Teaching Listening in EFL Classrooms in
Senior High Schools in Taiwan

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I. Motivation

As a senior high school English teacher for almost 21 years, I have to admit that my teaching has been centered upon helping my students sharpen their reading and writing skills. Now and then, speaking activities are added to the syllabus to equip my students with the ability to speak up in any future real-life situations. However, listening practice has been missing from my classrooms, not to mention any instruction on how to utilize effective EFL listening comprehension strategies. Too often when a listening exercise is given, the aim of it is to test students' listening abilities, and this definitely leads to anxiety and apprehension on their part. Obviously, in my EFL classrooms, I have been ignoring, first of all, the question of how well my students comprehend the texts they are listening to; secondly, any problems they encounter when they are listening to English; and thirdly, teaching them effective listening strategies and most importantly, setting aside a small amount of time in each class to do listening practice.

It was not until the Ministry of Education decided to include a listening comprehension test in the Joint College Entrance Examination that most of the English teachers in Taiwan, including me, began to take teaching listening seriously. My teaching of listening to a class of 43 second-graders and a language talented class of 30 students in senior high school began in September 2012. Before the teaching started, I read lots of papers concerning effective EFL listening strategies in theory and in practice in order to bridge the gap between my understanding of teaching listening and actual practice. A detailed lesson plan was then created and implemented in my classrooms. With only four to five hours a week for English class, I have been trying hard not only to put theory into practice but also to squeeze or more exactly to cram listening into my original lesson plan without taking away too much of the class time set aside for reading.
My plan consists of two parts: in-class practice and self-study. In each class, five to fifteen minutes are set aside to do speaking and listening practice while outside the classrooms, for more extensive listening practice, students are required to keep listening journals. Besides, effective EFL listening strategies are presented to students to help them comprehend better. The results have been highly positive and exciting. With diverse materials for listening practice, students have been unexpectedly motivated. They are more than willing to do in-class listening and speaking practice and the after-school assignment of keeping weekly listening journals.

The following article is written to tackle the major issue mentioned above: how to help students cultivate their listening abilities by teaching them various listening comprehension strategies and introducing to them useful Internet-based resources. In-depth or research-based analysis of students’ performance will not be presented here since what most teachers want to know is more about hands-on practice and its results.

II. The Teaching of Listening

2.1 Introduction

According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. For many ESL/EFL learners, listening is the thing they feel most frustrated with. One the one hand, they can’t control the speed of speech and they tend to have difficulties decoding sounds that don’t exist in their mother tongue. Reduced English sounds (lazy speech) or contractions are two examples. On the other hand, even when they hear sounds correctly, oftentimes they have interpretation problems due to a lack of vocabulary. English slang or colloquial language increases the difficulty of interpretation. For EFL learners in Taiwan, there is another problem. Since speaking does not receive as much attention as reading and writing, students always recognize a word by sight instead of by sound. They may have no interpretation problem when they look at the target word; however, when they are asked to decipher the word through sound, problems emerge.

There is no denying that successful listening skills are acquired over time and take lots of practice. For students, to improve their listening skills, they
need to build up their “listening vocabulary,” familiarize themselves with English intonation and rhythm, expose themselves to as much English as possible and most importantly utilize appropriate EFL listening strategies when listening to English. As an EFL teacher, aside from encouraging students not to give up and to listen to English as often as possible, we have to provide abundant opportunities for them to do listening practice as well as teach them effective listening comprehension strategies. In the following parts, besides the introduction of effective EFL listening comprehension strategies, three techniques will be singled out and elaborated on to offer some feasible solutions to help EFL learners in senior high schools in Taiwan.

2.2 Effective EFL listening comprehension strategies

Listening can be categorized into reciprocal or interactive listening, where the listener is required to play a part, and non-reciprocal or non-interactive listening where the listener listens passively to a monologue or speech. While listening, the listener may use top-down strategies or bottom-up processing or both. Top-down means using our prior knowledge and experiences; bottom-up processing means using the information we have about sounds, word meanings, and discourse markers to assemble our understanding of what is heard one step at a time (Brown, 2006). Also, from a psychological point of view, the cognitive activity in language learning is differentiated and categorized into two main types: cognitive and metacognitive. The former manipulates the material to be learnt or applies a specific technique to the learning task while the latter involves planning, monitoring and evaluating (O’Mally and Chamot, 1990).

Though strategies are clearly a way to ease the burden of listening and should be taught to students, with so many strategies available, how can teachers put them into real practice and thus benefit students? In other words, what are the pedagogical implications of these learning strategies? Brown (2006) suggests that systematically presenting (1) listening for main ideas, (2) listening for details, and (3) listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. He also asserts that like reading lessons, in a typical listening lesson there are “pre” activities, “while” activities, and “post” activities. Vandergrif (1999) also indicates that the pedagogical sequence of pre-listening, listening and post-listening activities, if used consistently, can guide students through the mental processes for successful listening comprehension, and promote the acquisition of metacognitive strategies in three categories: planning,
monitoring, and evaluating. Later in this paper, workable pre-, while-, and post-listening activities will be presented for teachers’ reference.

2.3 Guidelines for Designing Listening Activities

The following are guidelines for designing listening activities.

