The Introduction of listening support into our English classroom - listening comprehension enhancement

Shih Yongting

I. Introduction

Listening is the most frequent communicative tasks in our daily life. However, this passive activity has been ignored and considered a Cinderella skill as Nunan (1999) proposed. The neglected skill has gradually gained recognition and been regarded as a vital skill in language learning. The importance of listening skill is now recognized and promoted due to the introduction of listening as a subject on the college entrance exam in Taiwan. This lesson plan aims to incorporate the instruction of listening strategies in our regular class activities. Based on the strategies-based instruction, it also takes four-skill integration and form-focused instruction into consideration.

Lewier (2009) suggested the introduction of advance organizers to enhance learners’ listening comprehension, which took advantage of an overview or summary of information. The advance organizer is designed to activate students’ mental semantic map. It enhances learners’ listening skills through background knowledge construction and graphic organizers; meanwhile it guides learners to listen for main ideas and specific information.

When listening to a new text, learners tend to address audio input via the bottom-up process, which impedes their top-down process toward holistic comprehension. In order to ameliorate their anxiety of uncertainty and provide them with a basic structure of the targeted text, a video clip is played initially to create their background knowledge. Instead of catching up every single word that is an impossible mission for students in listening, they are encouraged to grasp an overall picture from listening.
for important messages with personal expectations and visual aids. In this way, they realize that the need to know every single word in order to understand a text is not a must. The listening text is intentionally selected to build up learners’ background knowledge of relevant health issues and serve as a link to the following text. After the first activity, students gain an insight of listening strategies, and they are encouraged to apply it to the following text.

Besides advance organizers, vocabulary pre-teaching and question pre-reading are another two ways to help learners prepare for their listening tasks. Undoubtedly, a large amount of unfamiliar vocabulary impedes a learner’s comprehension due to the limitation of his processing capacity. With the supporting of vocabulary and the checking of questions, learners will gain a better understanding of what to listen for. Another feature of listening training is dictogloss dictation. The introduction of dictation guides learners to listen for details and match their perception with their expectation. What’s more, sentence patterns and grammar focus whose rules are challenging to deal with can be introduced in this way. After listening for sentences and revising their dictation, they catch a general idea or a broad picture of the target form, which saves a great deal of time of explaining unnecessary points.

Language learning should never stop outside classrooms. In order to provide learners with real-world communicative tasks of listening, take-home assignment is a must. Listening journals have been introduced as a way to enhance learner’s listening strategies and offer them authentic materials. Listening for receiving new information will intrinsically motivate their interest. Learners are advised to keep listening journals of their English magazines and keep records on their performance of online learning. The two types of assignment allow them a chance to choose the materials they favor and an opportunity to finish the tasks according to their speed and need.

This lesson plan deals with the issues of listening strategies, including listening for specific purposes and dictogloss dictation skills. Hopefully, the training of listening strategies will help learners to deal with any
listening tasks they will encounter in their life either in the real world or simply on academic examination.

REFERENCES

II. Objectives:
1. Students will develop listening techniques
   1-1 Identify important information through sentence stress and intonation
   1-2 Find main ideas
   1-3 Find supporting details
   1-4 Use context to build listening expectations
2. Students will conduct communicative discussions
   2-1 Produce speech in natural constituents
   2-2 Accomplish communicative functions
3. Students will fulfill writing tasks
   3-1 Produce writing at an efficient rate of speed to suit the purpose
   3-2 Produce an acceptable core of words
   3-3 Use appropriate word order patterns
   3-4 Accomplish the communicative functions of written texts according to each purpose

III. Time Required

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing the background and the vocabulary</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Listening for main ideas</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>Listening for specific information</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>Listening for overall comprehension</td>
<td>10 mins</td>
</tr>
<tr>
<td>2</td>
<td>Introducing the background and the vocabulary</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Form-focused instruction of vocabulary</td>
<td>40 mins</td>
</tr>
</tbody>
</table>
3 | Reviewing the vocabulary | 10 mins.
| Listening for main ideas | 15 mins.
| Listening for specific information | 15 mins.
| Listening for overall comprehension | 10 mins.

4 | Dictogloss dictation | 15 mins.
| Introducing the sentence pattern | 15 mins.
| Exchanging information | 15 mins.
| Assignment announcement | 5 mins.

