

# The Roles of Listening Support in Comprehension Performance and Completion Time of L2 Young Learners

## 聽力輔助活動對國小學童聽力理解及答題時間之效應

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# Presentation Outline

- 1. Introduction**
- 2. Purpose of the Study**
- 3. Method**
- 4. Results**
- 5. Discussion**
- 6. Pedagogical Implications**



# Introduction

01

- ✓ Research has shown that during communication, 45 % of the time is spent listening, 30 % is spent speaking, 16 % is spent reading, and approximately 9 % is spent writing (Nichols & Stevens, 1987).
- ✓ L2 listening remains ‘the least understood and the least researched skill’ compared with the other language skills (Vandergrift, 2007, p. 191).

# Purpose of the Study02

1. Do the listening comprehension scores of L2 primary school students differ according to various types of listening support? (If so, which type of listening support is considered most effective to L2 young learners?)
2. Does listening support have any effect on the completion time of L2 primary school students? (If so, which type of listening support is most helpful in reducing their completion time?)
3. What are student attitudes toward using listening support in the listening comprehension task?

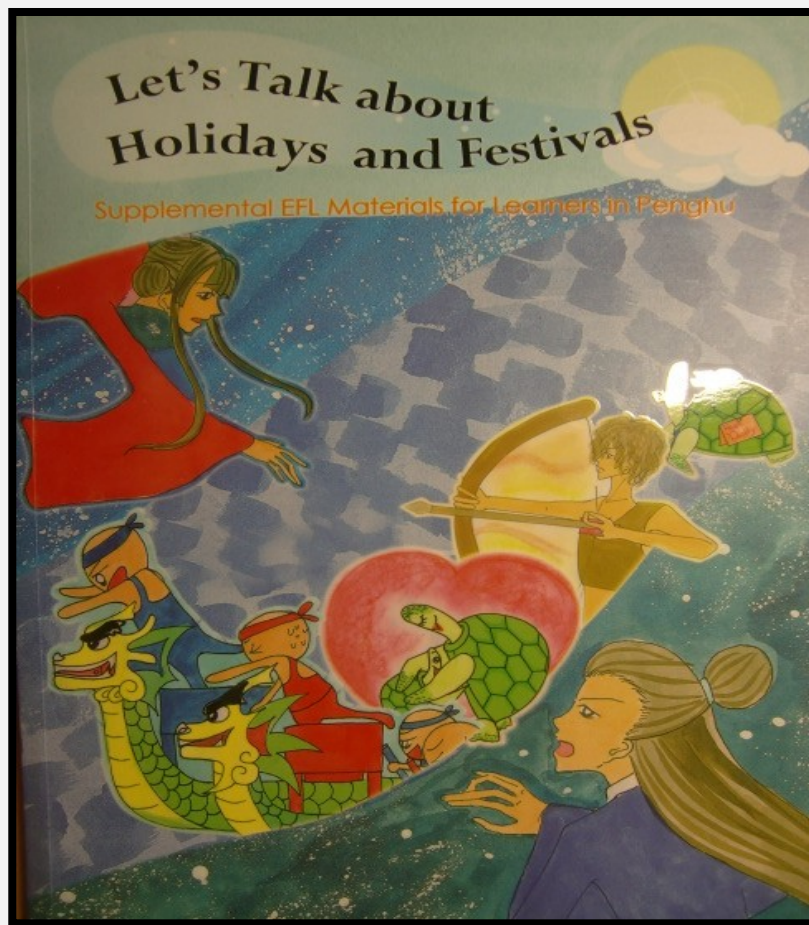
- ✓ **Design: one-way between-subjects design**
- ✓ **Participants**
- ✓ **Materials**
- ✓ **Procedures**
- ✓ **Data Analysis: one-way multivariate analysis of variance (MANOVA)**

# Participants

- A convenience sample of 102 L2 6<sup>th</sup> graders enrolled in four classes was used as the participants.