1. Materials should be authentic.
2. Videos/texts should last from two to five minutes.
3. Tasks for each text/video should be arranged from easy to difficult.
4. Texts/videos should be presented three to four times to students, with a different task each time.
5. In teaching listening, **homework is a must**.
6. Speaking and listening should be paired.
7. Video clips are highly recommended for arousing students’ interest.

Websites such as YouTube and Dotsub provide English learners with a useful tool to improve their listening skills. These websites offer very authentic examples of everyday English used by native speakers of English. Based on my observation, using video clips in class now and then makes learning interesting and delightful because students are always attracted to the “real life” situations of the videos. By so doing, we are helping students explore the possibilities of online learning. However, when choosing video clips, teachers should ensure that the video clips chosen are challenging to students but still allow them to complete the tasks assigned to them. Also, to suit different levels of language proficiency, teachers can design easier tasks for low achievers and more difficult tasks for higher achievers, while using the same clips. The procedure for presenting a video clip in class is provided for teachers’ reference.

**Step 1** First viewing: present the clip with the sound off and ask students to speculate about it. Discussion: check their understanding.

**Step 2** Second viewing: present the clip with sound and then ask students to do the pre-listening activities. Discussion: check the assigned task.

**Step 3** Third viewing: present the clip again and ask students to listen for some specific details. Discussion: check the assigned task.

**Step 4** Fourth viewing: present the clip again with the captions and ask students to pay attention to the details they have failed to comprehend.
2.4 Suggested Tasks for Building Up Students’ Listening Proficiency

**Pre-listening Activities**

In real-life situations, it is rare that people listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students’ listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students’ interest, and activate students' current background knowledge on the topic. Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge. Some suggested pre-listening activities are listed as follows.

1. Looking at a list of items before listening.
2. Reading the text before listening.
3. Reading through comprehension checks, questions or completion activities.
4. Predicting/speculating—useful with high achievers.
5. Previewing new words. *(Less than 10 words)*
6. Using advance organizers - pictures, charts, films or comprehension questions.
7. Give a clear and definite purpose for listening each time.
   (A) Listen for main ideas.
   (B) Listen for details.
   (C) Listen and make inferences.
8. Group/pair discussion about the topic

**While-listening Activities**

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

1. Cloze exercises.
2. Dictation. *(picture dictation, partial dictation, dictogloss)*
3. Taking notes.
4. Filling gaps with missing words.
5. Map activities.
6. Choosing the correct pictures from a description.
7. Sequencing pictures.
8. Identifying numbers or letters.
9. Carrying out actions.
10. Following a route.
11. Arranging items in patterns.
12. Completing grids, forms and charts.
13. True-false or multiple choice questions.

Dictation (Picture dictation, dictogloss)

Dictation is an effective way to train ESL/EFL learners to be aware of English sounds and make meaningful interpretations of utterances. When practiced in classrooms, dictation can be categorized into picture dictation, dictation, and dictogloss. Dictogloss is probably the most unfamiliar for ESL/EFL teachers here in Taiwan. According to Wikipedia, “dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target-language text.” Dictogloss is implemented in classrooms to help students use the grammatical structures they have learned by working in groups to reconstruct a short passage of four to twelve sentences (depending on the students’ level of language proficiency). Students are asked to write down as many sentences as possible after the text is read. The most important point to stress is that the original sense of each sentence should be present and the reconstructed sentences have to be as grammatically accurate as possible, but the words and phrases don’t have to be identical to the ones in the original passage. The dictogloss procedure takes about one hour each time.

The teaching procedures for different dictation types are listed as follows.

Teaching Procedure for Dictation

**Step 1** Prepare a text (a short paragraph from our reading text).
**Step 2** Read the text at normal speed.
**Step 3** Students can ask teachers to stop, go back to the previous sentence, or go on with the next sentence.
Teaching Procedure for Picture Dictation.

**Step 1** Pair students up.

**Step 2** In pairs, student A describes a picture and student B draws it, asking questions if necessary.

**Step 3** Student B cannot look at Student A's picture until the whole activity ends.

Teaching Procedure for Dictogloss

**Step 1** Model the steps of the dictogloss process with students first.

**Step 2** Select a short passage from the text that is being studied which contains a particular grammatical structure that you wish to emphasize or a form that students know well but often produce inaccurately. Make sure students know the majority of the vocabulary in the passage.

**Step 3** Review difficult or possibly unknown vocabulary that appears in the passage by writing it down on the blackboard.

**Step 4** Quickly review the grammatical structure being emphasized.

**Step 5** Read the passage through once at a normal speed, asking students to listen carefully. Read the passage a second time at a slower speed.

**Step 6** Ask students to listen carefully and jot down the key words.

**Step 7** Ask students to work in groups to reconstruct the passage. Before the reconstruction, students have to choose their writer first. Ask them to try to write their text so that it will be as close to the original as possible in grammar and in content.

Post-listening Activities

Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary. The following are some suggested activities for the post-listening phase.

1. Group/Pair discussion.
2. Paired reading.
4. Shadowing.
5. Role play.
6. Comprehension checks.

Paired Reading
Paired reading is a research-based and classroom-tested strategy used to improve students' speaking fluency. In paired reading, students, paired up with partners of the same level or different levels, take turns reading aloud to each other. They can take turns reading a sentence, a paragraph, a page or even chapter at a time. It is kind of collaborative learning with students working together and assisting each other. In teaching listening, it is necessary to pair listening and speaking up because when people use language naturally, we take turns being the speaker and the listener (Brown, 2006). Therefore, teachers can build on listening tasks to provide speaking practice by asking them to do paired reading, which is proven to be both easy and effective. In addition, based on my observation, asking students to do paired reading every fifteen or twenty minutes in each class keeps students focused on what they are learning. At least, having something to do keeps them from falling asleep!