5 | Introduce the listening websites and other resources | 10 mins.
| Introduce the listening assignment | 5 mins.
| Have them fulfill the task of English Online | 30 mins
| Have them fulfill the task of English Magazine as homework | 5 mins.

Preparation

Equipment: a blackboard, chalk, a computer, a projector, and a screen.
Materials: a text, a clip, and a worksheet.

Reminder

For the fifth session, a language lab or a computer room is strongly suggested. If the facilities are not available, students’ mobile devices or personal laptops with access to wireless connection are also acceptable for their online resources learning and interactive listening tasks.

IV. Materials

Text

(Sanmin Book 2 Lesson 3)

Tips for Improving Your Memory

Some people believe that memory problems are the result of bad habits. For example, if you fall into the habit of not paying attention to new information, you may suffer memory problems. On the other hand, a good memory can be the result of good habits. To improve your memory, you must break your bad habits and develop good ones.

Here are some tips that may help you get on the right track.

Set realistic goals.

Do not expect to remember everything. If you have memory problems in
Certain areas, **focus** on them first. After you have succeeded in these areas, **move on to** the others.

**Stay mentally active.**
Exercising your mind is the best way to keep it **sharp**. If you always **avoid** mental challenges, then it will become difficult for you to **depend on** your memory to solve challenging problems.

**Cut down on activities that don’t require you to think.**
Watching television is an activity that most of us spend too much time doing. Many TV programs require no mental effort at all. The more time you spend on these programs, the less mental exercise you get.

**Read more.**
Reading is one of the best ways to exercise your **brain**. When you read, you have to actively use your memory to **recognize** words and **arrange** them into **phrases**, then sentences, and then ideas. It is a good mental **workout**.

**Get into the habit of taking notes.**
Whether you are reading, studying, or listening to a speech, write down the information you may want to **look up** later. **In the process of** writing down what you have read or heard, you are **actually organizing** information. **Needless to say**, taking notes is an excellent mental workout as well.

**Improve your vocabulary.**
The more often you use the words in your vocabulary, the more skillfully you will be able to use them. In addition to reading, playing word games, such as **Scrabble** and **crossword puzzles**, can be another way to improve your vocabulary. These games give you the **opportunity** to **review** and focus on the meanings and spellings of the words.

**Teach others what you know.**
When it comes to remembering things or skills you have learned, few things are better than teaching. This is because teaching requires reviewing what you have learned and expressing what you know. The more often you teach what you have learned to other people, the longer
Many people who have been practicing these tips do notice memory improvement. However, everyone is unique, and results may vary from person to person. What matters more than these tips is to find out what works best for you.

— Adapted from New Integrated English 5 (3rd Edition).

▲ Clip: Howcast “How to eat to improve your memory?” (1’45”)
http://www.youtube.com/watch?v=ypFnRKmI7Oo
▲ Websites: English Online Resources
ESL Cyber Listening Lab http://www.esl-lab.com/
American Rhetoric http://www.americanrhetoric.com/top100speechesall.html
TED http://www.ted.com/
Howcast http://www.youtube.com/user/Howcast
ABC News http://abcnews.go.com/video
NER Bilingual News
British Council Short Stories
Shortbread Stories
http://www.shortbreadstories.co.uk/story/browse/audio/#axzz2M UdGmFya

V. Prior Knowledge

The lesson plan was designed for the high school freshmen at the high-intermediate level (PR 90), who had mastered the use of graphic organizers in reading. They had been trained with quizzes on textbook vocabulary and sentence dictation through the teacher’s oral utterances. Besides, they had taken regular English listening quizzes on English magazines.