# Materials-1

*Let's Talk about Holidays and Festivals (Lo, 2010)*



# Materials-2

## 一. 選擇題 (Multiple-Choice)

- ( ) 1. 在故事中，很久很久以前天上有幾個太陽？  
(A) 9 個  
(B) 10 個  
(C) 11 個  
(D) 12 個
- ( ) 2. 故事中，為什麼太陽們決定一起出來玩耍？  
(A) 生活太無聊  
(B) 陪伴嫦娥  
(C) 尋找靈藥  
(D) 打擊壞人
- ( ) 3. 故事中，后羿射下多餘的太陽之後發生了什麼事？  
(A) 被太陽之神殺死  
(B) 擁有長生不死的能力  
(C) 變成國王並娶了嫦娥  
(D) 地球有了日夜之分
- ( ) 4. 故事中的靈藥有什麼作用？  
(A) 可以讓人強壯身體  
(B) 可以讓人遇見天使  
(C) 可以讓人長生不死  
(D) 可以讓人返老還童
- ( ) 5. 故事中，誰想盡辦法要奪取嫦娥的靈藥？  
(A) 壞人  
(B) 后羿  
(C) 太陽公公  
(D) 月亮
- ( ) 6. 嫦娥吞下了所有的靈藥之後，發生了什麼事？  
(A) 變成天使  
(B) 變成月亮  
(C) 失去記憶  
(D) 飛上天
- ( ) 7. 下列敘述何者不正確？  
(A) 后羿射下了九個太陽  
(B) 天使給后羿一罐靈藥  
(C) 后羿成為太陽之神  
(D) 后羿與嫦娥結為夫妻
- ( ) 8. 故事最後，發生了什麼事？  
(A) 后羿和嫦娥過著幸福快樂的日子  
(B) 嫦娥獨自住在月宮中  
(C) 后羿向天使祈求另一罐靈藥  
(D) 嫦娥成為太陽之神的女兒
- ( ) 9. 本故事主要的內容為何？  
(A) 說明中秋節的由來  
(B) 說明地球與太陽的關係  
(C) 說明靈藥的由來和作用  
(D) 說明后羿的英勇事蹟
- ( ) 10. 依據故事內容，人們為何要慶祝中秋節？  
(A) 為了慶祝后羿射下多餘的太陽以拯救地球  
(B) 為了紀念后羿和嫦娥  
(C) 為了慶祝嫦娥成為月光之神  
(D) 為了感謝天使給予靈藥

## Listening Comprehension Test



# Materials-3

## Appendix 5—Questionnaire

### 聽後態度調查問卷

親愛的同學，您好：

以下是一份對此次聽力測驗看法的問卷。您所提供的答案無所謂對或錯，並對外保密，因此請依照您自己的實際狀況詳細並誠實地回答。您的意見是非常寶貴的研究資料，因此請務必回答完所有的題目。

本問卷共一頁，請您在方格內打V和回答，謝謝您的合作與參與。

敬祝 學安

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### 問卷內容

題號	題目	非常同意	同意	沒意見	不同意	非常不同意
1	透過聽力輔助活動，我在答題時比較不緊張。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	透過聽力輔助活動，讓我作答時比較有信心。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	透過聽力輔助活動，有助於我了解文章內容，所以我不用花太多時間思考答案。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	透過聽力輔助活動，能幫我猜到文章重點，所以讓我覺得測驗內容較簡單。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	我喜歡在測驗之前，有聽力輔助活動幫助作答。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 整體而言，你認為聽力輔助活動是有用的嗎？（請勾選是或否）