**Shadowing**

The individual sounds, rhythm, stress and intonation of English are always confusing to ESL/EFL learners. Oftentimes, a lack of awareness of these areas makes listening difficult or incomprehensible. Therefore, when students complain that the speakers are speaking too fast or they can’t comprehend a complete sentence, the actual reason for this may be that they don’t know how English rhythm and intonation work. Their first language, namely Mandarin, doesn’t provide this kind of setting. Mandarin is a tonal language while the interaction of intonation and stress in English is important when a sentence is interpreted. Consequently, teaching English pronunciation is necessary when teaching listening. Only when students know the sounds of each word in their English vocabulary can they identify them correctly when listening.

The only challenge in our EFL classrooms in senior high schools in Taiwan is that with only four to five hours a week and with so many materials waiting to be covered, how can we EFL teachers spare extra time to do pronunciation or intonation drills? Thus, using an effective way to help students have a good command of English sounds is vital. Here, shadowing can probably help to meet both the teachers’ and students’ needs.

What is shadowing? According to Sylvie Lambert (1992), shadowing is a paced auditory tracking task. With the same language, the person who shadows is doing “parrot-style” word-for-word repetition. This special technique is widely used when training people to become interpreters. In our
EFL classrooms, however, we do not expect students to become successful interpreters but by using this technique with some modifications, we can at least train our students to be more aware of English sounds. The following are the steps used for shadowing.

Procedure for Shadowing

**Step 1** Show students how to shadow. That is, ask them to repeat what they hear, copying the emotions and pace of the speaker.

**Step 2** Start with a little paragraph from the text, using the CD provided by the publisher. Before the real shadowing, ask students to listen to the paragraph on the CD first. Then, play the text again but pause after each sentence, asking them to repeat as many words as they can.

**Step 3** For the first time (and second time if necessary), ask students to do the shadowing with the text. If students can do the shadowing really well, ask them to shadow without the text. This process may be repeated once or twice depending on how much time the teachers have.

**Step 4** Teachers can also make good use of the end-of-lesson dialogue or conversation lessons to provide students with more lively materials. Ask students to shadow only one of the speakers in the dialogue or conversation. The procedure with and without the text is listed in steps 2 and 3.

**Step 5** Ask students to shadow one of the actors or actresses when they watch a film or a TV series.

**Step 6** For extension, teachers can further develop the shadowing process into a dubbing project. This can be a perfect summer or winter group project and surely will help improve students’ speaking and listening skills. Dubbing is a post-production process used in filmmaking. Teachers can use software such as Video Studio or Premiere to do the trimming and to extract the sound track before asking students to group themselves to do the project with everyone playing one of the characters in the film clip. Animations are highly recommended when choosing the film.

Shadowing can definitely help students improve their speaking fluency and in turn polish their listening skills. When shadowing, students will unconsciously learn how to do meaningful chunking within a sentence, which is
a decisive technique when students are interpreting the sentence. Also, this strategy can be easily utilized in the EFL classrooms and will not take up too much of the class time. Useful websites about shadowing are listed as follows.


III. My Lesson Plan

The following part will be dedicated to my detailed explanation of my actual teaching of listening. Here are my teaching steps. Before teaching a text from the textbook, first of all, I see whether the text is suitable for listening practice. If not, I'll search for something related to the topic, usually a video clip, which is suitable for listening training. After examining all the pre-, while- and post-listening activities to see what can be done with the listening material, I design a worksheet for this text, which may include speaking activities to be done in class as well. The following is an example lesson plan.

<table>
<thead>
<tr>
<th>1st period</th>
<th>Vocabulary</th>
<th>Paired reading (Every 5 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd period</td>
<td>Patterns</td>
<td>Paired reading</td>
</tr>
<tr>
<td>3rd period</td>
<td>Text</td>
<td>1. Listening practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Paired reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Answering comprehension questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Re-telling the paragraphs</td>
</tr>
<tr>
<td>4th period</td>
<td>Text</td>
<td>1. Paired reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Shadowing one paragraph</td>
</tr>
</tbody>
</table>

When teaching listening, one way to help students to enhance their listening abilities is to ask them to do extensive listening. However, for the teachers, the main concern is to ensure the students do their listening practice every day. Here in Taiwan, quite a few English majors are required to keep weekly journals. With this listening journal or listening diary, students have to summarize their weekly self-selected activities, make comments on
their listening skills, and turn in the journals to their teachers. When teaching listening to senior high school students, homework also seems to be a must. With only four to five hours per week, extensive listening training is impossible, and so more listening practice outside the classrooms is thus needed. Asking students to keep a weekly listening journal should be part of the teaching of listening.

