

A Way of Teaching Listening Comprehension through Tasks and Activities

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Im, Byung-Bin and Kim, Ji-Sun. 2001. **A Way of Teaching Listening Comprehension through Tasks and Activities.** *Korean Journal of English Language and Linguistics* 1-1, 163-185. Listening comprehension is an integrative and creative process of interaction through which listeners receive speakers' production of linguistic or non-linguistic knowledge. Improving listening comprehension requires continual attentiveness and interest. Listening skill can be extended systematically only when students are frequently exposed to a wide range of listening materials with an affective, cultural, social, and psycholinguistic approach. Therefore, teachers should help students learn how to comprehend intactly the overall meaning of intended messages. Practical classroom teaching necessitates a systematic procedure in which students should take part in meaningful tasks and activities. This study purposes to investigate the effects of task-based listening comprehension instruction on improvement of EFL learners' listening comprehension and their attitude and interest. 74 freshmen who enrolled in College English conversation classes in Kongju National University participated in this study. The participants were administered listening comprehension tests and questionnaires. The results show that the listening comprehension instruction through tasks and activities has a positive impact on EFL learners' improvement of listening comprehension and their attitude and interest toward the target language as well.

1. Introduction

1.1 Background of the Study

In terms of linguistics, as language is generally referred to as a system of communication which uses the arbitrary symbols of speech

sounds, the purpose of language lies in communicative acts (Finocchiaro 1964; Pei 1966; Wardhaugh 1972). Although communication requires both receptive skills(listening and reading) and productive skills(speaking and writing), the former should be given a priority rather than the latter, and in particular it is widely held that the first priority should be placed on listening comprehension among four kinds of language skills above (Brown 1987). According to the Input Hypothesis claimed by Krashen and Terrell (1983), the best way to improve speaking ability is listening practice, and later on the learner's fluency comes out of such drills automatically. Postovsky (1974) argues, since intensive oral practices in the learner's initial stage show low efficiency, utterances should be postponed until when listening comprehension is acquired. Asher (1969) also indicates that speaking practice together with listening at the beginning of language learning is detrimental to the improvement of listening skills due to oral drills, and listening comprehension has a transfer effect on speaking ability. In line with this, Rivers (1981) also holds that effective listening practice leads to natural oral proficiency and it may be readily transferred to reading and writing skills. Cha (1991) regards decreased listening skills as the negative effect of audiolingual method on listening comprehension. Paulston and Bruder (1976) claim that classroom instruction should be implemented through mechanical, meaningful, communicative drills, and finally a variety of interpersonal activities. This implies a good method for the learner to increase his listening comprehension by supplementing the reverse effects arising from the mechanical drills of audiolingual method.

In respect of national reality, the wide-ranged international relations and communication call for a good command of foreign languages, particularly English as a predominant language spoken all over the world. The nation's sixth educational curriculum has reconstructed the goal of English education from linguistic

competence with emphasis on accuracy to communicative proficiency based on fluency and authenticity. However, there have been a great deal of hardships and handicaps in the application of listening-oriented teaching methods for communication to classroom instruction activities. These difficulties have derived from deviated secondary education for college entrance, English teacher's inadequate proficiency, a lack of teaching facilities and materials, underdeveloped instruction programs, and others. In this respect, even though English education in high schools should meet both academic and practical purposes, it is doubtful how much listening-oriented instruction can have a transfer effect on speaking, reading, and writing skills. This is one of the significant problems which should be tackled. Accordingly by stepping out of mechanical drills in audiolingual method, this study intends to investigate the effects of listening comprehension instruction through tasks and activities on learners' improvement of listening comprehension and their attitude toward the target language.