是，因為

否，因為（請寫下原因。）

## Questionnaire

# Procedures

## Class A – Picture Preview



## Class B – Question Preview



# Procedures

**Class C – Vocabulary Group**



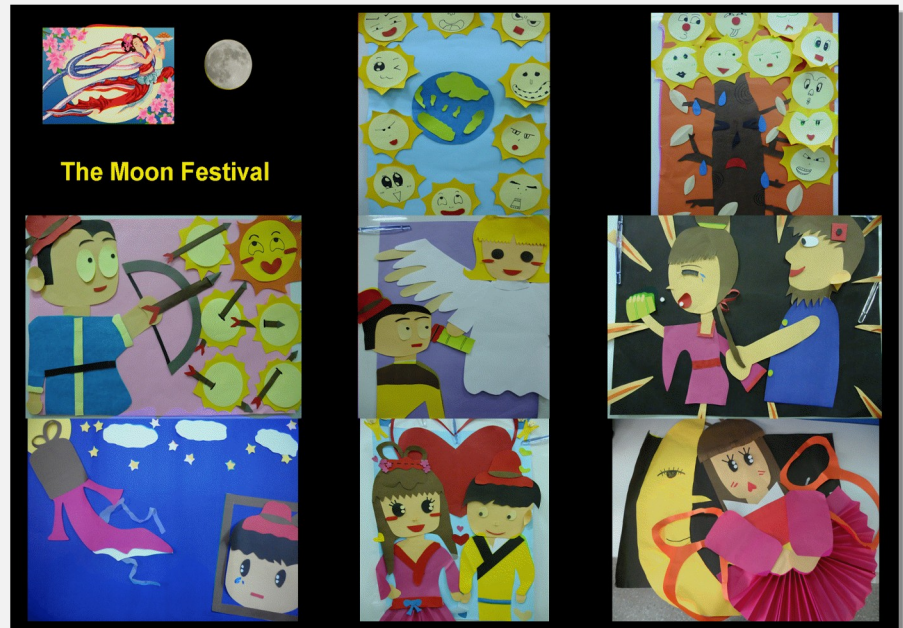
**Class D – Control Group**





# Procedures

## Picture-Preview Group



# Procedures

## Vocabulary-Instruction Group



# Procedures

## Question-Preview Group





# Procedures

## Control Group



# Procedures



**Answer the Comprehension Questions**

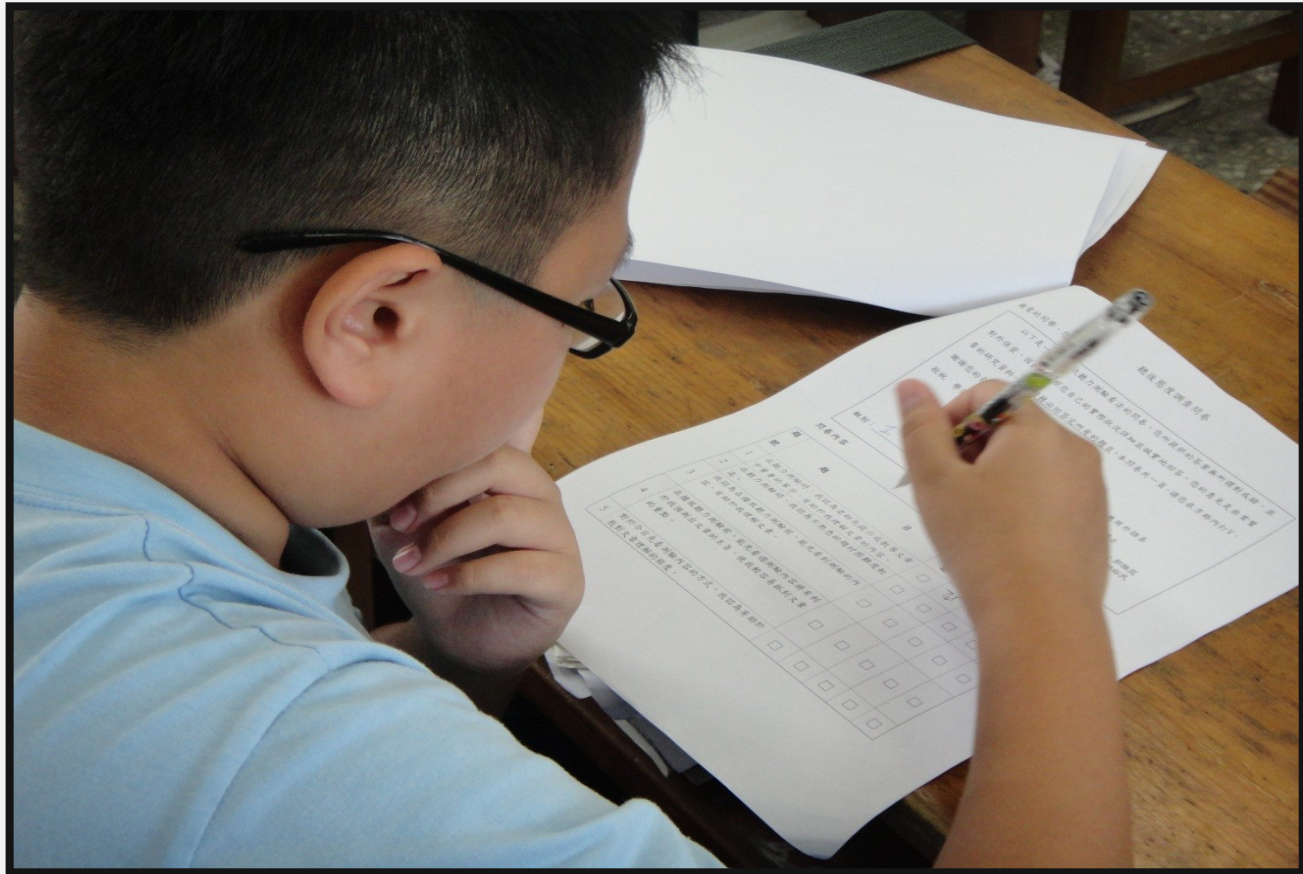


# Procedures



**Record Completion Time**

# Procedures



**Complete the Survey**

# Results

# 04

**Q1:** Do the listening comprehension scores of L2 primary school students differ according to various types of listening support? If so, which type of listening support is considered most effective to L2 young learners?

Table 2<sup>↵</sup>

*Summary of One-Way ANOVA for Multiple-Choice Listening Test<sup>↵</sup>*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i> <sup>↵</sup>
Groups					
LC	5699.72	3	1899.91	7.41	<.001 <sup>↵</sup>
Time	50379.48	3	16793.16	12.84	<.001 <sup>↵</sup>
Error					
LC	23596.11	92	256.48 <sup>↵</sup>		
Time	120348.35	92	1308.13 <sup>↵</sup>		

*Note.* LC = Listening Comprehension Performance; Time = Completion Time <sup>↵</sup>

# Results

# 04

Table 1<sup>†</sup>

*Means, Standard Deviations, and Comparison Results of Treatment Groups on the Multiple-Choice Listening Test<sup>†</sup>*

Treatment group	<i>n</i>	<i>M</i>	<i>SD</i> <sup>†</sup>
Question preview	26	77.31 <sub>a</sub>	14.85 <sup>†</sup>