**In-classroom Practice**

Sample Lesson (I)

Book 3 (Sang-ming version) Lesson 4 (In Love with Cell Phones)

**Teaching Procedure**

**Step 1** Decide whether the text is appropriate for listening practice.

**Step 2** It isn’t. Thus, a video clip is used for listening practice.

**Step 3** The clip is from the following website.

http://dotsub.com/view/34ef8da1-804f-4cbf-ab14-8c472057891c

**Step 4** Design a worksheet (See Appendix 1) for the video clip.

**Student Sample** See Appendix 2

Sample Lesson (II)

Book 3 (Sang-ming version) Lesson 5 (Every Day Is a New Opportunity)

**Teaching Procedure**

**Step 1** Decide whether the text is appropriate for listening practice.

**Step 2** It isn’t. Thus, a video clip is used for listening practice.

**Step 3** The clip is from the following website.

http://dotsub.com/view/2329745b-bfd8-45ef-9aed-46bc9efbb21e

**Step 4** Design a worksheet (See Appendix 3) for the video clip and the lesson. Include paired reading activity in the worksheet.

**Student Sample** See Appendix 4

Sample Lesson (III)

Book 1 (Sang-ming version) Lesson 1 (True Friends)

**Teaching Procedure**

**Step 1** Decide whether the text is appropriate for listening practice.
Step 2 It is, but a video clip is also chosen to act as an introduction to the lesson.

Step 3 The clip is from the following website.
http://dotsub.com/view/2329745b-bfd8-45ef-9aed-46bc9efbb21e

Step 4 Design a worksheet (See Appendix 5) for the video clip and the lesson. Include paired reading activity in the worksheet.

Student Sample See Appendix 6

Sample Lesson (IV)
Book 1 (Sang-ming version) Lesson 3 (The Happy Prince)

Teaching Procedure

Step 1 Decide whether the text is appropriate for listening practice.

Step 2 It is, but a video clip is also chosen to act as an introduction to the lesson.

Step 3 The clip is from the following website.
http://www.youtube.com/watch?v=lx9qPjiN4s&feature=fvst

Step 4 Design a worksheet (See Appendix 7) for the video clip and the lesson.

Student Sample See Appendix 8

Self-study

As mentioned above, when teaching listening, homework is a must. With only four to five hours a week for English class, all that most EFL teachers in Taiwan can do is set a small amount of time to do listening practice. However, for more extensive listening practice, students should make extra efforts at home. This poses a question for our EFL teachers: what to assign to students and how to make sure students have done their homework. As Furmanovsky (1994) indicates, it is important to check if the students have followed their listening routines. Thus she thinks a check-up on a weekly basis is necessary. The idea of asking students to keep a listening log, diary or journal is not new. With this special weekly listening journal, students are required to summarize their weekly self-selected activities, make comments on their listening skills, and then turn in the journals to their teachers.

Based on the listening journals of Furmanovsky (1994) and Ling
(Unpublished), the listening journal created for my students consists of two parts: a required section and an optional section. Every week, students are asked to use the website: www.esl-lab.com to do their listening practice twice and record their scores (See Appendix 9 for the listening journal and Appendix 10 for student sample). If they have more time, they can listen to the programs provided by the publisher of the magazine they are subscribing to or log on to two other websites to do extra practice and get extra credits.

(1) [http://www.elllo.org](http://www.elllo.org)


Please see Appendix 11 for the listening journal and Appendix 12 for student samples. As for grading, teachers shouldn’t hesitate to give students good grades if they turn in their listening journals on time and it is clear that they are really working hard on it. Remember that their improvement is more important than the scores they get from the exercises.

IV. Internet-based Resources for Listening Practice

Nowadays, students are used to finding useful information on the Internet. Making good use of online resources to improve their English sounds like a feasible and convenient way. Provided here are a bunch of websites dedicated to helping ESL/EFL learners to polish their English speaking and listening skills.

1. [http://www.youtube.com/watch?NR=1&v=MTnNnuKkClg&feature=endscreen](http://www.youtube.com/watch?NR=1&v=MTnNnuKkClg&feature=endscreen)

2. [http://www.ccprose.com/videobooks](http://www.ccprose.com/videobooks)


10. [http://www.teachingenglish.org.uk/articles/pre- listening-activities](http://www.teachingenglish.org.uk/articles/pre- listening-activities)

V. Conclusion

The teaching of listening has been receiving a great level of interest recently since the MOE decided to make it a core component of the university entrance exams. EFL teachers in Taiwan began to take notice of its importance, which shows that if listening isn’t tested, teachers won’t teach it. However, how to teach listening is a big question. In my EFL classrooms, the teaching of listening is divided into two parts: in-class practice and self-study. In each class, five to fifteen minutes are set aside to be spent on speaking or listening practice, which I believe should be paired. In the self-study part, my students are asked to keep a listening journal in which they listen to something they are interested in and record their learning process. In order to let them have something concrete to do, and to keep them on target, three websites are recommended for them to build up their listening skills. Finally, the following reviews some of the most important tips for teachers' reference when teaching listening.

1. Ask students not to try to “catch” every single word while listening. Teach them to just ignore difficult words as long as they can still complete the assigned tasks.

2. Immediate feedback is best. Teachers should do comprehension checks as soon as the students finish listening.

3. Teachers should be always well-prepared and understand the purpose of each listening activity and how it will benefit students.

4. When using clips of videos, don’t explain the script word by word.

5. Make sure that before listening, students know clearly what they are going to do in the following exercise. That is, always present the tasks before each listening.

