

國立澎湖科技大學應用外語系

實務專題計畫

題 目

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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Abstract

Listening lies at the core of second or foreign language (L2) learning and is the most frequently used language skill compared with the other language skills. 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, but there is little research on how to use effective listening support for enhanced comprehension of a culturally-embedded folk story of L2 young learners. The purpose of this study was to examine the effects of listening support on the listening comprehension and answering time of L2 students at the primary level. The study participants were randomly assigned to various types of listening support (question preview, picture preview, and key vocabulary instruction), listened to a folk story, took a multiple-choice listening comprehension test, recorded how much time they spent answering the comprehension test, and completed a survey. The results show that the study participants who received either the question preview or the picture preview scored substantially higher than those in the vocabulary group or the control group. In addition, the participants who were exposed to the question-preview or picture-preview conditions spent considerably less time answering the comprehension questions. The findings suggest that the use of effective listening support in the pre-listening stage help L2 learners comprehend a listening text better and faster, and that L2 learners agree with the positive value associated with the use of listening support in facilitating comprehension, boosting learner confidence, reducing test anxiety, and grasping the main idea of a listening text. Limitations of the study, pedagogical implications, and suggestions for future research are also discussed.

Key words: listening comprehension, question preview, picture preview, vocabulary instruction, L2 young learners, completion time

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摘要

聽力理解能力對第二語言學習者而言扮演了極重要的角色，而且也是最常使用的語言技能。研究顯示，在溝通的過程中，有百分之四十五的時間是用於聽力上，百分之三十於說，百分之十六於讀，及約百分之九於寫作上，但是有關如何運用有效的聽力輔助活動，來幫助國小學童理解民俗故事之研究卻不多。因此，本研究主要的目的是想調查不同的聽力輔助活動對第二語言國小學童英語聽力理解以及聽力答題所花的時間之效應為何。研究中，以隨機分派方式將受試者安排到不同的聽力輔助活動（包含：聽力測驗題目預覽、圖片預覽、重要單字教學），然後再讓受試者去收聽一段英文民俗故事。受試者在聽完故事後立即進行聽力理解測驗，並在回答完問題後，依照白板上電子計時器所顯示的時間紀錄下答題所花的時間，之後再填寫研究相關問卷。結果顯示，題目預覽或圖片預覽兩組的受試者其聽力理解的表現皆優於單字教學組或是控制組。此外聽力測驗題目預覽或圖片預覽兩組的受試者，在聽力測驗答題所花的時間也明顯少於單字教學組或是控制組。研究結果建議在測驗聽力前，運用有效的聽力輔助活動，不僅能讓國小學童在聽力理解的表現上更好，同時也能有效減少答題思考所花的時間。另外學童亦認同聽力輔助活動在聽力理解、提升自信、減低焦慮、以及幫助掌握文章主旨各方面所帶來的正面學習效應。最後，有關本研究的限制、聽力教學上的啟示、與未來的研究的建議也一併在文中探討。

關鍵字: 聽力理解、聽前試題預覽、圖片預覽、字彙教學、國小學童、答題時間