VI. Teaching Procedures

1. Creation of Background Knowledge

Task 1: Food to Improve Your Memory
Directions:
● Distribute a worksheet to each student
● Give a brief description of memory improvement
● Have them share their understanding of memory improvement (Step 1)
● Have them check their understanding of new vocabulary (Step 2)
● Check their comprehension after watching the video
● Lead them to go through the gist, details, and information map (Step 3-5)
● Have them complete the information map
● Have them memorize the vocabulary they learned as their homework
▲ Clip: Howcast “How to eat to improve your memory?” (1’45”)
http://www.youtube.com/watch?v=ypFnRKmI7Oo

2. Form-focused Instruction of Vocabulary

Directions:
● Have students share their tips for improving memory
● Introduce the vocabulary of the lesson in detail including their variation and collocation
● Have them memorize the vocabulary they learned as their homework

3. Introduction of New Information

Task 2: Tips for Improving Your Memory

Directions:
● Have students take a pop quiz and check their recognition of new words (Step 1)
● Check their comprehension after listening to the text
● Lead them to go through the information map (Step 2)
● Check their comprehension with the reading text
● Have them complete the information map
● Have them review the text as their homework

4. Practice, Personalization, and Application

Task 3-1: Dictogloss Dictation (Step 1-4)

Directions:
● Read the target sentence
● Have students write down the sentence
Read the sentence again
Have them revise their sentence if necessary
Have one student write down his sentence on the blackboard
Have them check the sentence together and finalize the sentence
Indicate important information with explanations of the sentence pattern
Have them do the exercise

**Task 3-2: Information Exchange**

**Directions:**
- Have students use the sentence pattern to share their way to improve their memory
- Have them listen to their partner and summarize the message
- Have them finalize their paragraph as their homework

**5. Listening Journal**

**Listening Journal Part 1 and Part 2**

**Directions:**
- Introduce the listening websites and other resources to students
- Introduce the listening assignment
- Have them fulfill the listening task of English Online
- Have them fulfill the listening task of English Magazine as their homework

▲ **Websites: English Online Resources**

- American Rhetoric [http://www.americanrhetoric.com/top100speechesall.html](http://www.americanrhetoric.com/top100speechesall.html)
- Howcast [http://www.youtube.com/user/Howcast](http://www.youtube.com/user/Howcast)
- Shortbread Stories [http://www.shortbreadstories.co.uk/story/browse/audio/#axzz2MUdGmFya](http://www.shortbreadstories.co.uk/story/browse/audio/#axzz2MUdGmFya)

**VII. Suggestion**
• For the vocabulary list, we include those high-frequency words and have students read them aloud; on the other hand, we read aloud those low-frequency words to help them recognize the sounds.
• We lead students to go through tasks step by step and help them proceed without anxiety.
• For the fifth session, a language lab or a computer room is strongly suggested. If the facilities are not available, students’ mobile devices or personal laptops with access to wireless connection are also acceptable for their online resources learning and interactive listening tasks.

VIII. Reflection

In the recent years, listening skills in second language contexts have weighed gradually. Among the findings, second language listening is considered a complex skill incorporating various situations, different skills, types of listening, and sources of knowledge (Berne, 1998). However, most listening activities are designed as a means of comprehension testing instead of language learning. The activity design leaves learners in anxiety and thus debilitates their development of metacognitive strategies. With the rise of strategy-based instruction, pedagogical practitioners attempt to introduce learning support and metacognitive strategies to assist learners when dealing with various listening tasks in classroom and in life.

The use of advance organizers to facilitate future learning with a text-based graphic or other prior knowledge is popular in the current pedagogical context. An advanced organizer presents a statement of inclusive concepts to introduce and summarize following material (Woolfolk, 2010, p. 462). The presented information on the organizer aims to activate background knowledge of learners and provide sufficient support in the hope of restructuring their existing schemata into new schemata and preparing them for following tasks (Allen et al., 2011). Lewier (2009) reports the effects of advance organizers on the enhancement of listening comprehension. In the study, an advance organizer was designed to activate students’ mental semantic map and cultivate learners’ listening skills through background knowledge activation and graphic organizer use. Besides, learners were guided to listen for main ideas and specific information with the text-based graphic. The ideational scaffolding helped them comprehend spoken language and retain learned material while motivating their interest and enhancing their comprehension. Three types of listening support—question preview, topic preparation, and vocabulary instruction—belong to the use of
graphic organizers.

Vocabulary pre-teaching is also one way to help learners prepare for their listening tasks. With a large amount of unfamiliar vocabulary, a learner’s listening comprehension will be impeded, especially for advanced learners (Read, 2009, p. 190). In fact, the relationship between lexical coverage and listening comprehension is crucial. At least 90 percent of lexical coverage is needed for a better understanding of spoken language (Zeeland & Schmitt, 2012). With vocabulary support, learners are supposed to gain a better understanding with their listening process facilitated. The vocabulary presentation, which takes sound features and meaning connection into consideration, facilitates listening test situations requiring rapid if not automatic processing of text compression.