6. Make sure that each time a listening text is used, students always have a specific purpose for listening.

7. Ask students to listen for short periods, ten to fifteen minutes a time and four to five times a week.
8. Present the listening materials at least three times, with different tasks each time. Remember to arrange the tasks from easier to more difficult ones.

9. Ask students to listen to the same material many times when they are doing their self-study. Each time they will find something they have missed. By so doing, they will become more aware of the English sounds.

10. When using difficult listening materials, teachers should create easier tasks. When the listening material is easier, teachers can assign more difficult tasks to students, such as passage dictation.

11. It is really good to use video clips in classrooms, but since the Internet sometimes does not flow smoothly, it is better to download the video in advance by using software such as Real Player.

12. Always listen to the material before it is presented to students.

   Acquiring listening skills when learning a foreign language is difficult. Teaching listening to students is never easy, either. However, as long as both students and teachers persevere, students’ comprehension skills will greatly improve as they continue doing their listening practice.
References


Allendix1  Let’s watch the film about cell phones

Vocabulary for the clip of the video

http://dotsub.com/view/34ef8da1-804f-4cbf-ab14-8c472057891c

<table>
<thead>
<tr>
<th>subscription</th>
<th>debate</th>
<th>electromagnetic wave</th>
<th>radiation</th>
<th>spine</th>
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<tr>
<td>訂閱</td>
<td>辯論</td>
<td>電磁波</td>
<td>辐射</td>
<td>脊髓</td>
</tr>
<tr>
<td>elephant in the room</td>
<td>cancerous</td>
<td>brain tumors</td>
<td>Gliomas</td>
<td>脑瘤</td>
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</tbody>
</table>

Task 1:
For the 1st viewing (Listen for the main idea.)
What is the gist of the film?
→ It talks about ______________________________________.

Task 2:
For the 2nd viewing (Listen for details.)
1. Will the radiation from the cell phones damage your DNA?
2. Is there any evidence that cell phone use leads to gliomas?
3. Does the exposure to cell phone radiation affect rat performance on memory tests?
4. According to the video, does the use of cell phones have anything to do with cancer?
5. Is it possible that cell phones could conduct a lightning strike through your body?

Task 3:
For the 3rd viewing (Listen for more details.)
(Please fill in the blanks based on what you have heard)
1. There are _______ billion subscriptions of mobile phones worldwide.
2. _______ out of 10 people have mobile phones.
3. Cell phones emit and receive electromagnetic waves very close to your ________.
4. There is more bad news. Rats exposed to cell phone radiation for _____ hours a week didn’t perform well on memory tests.
5. The most serious danger that cell phones cause is that cell phones distract ___________________.

Pre-listening activity
1. Establish the purpose for listening.
2. Read through the questions.

While-listening activity
→ T/F questions.

→ Gap fill-ins.
Appendix 2

Let's watch the film about cell phones

Vocabulary glossary for the clip of the video

<table>
<thead>
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<th>subscription</th>
<th>debate</th>
<th>electromagnetic radiation</th>
<th>exposure</th>
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<td>cancerous</td>
<td>brain tumors</td>
<td>gliomas</td>
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<td>不可忽視的事</td>
<td>瘤</td>
<td>腦瘤</td>
<td>惡性腫瘤</td>
</tr>
<tr>
<td>perform</td>
<td>interfere with</td>
<td>medical equipment</td>
<td>a lightening strike</td>
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<tr>
<td>做</td>
<td>干擾</td>
<td>醫療設備</td>
<td>雷擊</td>
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</tbody>
</table>

For the 1st viewing (Listen for the main idea.)
What is the gist of the film?
→ It talks about danger of using cellphones.

For the 2nd viewing (Listen for details.)
1. Will the radiation from the cell phones damage your DNA? **False**
2. Is there any evidence shows that cell phone use leads to gliomas? **False**
3. Does the exposure to cell phone radiation affect rats’ performance on memory tests? **True**
4. According to the video, does the most serious danger from the cell phones have anything to do with the radiation? **False**
5. Is it possible that cell phones conduct the lightening strike through your body? **True**

For the 3rd viewing (Listen for details.)
(Please fill in the blanks based on what you have heard)
1. There are **four** billion subscriptions of mobile phones worldwide.
2. **Six** out of 10 people have mobile phones.
3. Cell phones emit and receive electromagnetic waves very close to your **brain**.
4. There is more bad news. Rats exposed to cell phone radiation for **400** hours a week didn’t perform well on memory tests.
5. The most serious danger that cell phones cause is that cell phones **distractions** **driver**.
Appendix 3  三民 B3L5 Every Day Is a New Opportunity

Let’s watch the film about baseball!

http://dotsub.com/view/2329745b-bfd8-45ef-9aed-46bc9efbb21e

Vocabulary glossary for the clip of the video

<table>
<thead>
<tr>
<th>Umpire</th>
<th>Playoff</th>
<th>Tag out</th>
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</thead>
<tbody>
<tr>
<td>評審</td>
<td>季後賽</td>
<td>出局</td>
</tr>
</tbody>
</table>

Task 1:

For the 1\textsuperscript{st} viewing (Listen for the main idea.)
What is the gist of the film?
→It talks about ____________________________

Task 2:

For the 2\textsuperscript{nd} viewing (Listen for details.)
1. The fans are making their own calls for _______ _________.
2. Last night’s game was between ______ and ________.
3. How many times did the umpire blow it last night?
4. What did the MBL and the umpire union say about the instant replay?

