽到的內容。



英文筆記內容:主題關係的筆記

1. 標示主題(topicalizing):寫下一個單字或片語，來代表某部分的聽力內容。
2. 翻譯(translating):寫出主題的中文意義。
3. 複寫(copying):將教師(或演講者)寫在黑板或投影片上的內容，逐字抄下。
4. 謄寫(transcribing):將教師(或演講者)所說的內容，逐字寫下。
5. 圖解(schematizing):插入圖表來呈現主題

英文筆記內容:概念排序的筆記

1. 順序提示 (sequence cuing): 將主題依順序、編號排列，例如：1. natural 2. chemical
2. 組織提示 (hierarchy cuing): 將筆記內容標上結構名稱，例如：(conclusion) take medicine carefully, (example) heroin
3. 關係排列 (relation ordering): 使用縮排(indenting)、箭號、破折號、半圓、等號來顯示主題之間的關係，例如：medical

natural

folk



英文筆記內容:焦點集中的筆記

1. 強調 (highlighting): 將主題劃底線，在主題前放置圓點或箭號，將主題圈起，例如：
medicine, → medicine,
2. 使失掉強調 (de-highlighting): 將主題以字體較小的字母寫出，或將其放進括弧內，例如：
medicine, (medicine)



英文筆記內容:內容修訂的筆記

1.插入 (inserting):劃上箭號指向先前的筆記，或插入脫字符號，

例如：natural, ^ surgical
chemical

2.刪除 (erasing):劃上橫線刪掉舊的筆記，例如：
four medicine



英文筆記形式：正式大綱

- **MEDICINE**

- **I. Natural**

- **A. homeopathy**

- **B. folk**

- **II. Chemical**

- **A. preventative drugs**

- **1. the pill**

- **2. insulin**

- **B. dangerous drugs**

- **1. heroin**

- **2. LSD**

- **III. Surgical**

- **A. organ transplants**

- **B. plastic**



英文筆記形式：購物清單

- **Medicine**
- **Natural**
- homeopathy
- folk
- **Chemical**
- preventative drugs
- dangerous drugs
- **Surgical**
- organ transplants
- plastic
- **Psychological**
- analysis
- biofeedback



英文筆記形式:T構造

MEDICINE

Natural	homeopathy folk
Chemical	preventative drugs dangerous drugs
Surgical	organ transplants plastic
Psychological	analysis biofeedback



VI. Listening Strategies (3)

2. Cognitive

- Analyzing expressions
- Analyzing contrastively (across languages)
- Translating
- Transferring
- Taking notes
- Summarizing
- Highlighting

3. Compensation

- Using linguistic clues
- Using other clues



補救策略 (Compensation)

1. 使用英文或中文的語言線索(例如:字首、字尾、句型)來猜測聽力內容。
2. 使用其他的線索(例如:稱呼方式、臉部表情、肢體語言)來猜測聽力內容。



VI. Listening Strategies (4)

4. Metacognitive

- Overviewing and linking with already known material
- Paying attention
- Delaying speech production to focus on listening
- Finding out about language learning
- Organizing
- Setting goals and objectives
- Identifying the purpose of a language task
- Planning for a language task
- Seeking practice opportunities
- Self-monitoring
- Self-evaluating



後設認知策略 (Metacognitive)

1. 先集中於聽力部分，而將口說部分延後。
2. 試著去發現學習英語聽力的方法。
3. 將注意力集中於聽力活動，而不受外界干擾；或注意聽力材料中的某些特定細節。
4. 辨認聽力活動的目的。
5. 尋找練習英語聽力的機會，例如：聽英語廣播、聽英文歌曲、與外國人交談。
6. 自我檢查是否聽得懂，並試著去改正錯誤的地方。

VI. Listening Strategies (5)

5. Affective

- Using progressive relaxation, deep breathing, or meditation
- Using music
- Using laughter
- Making positive statements
- Rewarding yourself
- Listening to your body
- Using a checklist
- Writing a language learning diary
- Discussing your feelings with someone else



情意策略 (Affective)

1. 在從事英語聽力活動前，先放鬆肌肉、做深呼吸或默想。
2. 在聽力活動前，先鼓勵自己，以增加自信心。
3. 在聽力活動前，注意自己的身體狀況(例如:是否有頭痛、胃痛)。
4. 使用核對單來評量自己的英語聽力學習狀況。
5. 寫日記來記載自己的英語聽力學習態度。
6. 與其他人討論自己學習英語聽力之感覺。

VI. Listening Strategies (6)

6. Social

- Asking for clarification and verification
- Cooperating with peers
- Cooperating with proficient users of the new language
- Developing cultural understanding
- Becoming aware of others' thoughts and feelings



社交策略 (Social)

1. 請對方放慢說話速度、重覆、解釋，或向對方確認自己的理解是否正確。
2. 與同儕合作，一起從事與英語聽力有關的遊戲或作業。
3. 與以英語為母語的外國人一起從事活動。
4. 試著去了解美(英)國文化。
5. 試著去查覺說話者的思考及感覺。



VII. Conclusion (1)

How to Succeed with Listening Work in Classroom

1. To make sure students understand what they are expected to do before listening
2. To make sure each time a listening text is heard, students have a specific purpose for listening
3. To encourage all attempts at carrying out the listening tasks



VII. Conclusion (2)

How to Succeed with Listening Work

4. To encourage students not to worry if they don't understand every word
5. Never to use a recorded listening text in class without having listened to it
6. Never to take a chance on whether you will be able to operate a particular equipment
7. To treat the listening class as an opportunity for students to enjoy doing things in English



The End

Thank you !