Picture preview	25	87.60 <sub>a</sub>	19.64 <sup>†</sup>
Vocabulary instruction	21	69.52 <sub>b</sub>	16.58 <sup>†</sup>
Control	24	68.33 <sub>b</sub>	12.04 <sup>†</sup>

*Note.* Means in the same row that do not share subscripts differ at  $p < .001$  in the Tukey honestly significant difference (HSD) comparison.<sup>†</sup>

# Results

# 04

**Q2:** Does listening support have any effect on the completion time of L2 primary school students? If so, which type of listening support is most helpful in reducing their completion time?

Table 2<sup>↵</sup>

*Summary of One-Way ANOVA for Multiple-Choice Listening Test<sup>↵</sup>*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i> <sup>↵</sup>
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LC	5699.72	3	1899.91	7.41	<.001 <sup>↵</sup>
Time	50379.48	3	16793.16	12.84	<.001 <sup>↵</sup>
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*Note.* LC = Listening Comprehension Performance; Time = Completion Time <sup>↵</sup>



Table 3<sup>†</sup>

*Means, Standard Deviations, and Comparison Results of Treatment Groups on the Completion Time<sup>†</sup>*

Treatment group	<i>n</i>	<i>M</i> <i>(in seconds)<sup>†</sup></i>	<i>SD<sup>†</sup></i>
Question preview	26	103.42 <sub>a</sub>	34.94 <sup>†</sup>
Picture preview	25	101.52 <sub>a</sub>	31.88 <sup>†</sup>
Vocabulary instruction	21	146.10 <sub>b</sub>	41.76 <sup>†</sup>
Control	24	150.21 <sub>b</sub>	36.45 <sup>†</sup>

*Note.* Means in the same row that do not share subscripts differ at  $p < .001$  in the Tukey honestly significant difference (HSD) comparison.