1.2 Problems of Listening Comprehension

Taking into account the possibility that the learner may listen to a foreign language with his uniquely framed background knowledge in personal, cultural, educational, and linguistic traditions, Underwood (1993:16-19) suggests the careful selection of listening materials and activities, and points out the following problems:

- (1) The listener cannot control how fast the speaker should talk.
- (2) The listener cannot have the speaker repeat his utterances that the listener fails to understand in real-time situations other than classrooms.
- (3) The listener's limited vocabulary becomes obstacles to listening comprehension as the choice of vocabulary depends on the speaker.
- (4) The barriers to listening comprehension take place when

the listener cannot recognize the signals of the language used during the speaker's utterances.

- (5) The problem of interpretation takes place from cultural differences and the gaps between pragmatic meaning and semantic meaning.
- (6) The transmission of meaning is interrupted when the listener cannot concentrate on what the speaker says.
- (7) The inappropriate learning habits impede listening comprehension.

According to Kim (1989:4), the problems of listening comprehension are divided into extrinsic and intrinsic factors in its processes. The extrinsic factors are said to be the listener's psychological and physical state and the material surrounding in which the listener is placed. The intrinsic factors cover a total of five stages: (1) in case the acoustic senses in the flow of speech sounds are not good enough and noise is being made around; (2) in case mental concentration and attention are impeded; (3) in case the listener cannot apply his phonological knowledge to listening comprehension properly when the flow of speech sounds is perceived with individual words as independent units; (4) in case the listener falls short of his syntactic knowledge in accepting individual words as sense groups; (5) in case the listener fails to call on his comprehensive knowledge in recognizing the speaker's intended messages on the basis of linguistic and schematic knowledge.

Cha (1991:69) considers the following examples as proactive inhibitions in listening comprehension: (1) when the listener feels the speed of speaking is too fast, and encounters unfamiliar words, pronunciation, and sentence patterns; (2) when the listener is not familiar with sound-combination, linked sounds, stress and intonation patterns, and idiomatic expressions; (3) when the listener falls short of abilities for neglecting or skipping trivial

elements in order to understand sentences or utterances efficiently.

Suh (1988) states that one of the most difficult problems in listening comprehension is to catch on the speaker's intended message from the flow of unclear speech sounds. This means that such variations as schwa, contractions, omissions, and assimilation constitute those handicaps. With respect to syntax, in everyday communication the interlocutor often encounters utterances which do not correspond to grammatical rules. The listener has difficulty in making out English utterances, which characterize rhythm in colloquial expressions so that unstressed syllables are attenuated by stressed syllables. Finally, in respect of psychological factors, the listener should be able to comprehend the speaker's intentions through the abstraction of important messages from the whole utterances.

As discussed so far, the factors which determine listening comprehension may be summarized as follows:

- (1) the listener's psychological and physical state, and natural surroundings
- (2) the phonetic and phonological comprehensibility
- (3) the ability to control the speed of utterances
- (4) the level of word power
- (5) the degree of mental attention and concentration
- (6) the ability for perception based on sense groups
- (7) the level of syntactic knowledge
- (8) the level of background knowledge and degree of cultural mismatches
- (9) the ability to skip trivial sentential elements
- (10) the ability for inference and synthesis

1.3 Hypotheses

This study purposes to examine the effects of listening

comprehension instruction through tasks and activities on improvement of students' listening comprehension proficiency and their attitude and interest. For this purpose the following hypotheses are addressed:

Hypothesis 1: Depending on the teaching methods (experimental/control), there would be a difference in the degree of listening comprehension improvement.

Hypothesis 2: Depending on the teaching methods and students' proficiency levels of listening comprehension (high/low), there would be a difference in the degree of learners' improvement of listening comprehension.

Hypothesis 3: Depending on the teaching methods, there would be a difference in the degree of learners' attitude and interest toward the target language.

2. Listening Comprehension Tasks and Activities

According to Ur (1984), when the language teachers prepare listening exercises, they need to bear in mind the kind of real-life situations for which students prepare themselves and also the specific difficulties they are likely to encounter and need to prepare to overcome. Therefore, in planning listening exercises, the authors tried to include the authentic materials that are easily available to the students such as pictures, charts, songs, movies, comics and so forth. This section introduced a number of listening activities that were used for the experimental group instruction in this study. They were mainly utilized as follow-up activities of each lesson.