Paired reading:

Instructions:
(1) Find your partner.
(2) \textbf{Student A} reads the first paragraph. \textbf{Student B} listens and checks if there is any mistake in the pronunciation of each word.
(3) \textbf{Student B retells} the paragraph and \textbf{Student A} writes down the summary.
(4) For the following paragraphs, students \textbf{take turns} being students A and B.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Retell the paragraph. (Three to five sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Pre-listening activity
→Present the vocabulary

Pre-listening activity
1. Establish the purpose for listening.
2. Read through the questions before

While-listening activity
→Fill in gaps.
Appendix 4

Vocabulary glossary for the clip of the video

<table>
<thead>
<tr>
<th>Umpire</th>
<th>Playoff</th>
<th>Tag out</th>
<th>Botch</th>
<th>Downright</th>
</tr>
</thead>
<tbody>
<tr>
<td>評審</td>
<td>季後賽</td>
<td>出局</td>
<td>誤事</td>
<td>Wrong ones</td>
</tr>
</tbody>
</table>

Task 1:
For the 1st viewing (Listen for the main idea.)
What is the gist of the film?
→ It talks about sometimes the umpire make mistake and now they can instant replay.

For the 2nd viewing (Listen for details.)
1. The fans are making their own calls for instant replay.
2. Last night’s game was between Yankees and Angels.
3. How many times did the umpire blow it last night? three times
4. Why did the MBL and the umpire union say about the instant replay?

Task 2:
Instructions:
(1) Find your partner.
(2) **Student A** reads the first paragraph. **Student B** listens and checks if there is any mistake in the pronunciation of every word.
(3) **Student B retells** the paragraph and **Student A** writes down the summary.
(4) For the following paragraphs, students **take turns** being students A and B.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Retell the paragraph. (Three to five sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3.</td>
<td>After an eighty-six-year wait, the Red Sox finally won the World Series Championship.</td>
</tr>
<tr>
<td>4, 5, 6.</td>
<td>The Red Sox broken curse and won a World Series victory for more than eighty years.</td>
</tr>
<tr>
<td>8, 9, 10.</td>
<td>The Red Sox broke curse. The team kept on persevering for eighty-six years, and it was nice of these fans to support them for so many years. In the end, the long wait proved to be worth it. Bob Feller said, “Every day is a new opportunity.”</td>
</tr>
</tbody>
</table>
Appendix 5

True Friends (三民 B1L1)

Watch the film and answer the following questions:
http://dotsub.com/view/44d6f889-ad90-46c2-a613-ee803b631c08

Task 1:
For the 1\textsuperscript{st} viewing (Listen for the main idea.)

Question: Is it always easy to know who your true friends are?

Task 2:
For the 2\textsuperscript{nd} viewing (Listen for details.)

Please fill in the blanks.
Some friends can be __________. Others can try to ______ you just for their own good. Some can make fun of you and make you feel _______. Then there are your true friends who make you feel good _______ ________ and expect nothing in return. True friends make life good.

Paired reading:
Instructions:
(1) Find your partner.
(2) \textbf{Student A} reads the first paragraph. \textbf{Student B} listens and checks if there is any mistake in the pronunciation of each word.
(3) \textbf{Student B} asks \textbf{Student A} the comprehension question for the paragraph and writes down the answer.
(4) For the following paragraphs, students take turns being students A and B.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Comprehension questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q: What do you need to cook friendship soup? A:</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Q: If you want to enjoy a close friendship with another Person, what should you do? A:</td>
</tr>
<tr>
<td>4</td>
<td>Q: What do you need to make a good friend? A:</td>
</tr>
<tr>
<td>5 &amp; poem</td>
<td>Q: What is the conclusion of this lesson? A:</td>
</tr>
</tbody>
</table>
Graphic Organizer for True Friends

All of us want to have friends. Making friends can be like ____________________.

Based on the poem in the lesson, please list all the things that help make this delicious “Friendship Soup.”

While-listening activity
→ Write down the items mentioned in the text.
True Friends

Name [Handwritten] Class 118 No 17

Task 1: Watch the film and answer the following questions.
http://dotsub.com/view/44d6f889-ad90-46c2-a613-ee803b631c08
(1) Listen for the main idea
→ Is it always easy to know who your true friends are?
(2) Listen for more details
Some friends can be **hurtful**. Others can try to **trick** you
Just for their own good. Some can make fun of you and make you feel **bad**. Then there are your true friends who make you feel good **about** yourself and expect nothing in return. True friends make life good.

Task 2:
Instructions:
(1) Find your partner.
(2) **Student A** reads the first paragraph. **Student B** listens and checks if there is any mistake in the pronunciation of every word.
(3) **Student B** asks the comprehension question for the paragraph and writes down the answer.
(4) For the following paragraphs, students **take turns** being students A and B.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Comprehension questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q: What do you need to cook friendship soup? A: We need a special recipe, and prepare all the things we need (on the recipe). Then, cook them carefully.</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Q: If you want to enjoy a close friendship with another person, what should you do? A: We have to make an effort. We can’t just sit back and wait for it.</td>
</tr>
<tr>
<td>4</td>
<td>Q: What does friendship need? A: It needs trust, similar interests, and care. It also needs our time and attention.</td>
</tr>
<tr>
<td>5 &amp; poem</td>
<td>Q: What is the conclusion of this lesson? A: Keeping friendships can be a lot like making soup. It may take time and effort, but it is always worth it.</td>
</tr>
</tbody>
</table>
Task 3: Graphic Organizer for Lesson One Book One

All of us want to have friends.
Making friends can be like

Recipe!