**Q3:** What are student attitudes toward using listening support in the listening comprehension task?

# Results

# 04

Table 4<sup>↵</sup>

*Results of the Post-Test Questionnaire about Attitudes toward Using Listening Support* <sup>↵</sup>

<sup>↵</sup>

Item	# of 'strongly agree' ratings	'agree'	'no opinion'	'disagree'	'strongly disagree'	<i>M</i> <sup>↵</sup>
1	24	28	18	1	1	4.01 <sup>↵</sup>
2-1*	8	10	7	1	0	3.96 <sup>↵</sup>
2-2**	11	10	2	1	1	4.16 <sup>↵</sup>
2-3***	5	6	5	4	1	3.48 <sup>↵</sup>
3	23	33	13	1	2	4.03 <sup>↵</sup>
4	25	32	14	0	1	4.11 <sup>↵</sup>
5	31	21	19	1	0	4.14 <sup>↵</sup>

*Note.* \*: ratings based on the condition of question preview ( $n = 26$ )<sup>↵</sup>

\*\* : ratings based on the condition of picture preview ( $n = 25$ )<sup>↵</sup>

\*\*\*: ratings based on the condition of vocabulary instruction ( $n = 21$ )<sup>↵</sup>



# Discussion

05

1. positive roles of question preview and visual support in facilitating comprehension success and shortening completion time

e.g. (1) *I'm confident in selecting the most correct response when answering the comprehension questions.*