The use of listening journals is introduced as a way to enhance learner’s listening strategies and offer them authentic materials. Two types of listening journals are promoted. One is listening for receiving new information, which aims to intrinsically motivate their interest. The other is listening for monitoring their process. The two types of listening assignment allow learners a chance to choose the materials they favor and an opportunity to check their progress according to their speed and need. In the recent years, the role of self-reporting through listening journals is noticed. Relevant studies addressing the issue of listening journals and metacognitive strategies captures the eyesight in the field of second language listening. In order to help learners develop better listening skills and take an active role to manage their listening process, metacognitive instruction is recommended (Goh & Taib, 2006). In fact, teaching is guiding students to learn how to learn rather than measuring what they have learned. Likewise, listening is taught with guidelines to tell learners how to listen for different purposes in various situations. The introduction of metacognitive instruction obviously sheds a new light on listening instruction and thus brings a new thought to listening assessment in the hope of satisfying new learning needs.

The lesson plan helps learners activate their background knowledge and prepare them for listening tasks through advance organizers of graphic organizers and vocabulary instruction. Besides, the use of listening journal allows them a chance to select their learning materials, control their learning process, and evaluate their learning performance according to their need and speed. The change of listening instruction aims to modify the process of listening instruction. To listen to the text and then to answer the questions is testing not teaching. Moreover, the pace and the length of a listening activity
is should not be too taxing as the concentration required in trying to comprehend unfamiliar sounds can be tiring. The lesson plan in brief gives learners moderate support and rich enhancement before and during their listening activities, and then provide sufficient consolidation of learned materials afterwards. In addition, their metacognitive need is also addressed with self-learning and self-evaluating.

The results of the learners’ feedback suggested their positive attitude towards the use and the effect of the advance organizers, which led to their better performance. They also highly valued various listening tasks of the lesson plan with nearly 75% of students claiming their interest in the process. The results of their evaluation also showed some interesting viewpoints. Tasks of finding details or requiring higher lexical coverage were thought be the most intimidating among students. If their fear of unfamiliar text and vocabulary insufficiency could be addressed, they would consider listening interesting and benefit more from the learning process. Meanwhile sentence dictation was enjoyed by more than 75% of students, which showed the positive effect of incorporating grammar instruction with listening tasks and peer interaction. Finally, more than 85% of students agreed the positive influence of this listening learning process on their listening performance and anxiety reduction.

The once neglected skill, listening, has now gradually gained recognition and been regarded as a vital skill in language learning. The importance of listening skill is now even further recognized and promoted due to the introduction of listening as a subject on the college entrance exam in Taiwan. However, the listening test design poses a threat to Taiwanese high school teachers, since they scarcely know how to assess listening proficiency and how to instruct listening process. With the introduction of advance organizers and listening journals, both teachers and students gain a better understanding of listening strategies and improve their listening comprehension skills. In conclusion, if we teachers are willing to make certain changes on our listening instruction, everything will turn out to be different. In fact, with some minor changes and integrated tasks, the concern from test-based instruction and form-focused instruction is no longer intimidating, since the possibility of incorporating different aspects of language learning is there with our effort and design to put them together. The investment of listening instruction in our regular classroom will bring freshness and interactivity to the stable learning environment, and now the investment is even justified that listening is so indispensable for both formal tests and real life. Now it is time that we
tried some doses of listening in our teaching and see how it performs magic.