2.1 Dictation

Dictation is a useful way of measuring the identification and understanding of speech sounds and a knowledge of word

combinations and syntactic structures (Rivers 1981). In this regard, Postovsky (1974) states that dictation is more effective for the improvement of communicative competence when it is in parallel with listening and writing from the beginning of foreign language learning, and thereby it assists students in developing four skills of language-listening. Dictation practices consist of spot dictation and full dictation which provide teachers with a good measuring tool for the evaluation of listening comprehension (Paulston/Bruder 1976).

1) Spot Dictation

The teacher tells students to dictate speech sounds, words, phrases and parts of sentences. Pronunciation can be learned through the practices of minimal pairs. Initially students are guided to dictate the words with difficult pronunciation which may impede their listening comprehension. The dictation of phrases may take the form of writing down the words and idioms students have already learned during their study of main text. This may result in promoting listening comprehension and the effect of review.

[Example] Please write down the words, phrases, or sentences suitable for the parentheses as you listen to the following conversation:

- A: I'd really like to go to Hawaii someday.
B: Oh? (*Why is that?*)
A: Well for one thing, (*the beaches*) are beautiful.
B: Beautiful in what way?
A: Oh, lots of (*white sand*,) different kinds of trees, you know.
B: I see... What's the weather (*like there?*)
A: Most of the time (*it's really nice.*)
B: Sounds nice! (Lee 1998:59)

2) Full Dictation

This is a format which requires the dictation of full sentences. The dictation materials are selected to be compatible with the student's level of comprehension, so that the student can not lose his/her interest at the initial stage. To keep the student's motivation alive, the teacher chooses the materials with which the student has already got familiarized. The length of sentences should not be too long. Gradually various and unfamiliar materials in length and content areas may be used for intermediate and advanced level of dictation practices.

[Example] Please dictate the following conversation:

A: Do you hang out with friends on the weekend?

B: Yeah, sometimes.

A: Where do you hang out?

B: Usually at coffee shops, especially Saturday nights and Sunday afternoons. (Richards 1998:42)

2.2 Role Play

Role is the part taken by a person or his/her counterpart in any specific situation, and play is the creative and sensible performance of the student's role given in any stable circumstance. What students perform their designated roles is in line with children's playing as teachers, students, doctors, nurses, patients, or lawyers. Ladousse (1987) mentions that the main purpose of role playing lies in the enhancement of students' fluency and interactive motives as a combined mechanism of communicative techniques: this method leads students to practice speaking with various functions, structures, and vocabulary, to develop sociolinguistically appropriate language use based on interpersonal relationships, and to arouse interests and imagination by alleviating anxiety. He also suggests the following guidelines for role playing: to implement

individual group activities, to shorten activities until role players get used to their roles, to make role players understand their situation and contents before doing actions, to choose routine topics at the beginning stage, to gradually inhibit role players from using their native language, and to restrict the time-frame of their role playing. Examples of role play are famous people role plays, picture role plays, story role plays, etc.

2.3 Instruction with Songs

Murphey (1993:6-7) emphasized the importance of music and song in language learning: (1) songs precede the human language development; (2) songs play a significant role in the language development of children; (3) songs fulfill the man's emotional desire; (4) songs strengthen short and long-term memory capacity; (5) singing activities are concerned with Piaget's egocentric language and Chomsky's language acquisition device; (6) songs have high emotional and motivational effects because of being simple and repeated conversational language; and (7) songs help listeners relax and keep their interest alive.

Teachers select songs suitable for the language competence of the class and make students fill in blanks with appropriate words or phrases. Song words are distributed for the group work. To facilitate comprehensive understanding, teachers read song words aloud, recommending students to think about suitable words to be filled in. Teachers explain unfamiliar words if necessary. Students are guided to fill in the blanks after listening to songs. Finally students are encouraged to answer the questions and to listen songs again for their subsequent check-up activities.