Based on the poem in the lesson,
Please list all the things that help make this delicious "Friendship Soup."

A can of love
A smile
A bowl of good feelings
Similar interests.

A cup of warm wishes
3 cups of talking
5 cups of time together
House visits.
2 teaspoons of helpfulness
3 cups of trust
A shoulder to cry on
A basket of hugs
3 tons of encouragement
A bit of nuttiness.
Appendix 7

(三民 B1L3) The Happy Prince

★ Watch the following film (muted) first.
(This film serves as an advance organizer, helping you to predict what will be read later.)
http://www.youtube.com/watch?v=Ixd9gPjiN4s&feature=fvst

Task 1: Picture Dictation
In pairs, one student reads the first two paragraphs and the other student draws the pictures of the prince and the swallow based on what is read, asking questions when needed.

Task 2: Dictation
Listen to paragraphs 3 & 4 of the text read by the teacher. Tell the teacher to stop, go back and re-read, if necessary. Meanwhile complete the text on the paper.

Paragraphs 3 & 4
"Before, I lived in the palace 1_______. I stayed all day in the garden. At night, I danced and sang in the great hall.

2_____________________________(Sentence). There was only happiness in my world. After I died, I was 3_______ 4_______ on this hill. Now I see all the ugliness and misery down in the city.” “Look! Can you see that poor woman? She is 5_______ 6_______ for the princesses in the palace. Her young son is sick, but she has no money for him to see a doctor. Nobody cares.” Since the Happy Prince was 7_______ to move, he begged the swallow, 8________________________(Sentence). Give it to that poor mother."
Task 3: Dictogloss (I)  [http://www.youtube.com/watch?v=4DtEuf0wNck](http://www.youtube.com/watch?v=4DtEuf0wNck)

Listen to paragraphs 5 & 6 of the text on the CD twice. The text will be read at normal speed the first time and then more slowly the second time. Please listen carefully and jot down the key words. Then work in groups to reconstruct the two paragraphs (choose the writer first). Try to write your text so that it will be as close to the original as possible in grammar and content. The original sense of each sentence needs to be present and the reconstructed sentences have to be as grammatically accurate as you can manage, but the words and phrases don’t have to be identical to the ones in the original passage.

<table>
<thead>
<tr>
<th>Paragraphs 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
</tbody>
</table>
The Happy Prince

Task 1: Picture Dictation
In pairs, one student describes a picture and the other student draws it, asking questions when needed.

Paragraph 1 & 2 (The Happy Prince and the swallow)

Task 2: Dictation
Listen to paragraphs 3 & 4 of the text on the CD. Tell the teacher to ‘stop’ ‘go back’ and ‘play.’ Meanwhile please complete the text on the paper.

Paragraph 3 & 4

"Before, I lived in the palace. I stayed all day in the garden. At night, I danced and sang in the great hall. I never once left the palace. There was only happiness in my world. After I died, I was put up on this hill. Now I see all the ugliness and misery down in the city. "Look! Can you see that poor woman? She is making clothes for the princesses in the palace. Her young son is sick, but she has no money for him to see a doctor. Nobody cares." Since the Happy Prince was unable to move, he begged the swallow, "Please take the jewel on my sword.

Give it to that poor mother."
Listen to paragraphs 5 & 6 & 8 of the text on the CD twice. The text is read at normal speed the first time while the second time, it is read at slower speed. Listen carefully and jot down the key words. Then work in groups to reconstruct the two paragraphs (Choose the writer first). Try to write your text so that it will be as close to the original as possible in grammar and content. The original sense of each sentence needed to be present and the reconstructed sentences had to be as grammatically accurate as you could manage, but the words and phrases don’t have to be identical to the ones in the original passage.

**Paragraph 5 & 6**
1. The swallow did as the Happy Prince ordered. And then the Happy Prince went with wind.
2. The swallow was very touched. He decided not to leave six and the Happy Prince’s eyes were a body.
3. He gave all the golden rings on Happy Prince to all the poor people he saw.
4. However, the cold weather made the swallow very sick. One day, the swallow killed the Happy Prince, and said.
5. Goodbye dear friend, I must leave now.
6. And swallow fell.
7. And the little prince’s metal heart broke.
8. Then the swallow fainted, dead, on the happy prince’s feet.

**Task 4: Dictogloss (II)**
Listen to paragraph 7 and try to reconstruct the paragraph by yourself.
Appendix 9 Weekly Listening Journal

Name______ No_____ Class_____

Required:
Instructions: Make time for some listening exercises at least two times a week and record your performances. Hand in your listening journal every Monday.

1. Log onto http://www.esl-lab.com/
2. Please follow the following procedure.
   - Step 1: Pre-listening Exercises
   - Step 2: Listening Exercises: do the quiz and write down your first score.
   - Step 3: Go to “Quiz script”, read it, and then listen again.
   - Step 4: Do the Vocabulary Activities, including Mixed-Up Sentence, Sentence and Vocabulary Matching, and Text Completion Quiz. Write down the score for the Text Completion Quiz as your second score.
   - Step 5: Do the shadowing at least two times.

