

# **The Use of Advance Organizers to Enhance Listening Comprehension of the Origin of a Culturally Unfamiliar Holiday at the Secondary Level**

## **Abstract**

Listening, in addition to its critical role in second or foreign language (L2) learning and development, is actually used more than the other language skills. Research has shown that people on average listen twice as much as they speak, four times more than they read, and five times more than they write. As the most used of the four language skills, however, there is little research on how to use effective advance organizers for enhanced comprehension of a culturally unfamiliar folk story of L2 learners at the secondary level. The purpose of this study was to examine the effects of advance organizer on the listening comprehension performance of L2 junior high school students. The study participants were randomly assigned to two types of advance organizer activities (vocabulary brainstorming web, and picture brainstorming and description), listened to the origin of a culturally unfamiliar holiday, took a multiple-choice listening comprehension test, and completed a survey. The results show that the study participants who had the advance organizer of picture brainstorming and description scored substantially higher than those in the vocabulary brainstorming group or the control group. The differences between the vocabulary group and the control group, however, failed to reach a significant level. The findings suggest that the use of certain advance organizer activity in the pre-listening stage helps L2 learners comprehend a listening text better, and that L2 learners agree with the positive value associated with the use of advance organizer in helping them build up background knowledge, boost their confidence for the test, reduce their test anxiety, predict the listening content, and inspire new thoughts. Limitations of the study, pedagogical implications, and suggestions for future research are also discussed.

Key words: listening comprehension, advance organizer, picture brainstorming, vocabulary brainstorming web, L2 learners, background knowledge

# 運用討論式前導組織活動提升國中生

## 聽力理解不熟悉文化節日由來

### 摘要

聽力理解能力對第二語言學習與發展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，一般人平均花在聽的時間是說的兩倍，是超過閱讀時間的四倍，更超過書寫時間的五倍。聽力理解能力既然是最常使用的語言技能，但是有關如何運用有效的前導組織活動，來幫助國中生理解不熟悉文化的民俗故事之相關研究卻不多。因此，本研究主要的目的是想調查在聽力文章播放前，利用不同的前導組織活動對第二語言國中生英語聽力理解之效應為何。研究中，以隨機分派方式將受試者安排到兩組不同的前導組織輔助活動（包含：單字腦力激盪以及圖片腦力激盪），然後再讓受試者去收聽一段不熟悉文化節日由來的英文民俗故事。受試者在聽完故事後，立即進行聽力理解測驗，同時於測驗結束後填寫研究相關問卷。結果顯示，圖片腦力激盪組的受試者其聽力理解的表現優於單字腦力激盪組或是控制組，但單字腦力激盪組和控制組之間並未達到顯著性差異。研究結果建議在測驗聽力前，運用某些前導組織活動，能讓國中生在聽力理解的表現上更好。另外，受試者亦認同前導組織活動在聽力理解、提升自信、減低焦慮、預測聽力文章內容、以及激發想像力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、前導組織活動、圖片腦力激盪、字彙腦力激盪、第二語言學習者、背景知識