A list of songs that can be useful for the song activity: *You needed me, When I dream, Lovers' concerto, Try to remember, Only you, Imagine, If, Honesty, Evergreen.*

2.4 Listening Activity through Pictures

Pictures provide the valuable clue for contextualizing and bringing to life the listening situation as well as for aiding comprehension of the language. They are also likely to heighten students' motivation and concentration. In selecting pictures, they should be clear representations of objects, people and scenes whose description is more or less within the lexical range of the class. They should include enough detail and variation to allow for plenty of description and imaginative elaboration.

1) Storyline Picture Sets

After listening to the story about a set of pictures, students are instructed to choose the picture in question.

[Example] Listen to the dialogues and match them to the correct pictures.

1) *Son* : What does Uncle Erik look like?

Mother: He has long hair and a long beard. This is a picture of him.

Son : Wow! He looks like grandfather.

2) *Coworker 1*: What does your daughter look like?

Coworker 2: She's tall and thin. She has curly black hair.

Coworker 1: Is her hair short?

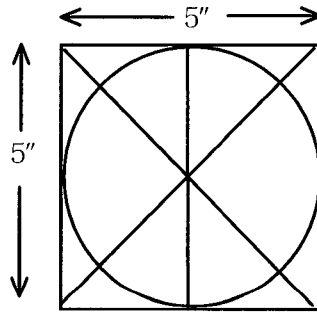
Coworker 2: No, it's medium length. (Holmes 1999:30)

2) Picture Drawing

At the beginning stage, students are led to draw simple pictures and gradually to do complicated ones. It is important for them to be able to draw something as instructed. So students are encouraged to select diagrams or other prototype pictures. Pair work is also recommendable: one explains the target picture and the other draws the picture requested by his/her partner. This may lead students to exercise listening and speaking.

[Example]

First, draw a square five inches long. Second, inside the square, draw a circle with a five inch diameter. Third, draw diagonal lines from corner to corner. And finally, put a vertical line at the center of the circle.



(Im 1997:60)

2.5 Activities through Humor, Jokes and Comics

Humor, jokes and comics attract students' interest and offer chances to get access to practical expressions and foreign cultural background. Teachers select materials acceptable to students and lead them to learn pronunciation, new vocabulary and sentence patterns, followed by questions/answers, oral presentation and subsequent discussion.

Students in groups of 3 to 4 are given a comic strip without words in 1 or 2 speech bubbles. Each group is to discuss to fill in the speech bubbles.

[Example]



(Ellis, et al. 1996:23)

2.6 Using multimedia

Nowadays using multimedia based on computer is in the spotlight. So internet and other available programs can be applied to classroom teaching and home study. In this study, the teacher utilized a multimedia English learning program, *English Discovery*, as a subsidiary learning tool for students' self study. Teacher asked students to visit the lab regularly and gave assignments chosen by the teacher among listening and speaking exercises in the program every week. Teacher collected the assignment every week, checked the answers and gave it back to the students with teacher's written comments on it. At the end of the semester teacher included some questions selected from those given assignments in the final exam.

3. Methods

3.1 Subjects

Initially, 111 freshman, who enrolled in 3 different College English classes offered for freshmen at Kongju National University for 16 weeks during the spring semester of 2000, were chosen to be administered a listening comprehension pretest and a questionnaire during the first class session. Based on their listening comprehension pretest scores, two classes of which scores are relatively similar to each other were selected for the study. One group was designated the experimental group and the other the control group. The number of students in each group was 37, and a total of 74 students were participated. The students in the experiment group are majoring mathematics education and the others in control group are studying biology education. All students had completed compulsory English language study at the secondary school.