   The First Time Date:________
   1. Pick one lesson from General Listening Quizzes.
      Level __________ Topic_________________________
      1st score_______ 2nd score________
   2. Pick one lesson from Listening Quizzes for Academic Purposes.
      Level __________ Topic_________________________
      1st score_______ 2nd score________

   The Second Time Date:________
   1. Pick one lesson from General Listening Quizzes.
      Level __________ Topic_________________________
      1st score_______ 2nd score________
   2. Pick one lesson from Listening Quizzes for Academic Purposes.
      Level __________ Topic_________________________
      1st score_______ 2nd score________

   *List at least five new words or phrases which you learn from the quizzes.

   *Notice: Be sure to read the questions before you listen to the text.
# Weekly Listening Journal

**Name:**

**No.:**

**Class:**

**Required:**

**Instructions:** Make time for some listening exercises at least two times a week and record your performances. Hand in your listening journal every Monday.

2. Please follow the following procedure.
   - Step 1: Pre-listening Exercises
   - Step 2: Listening Exercises: do the quiz and write down your first score
   - Step 3: Go to “Quiz script”, read it, and then listen again.
   - Step 4: Do the Vocabulary Activities, including Mixed-Up Sentences, Sentence and Vocabulary Matching, and Text Completion Quiz. Write down the score for Text Completion Quiz as your second score.
   - Step 5: Do the shadowing at least two times.

### The First Time

**Date:** 9/19

1. Pick one lesson from **General Listening Quizzes**.
   - **Level:** Easy
   - **Topic:** *Restaurant*
   - 1st score: 60
   - 2nd score: 70

2. Pick one lesson from **Listening Quizzes for Academic Purposes**.
   - **Level:** Intermediate
   - **Topic:** Office Schedule
   - 1st score: 60
   - 2nd score: 60

### The Second Time

**Date:** 9/20

1. Pick one lesson from **General Listening Quizzes**.
   - **Level:** Easy
   - **Topic:** Shoe Shop
   - 1st score: 60
   - 2nd score: 60

2. Pick one lesson from **Listening Quizzes for Academic Purposes**.
   - **Level:** Intermediate
   - **Topic:** Plane Flight
   - 1st score: 60
   - 2nd score: 70

*List at least five new words or phrases which you learn from the quizzes.

1. **Deluxe** *(adj.)*
2. **Hearty** *(adj.)*
3. **Hectic** *(adj.)*
4. **Sprite** *(n.)*
5. **Drop by** *(v.)*
6. **Tentative** *(adj.)*
7. **Land a Job** *(v.)*
8. **Registration** *(n.)*
9. **Address** *(v.)*
10. **To be up to your ear** *(v.)*

*Notice: Be sure to read the questions before you listen to the text.
Appendix 11 Weekly Listening Journal

Name______ No______ Class_____

Optional:
Instructions: Keep a record of your listening to other materials. Include the following information:
(a) date and the time you finished and the time you began.
(b) kind of material and title, if available.
(c) your listening strategies, reactions and questions.
(d) what you learned from the listening

Example:
Date: 9/6
Time started: 10:10
Time Finished: 10:30
Kind of Material: Voice of America
Title: News
Comments: (You can use English or Chinese)
I learned the phrases "financial crisis." I tried to shadow when I listened to the news. I could catch a half of the text, but shadowing was difficult. I could shadow about four words but I couldn't shadow long sentences.

Recommended Internet-based resources for listening:
(A) http://www.elllo.org
(B) All+/English 4U 每日講解帶
(C) http://learnenglish.britishcouncil.org/en/listen-and-watch

Date:
Time started:
Time Finished:
Kind of Material:
Title:
Comments: (You can use English or Chinese)

In your listening journal, please write down how you feel about today’s online listening practice and share your learning process!
Weekly Listening Journal

Name: No. 70
Class: 06

Optional:

Instructions: Keep a record of your listening to other materials. Include the following information:

Example:
(1) Date: 9/6 (2) Time started: 10:10 (3) Time Finished: 10:30
(4) Kind of Material: Voice of America (5) Title: News
(6) Comments: (You can use English or Chinese)

I learned the phrases "financial crisis" I tried to shadow when I listened to the news. I could catch a half of the text, but shadowing was difficult. I could shadow about four words but I couldn't shadow long sentences.

Listening resources recommended:
(A) http://www.ello.org (不同國家口音的人的英文,兩兩對話居多)
建議用此網站來做shadowing以強化自己口音更native-like (用audio slide部份)
1. Listen while reading the script until you understand the ideas in the material.
2. Shadow while reading the script X2
3. Shadow again without the script X 2-4

(B) All+/English 4U 毎日講解

(C) http://learnenglish.britishcouncil.org/en/listen-and-watch

Date: 9/30
Time started: 8:36
Time Finished: 8:39
Kind of Material: computer
Title: Were you a good student?

Comments: (You can use English or Chinese)

The girl thinks she is a good student since she always gets a great score on her tests. However, if anyone has a good personality, he or she is also a good student. From this point, we know that everyone has his or her own opinion on the same matter. It’s not necessary that good students must have good grades. In your listening journal, please write down how you feel about today’s online listening practice and share your learning process!

Today’s listening journal isn’t really hard. I can understand what she talked about. This encourages me to do harder next time.

Good job!