Table 1. Students’ feedback on the listening instruction

<table>
<thead>
<tr>
<th>How to improve your memory?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average</th>
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<td>11</td>
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<td>11</td>
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Table 2. Students’ evaluation on the learning process

<table>
<thead>
<tr>
<th>聽力任務之前認識單字或是單字小考是否助於接下來學習?</th>
<th>是</th>
<th>否</th>
</tr>
</thead>
<tbody>
<tr>
<td>哪項聽力任務較為困難，大意、細節、或組織圖?</td>
<td>大意</td>
<td>細節</td>
</tr>
<tr>
<td>雖字聽力膽寫對於你的文法學習是否能夠幫助你的句型寫作?</td>
<td>是</td>
<td>否</td>
</tr>
<tr>
<td>整體而言，你覺得這堂課是否有助於提升英文能力，尤其是聽說讀寫哪方面?</td>
<td>聽</td>
<td>說</td>
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<tr>
<td>就目前上課來說，你覺得聽力組織圖還是課文挖空填字哪項較為困難?為何?</td>
<td>組織圖</td>
<td>填空字</td>
</tr>
<tr>
<td>你覺得聽力組織圖還是課文挖空填字哪項較有幫助?為何?</td>
<td>組織圖</td>
<td>填空字</td>
</tr>
<tr>
<td>你覺得聽力最困難是哪裡?單字、句型、內容、文長，先備知識不足、聽力技巧不懂?</td>
<td>單字</td>
<td>句型</td>
</tr>
<tr>
<td>先備壽力速度</td>
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<td>4</td>
</tr>
<tr>
<td>你覺得考卷聽力測驗題型跟聽力學習任務，哪個較有難度?為何?</td>
<td>小考卷</td>
<td>學習單</td>
</tr>
<tr>
<td>經過近幾課聽力學習後，你是否較能掌握聽力，或是較不害怕聽力?</td>
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<tr>
<td></td>
<td>16</td>
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12
REFERENCES


### VIII. Appendix (I)

**Student Feedback Sheet**

本問卷僅供教育部高中英文學科中心發表使用，敬請安心填答！

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<th>英文程度：</th>
<th>國外時間：</th>
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**Part 1. Lesson 3 - Memory Improvement**

請由 1 至 5 標示喜歡程度並敘明理由（1 很討厭 - 2 讨厭 - 3 尚可 - 4 喜歡 - 5 很喜歡）

<table>
<thead>
<tr>
<th>Task 1. How to eat to improve your memory?</th>
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<th>Comments</th>
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<tr>
<td>Step 1. Information exchange</td>
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<td>Step 2. Vocabulary check</td>
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<td>Step 3. Listen for gist</td>
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<td>Step 4. Listen for details</td>
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<td>Step 6. Peer summary</td>
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敬請協助回答下列問題，並適時提供意見。

1. 聽力任務之前認識單字或是單字小考是否助於接下來學習？

2. 哪項聽力任務較為困難，大意、細節、或組織圖？
3. 句字聽力譜寫對於你的文法學習是否能夠幫助你的句型寫作？

4. 整體而言，你覺得這堂課是否有助於提升英文能力，尤其是聽說讀寫哪方面？

其它意見

Part 2 - Listening Journal

請由 1 至 5 標示喜歡程度並敘明理由 (1 很討厭 - 2 讚賞 - 3 尚可 - 4 喜歡 - 5 很喜歡)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1. English Magazine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Summary</td>
<td></td>
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<td></td>
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<tr>
<td>Part 2. Online Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

敬請協助回答下列問題，並適時提供意見。

1. 英文雜誌與線上資源何者較能引起你的興趣，為何？

2. 英文雜誌與線上資源何者較能增強你的能力，為何？

3. 將聽力筆記轉換成口說摘要對於哪方面能力較有幫助，聽、說、讀、寫？

4. 將對方口說轉換成聽力筆記對於哪方面能力

15
<table>
<thead>
<tr>
<th>項目</th>
<th>其它意見</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>將聽力筆記轉換成口說摘要與將對方口說轉換成聽力筆記哪者較為困難？為何？</td>
</tr>
<tr>
<td>6.</td>
<td>將聽力筆記轉換成口說摘要與將對方口說轉換成聽力筆記哪者較有幫助？為何？</td>
</tr>
</tbody>
</table>