3.2 Instruments

The instruments used to gather data were questionnaires and the pretest and the posttest of listening comprehension. The authors developed listening comprehension tests to see if there would be a difference in the proficiency level of listening comprehension before and after the treatment. Each test consists of 30 questions (see Appendix A), excerpt from TOEIC and English conversation textbook. In order to find out if any change in their attitude toward the target language occurred before and after the treatment, the first and second questionnaires developed by the authors were used. Each questionnaire consists of 20 questions (see Appendix B).

3.3 Procedures

Each class meeting lasted 2 hours and met once a week. The instruction for both groups was given mainly in English. The instruction materials for the control group used were based on the designated textbooks for College English conversation class (*Talk It Up 1: A Graded courses in English conversation, Quest Book1: reading and writing in the Academic World*). *Talk It Up* series are designed for the development of English speaking skills needed to communicate in everyday situation. It consists of 16 lessons and each lesson contains the warm-up activity, the controlled-practice activity, practices on grammar, the open-ended communicative exercise. *Quest book 1: reading and writing* is designed to teach reading and writing skills simultaneously by integrating two skills. It contains 3 units and each unit is divided into two chapters(reading and writing chapters). In order to control any variables that can affect the experiment results, the instruction for both the experimental group and the control group was focused on those 2 textbooks.

The class session for the experimental group was divided into two parts: during the first fifty minute session the class used the

same textbook (*Talk It Up*) as the control group did, and for the second 50 minute session, the class used 20 out of 50 minutes for the reading activity during which students forming groups of 4 to 5 read one of the reading materials chosen by teacher in *Quest Book 1* and were asked to identify the main ideas, look for the topic sentences and check the answers of the reading comprehension check questions in groups or pairs. In using *Quest Book 1* for this group, the teacher did not follow the order of the book. Instead, a reading material was selected in *Quest Book 1* of which content is within the same subject area as the topic of each lesson. For the rest 30 minute session of each lesson, teacher prepared activities to be done as a whole class, in groups or pairs. The materials for these activities are selected from a number of books for English conversation courses. For each class, the teacher tried to choose the activities of which the topic is within the same subject area as the topic of each class so that students can have the opportunity to practice what they already learn through the lesson. The sample activities used for the experimental class are already presented in the previous section. During the last class session, the listening comprehension posttest and the second questionnaire were administered to both the experimental and control groups. The mean scores of each group were compared and t-tests were variously utilized to analyze the data.

4. Results and Discussion

Hypothesis 1: Depending on the teaching methods (experimental/control), there would be a difference in the degree of listening comprehension improvement.

The subjects were administered the pretest of listening comprehension at the first class session. According to the result ($p=0.112$) indicated in Table 1, there was no significant difference

in proficiency level of listening comprehension between the experimental and control groups. However, the result of the posttest of two groups ($p=0.003<0.01$) show the experimental method is more effective than the control method on improvement of students' listening comprehension proficiency.

TABLE 1
The Result of a T-test for Listening Comprehension
Pretest and Posttest of the Experimental and Control Groups

Test	Group	N	Mean	SD	t	df	p
Pretest	Experimental	37	18.32	2.32	1.629	36	.112
	Control	37	17.27	2.99			
Posttest	Experimental	37	21.32	2.87	3.246	36	.003
	Control	37	18.57	4.26			

Hypothesis 2: Depending on the teaching methods (experimental/control) and proficiency levels of students' listening comprehension (high/low), there would be a difference in the degree of listening comprehension improvement.

As seen in Table 2, the mean scores of listening comprehension of both the experimental (3.25) and the control groups (2.15) were increased. The p-value of both groups is $p=0.000<0.01$, which means that both the experimental and the control teaching methods have a positive influence on high level students' improvement of listening comprehension. In addition, the experimental method was also effective for low level students' listening comprehension improvement, whereas the control one did not have a positive impact on low level students' performance.