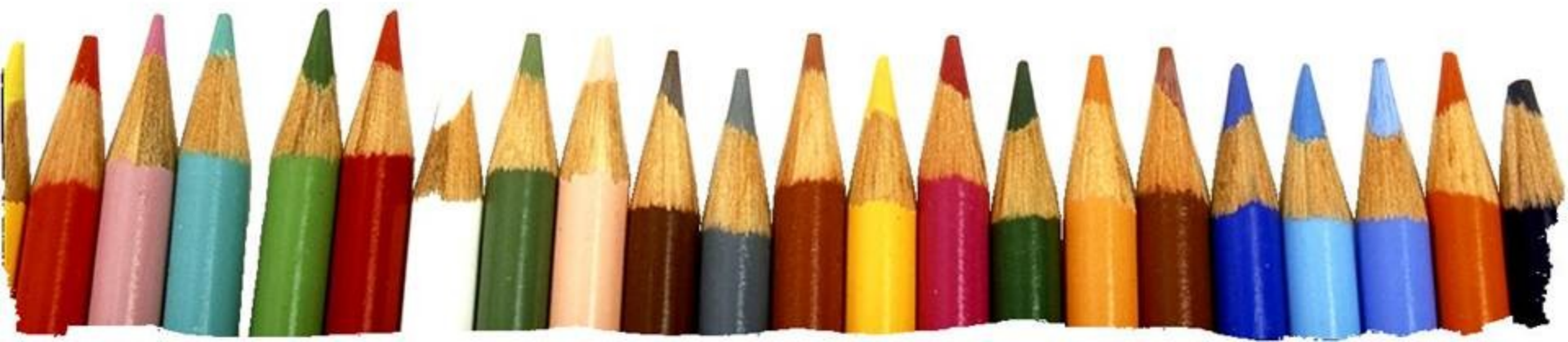
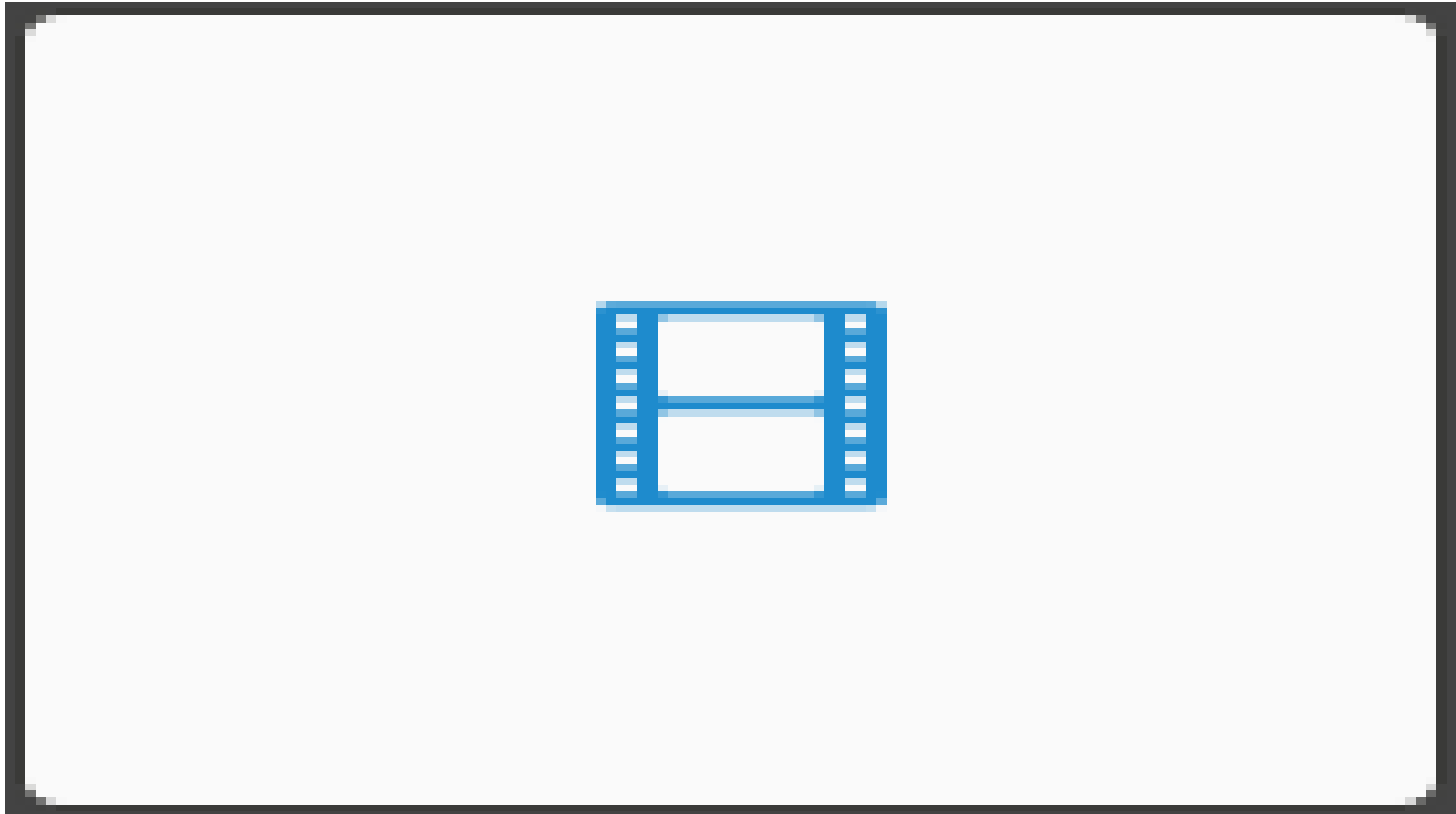
(2) *The [picture-preview] activity could assist me in finding the main point of the listening passage*

## 2. ineffectiveness of key-vocabulary instruction

- unable to process incoming message quickly enough because of insufficient instruction time and limited exposure to new words, e.g. *“The game we played for reinforcement of newly presented vocabulary words was fun, but I need more time to memorize the new words.”*
- not strategically smart and wrongly rely on a lexical matching strategy for comprehension, e.g. *“The listening comprehension questions are not closely related to the vocabulary words introduced by the teacher.”*

# Pedagogical Implications 06

1. In the L2 classroom, teachers are advised to present a series of pictures and ask students to discuss the pictures through brainstorming.
2. Ask students to preview listening comprehension questions to help them clearly know what information or details they need to listen for.
3. Strategically train L2 learners to become effective listeners by teaching them how to use context clues to figure out the meaning of certain unfamiliar words.



# *Thanks for Listening!*



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