**Part 3 - Other Issues**

<table>
<thead>
<tr>
<th>項目</th>
<th>其它意見</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>就目前上課來說，你覺得聽力組織圖還是課文挖空填字哪項較為困難？為何？</td>
</tr>
<tr>
<td>2.</td>
<td>你覺得聽力組織圖還是課文挖空填字哪項較有幫助？為何？</td>
</tr>
<tr>
<td>3.</td>
<td>你覺得聽力最困難是哪裡？單字、句型、內容、文長、先備知識不足、聽力技巧不懂？</td>
</tr>
<tr>
<td>4.</td>
<td>你覺得考卷聽力測驗題型跟聽力學習任務，哪個較有難度？為何？</td>
</tr>
<tr>
<td>5.</td>
<td>經過近幾課聽力學習後，你是否較能掌握聽力，或是較不害怕聽力？</td>
</tr>
</tbody>
</table>

其它意見
VIII. Appendix (II)

Student Listening Assignment

Weekly Listening Journal

Part 1. English Magazine

Pick one season from your English magazine and keep a listening journal at least once a week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Topic</th>
<th>Length</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What is the main idea of the text?
   a. Brian's room
   b. A new film
   c. A hot new action-adventure
   d. A new sport
   e. A new adventure

2. Which part of the text attracts you?
   a. The introduction
   b. The middle
   c. The conclusion
   d. The setting
   e. The language

3. What do you learn from the text?
   a. Different kinds of volcanoes
   b. Living volcanoes
   c. Dead volcanoes
   d. Volcano science

4. Please list at least 5 new words or phrases you learn from the text:
   a. Volcano
   b. Eruption
   c. Lava
   d. Ash
   e. Geology

Part 2. English Online

Choose one clip you prefer from the website, fulfill the tasks online, and fill in the form below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Topic</th>
<th>Level</th>
<th>Type</th>
<th>Length</th>
<th>Speakers</th>
<th>Length</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td></td>
<td>food</td>
<td>medium</td>
<td>conversation</td>
<td></td>
<td>1 speaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Please take notes here while listening.

2. What do you learn from the text?
   a. The boy's favorite food
   b. The girl's favorite food
   c. The family's favorite food
   d. The restaurant's specialty

3. Please list at least 5 new words or phrases you learn:
   a. Breakfast
   b. Lunch
   c. Dinner
   d. Snack
   e. Menu

Please note down your partner's information in the form below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Topic</th>
<th>Level</th>
<th>Type</th>
<th>Length</th>
<th>Speakers</th>
<th>Length</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td></td>
<td>shopping</td>
<td>medium</td>
<td>Type</td>
<td></td>
<td>1 speaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Please take notes here while listening.

2. What do you know from the text?
   a. The food was too expensive
   b. The food was delicious
   c. The food was not to my liking
   d. The food was well worth the money

3. Please list at least 5 new words or phrases you learn:
   a. Order
   b. Customize
   c. Meal
   d. Dish
   e. Tip
### Part 1. English Magazine
Pick one session from your English magazine and keep a listening journal at least once a week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source:</th>
<th>Topic:</th>
<th>Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td></td>
<td>The Secret Garden</td>
<td>minutes</td>
</tr>
</tbody>
</table>

1. What is the main idea of the text?
2. Which part of the text attracts you?
3. What do you learn from the text?
4. Please list at least 5 new words or phrases you learn from the text.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source:</th>
<th>Topic:</th>
<th>Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/19</td>
<td></td>
<td>Give Me A Break</td>
<td>minutes</td>
</tr>
</tbody>
</table>

1. What is the main idea of the text?
2. Which part of the text attracts you?
3. What do you learn from the text?
4. Please list at least 5 new words or phrases you learn from the text.

### Part 2. English Online
(Suggested Websites: http://www.col-law.com/)
Choose one clip you prefer on the website, fulfill the tasks online, and fill in the form below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source:</th>
<th>Level:</th>
<th>Type:</th>
<th>Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/29</td>
<td>Taxi Ride</td>
<td>conversation</td>
<td>Speakers: two men</td>
<td>1st Score: 60</td>
</tr>
</tbody>
</table>

1. Please take notes here while listening.
2. What do you learn from the text?
3. Please list at least 5 new words or phrases you learn.

Please note down your partner's information in the form below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Source:</th>
<th>Level:</th>
<th>Type:</th>
<th>Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/29</td>
<td>Breakfast</td>
<td>conversation</td>
<td>Speakers: Vanessa</td>
<td>2:11</td>
</tr>
</tbody>
</table>

1. Please take notes here while listening.
2. What do you know from the text?
3. Please list at least 3 new words or phrases you learn.