TABLE 2
The Result of a T-test for High Level Students'
Listening Comprehension Mean Scores

Group	Test	N	Mean	SD	t	df	p
Experimental	pretest	20	20.00	1.41	-12.02	19	.000
	posttest	20	23.25	2.49			
Control	pretest	20	19.45	1.61	-12.90	19	.000
	posttest	20	21.60	2.06			

The results in Table 1 and table 2 indicate the positive impact of the experimental instruction on the students' performance. Compared the increased mean score of the experimental group with that of the control one, it seems the experimental method did not reach much advanced level that we expected. The following factors can be taken into account as possible reasons: First, the class time for the experimental treatment was not enough for students to have practices of what they were taught. Second, the students' unfamiliarity with our instructional method might be another reason. Our subjects are freshmen whose previous learning experiences have been mainly focused on improvement of reading comprehension ability with little inclusion of listening comprehension skill practices within tasks-based learning environment. Thus, it is assumed that the lack of instruction time and students' unfamiliarity with the instructional method in this experiment might have led to this result.

Hypothesis 3: Depending on the teaching methods, there would be a difference in the degree of improvement of students' attitude and interest toward the target language.

As seen in Table 3, the experimental teaching method is more

effective to increase the students' positive attitude and interest toward the target language than the control one. The result of the experimental group ($p=0.000<0.01$) shows students' increased positive attitude and interest toward the target language, whereas the control group ($p=0.879$) indicates no significant difference between the results of the first and second questionnaires.

TABLE 3
The Result of a T-test for the Differences in Attitude and Interest between the Experimental and Control Groups Depending on the Teaching Methods

Group	Questionnaire	N	Mean	SD	t	df	p
Experimental	Questionnaire 1	36	26.20	13.49	-6.632	65	0.000
	Questionnaire 2	30	28.47	14.17			
Control	Questionnaire 1	30	25.25	16.60	0.157	65	0.879
	Questionnaire 2	36	27.30	16.60			

Watson and Smeltzer (1984) suggest that learners' internal factors such as attentiveness, motivation, and interest can have a profound relationship with learners' listening success. The use of the various materials that are physically present in real life will lead to great interest in the materials that students deal with in the classroom and facilitate listening comprehension as well. The result of Hypothesis 3 confirms that listening comprehension instruction through tasks and activities using various materials is an effective way to increase students' motivation and interest in learning English.

5. Conclusion

The present study aimed to investigate the effectiveness of the use of listening comprehension instruction through tasks and activities on improvement of listening comprehension skill and

yielded the following major findings:

First, there was a difference in the degree of students' listening comprehension improvement between the experimental group and the control group. The students who received the experimental instruction performed better on the posttest than those who learned through the control method. This result indicates that listening comprehension instruction through tasks and activities is an effective way to improve students' listening comprehension.

Second, the high level students in both groups showed increased performance and the low level students who were in the experimental group performed better on the posttest. However, the low level students in control group did not show any improvement. Thus, regardless of students' proficiency levels, the experimental method is effective on improvement of students' performance.

Third, there was a significant difference in the degree of increase in student's attitude and interest between the experimental and the control groups. The students who received the experimental instruction increased their positive attitude more significantly than the students who received the control one.

In summary, we conclude that students' higher level of listening comprehension and their attitude and interest were achieved while they were learning English in the task and activity-based environment. In order to improve students' listening comprehension, teachers are bound to help students sustain their high level of motivation and interest in listening comprehension. For this reason, students need to be exposed to a wide variety of language data presented in multifaceted contextual environment.

The implications of this study can be addressed: First, it would appear from the results that more effective development of listening comprehension may be facilitated through the

application of the method presented here. Language teachers need to step out of the traditional method employing the audio cassette player combined with pen and pencil, and should provide their students with a new learning environment through which they exploit the various learning resources. Students' gains within this context can be easily transferred to real-life performance. Second, in applying this method into practice or in future studies, it is recommended that teachers allow students to have enough time to practice what they learn. As mentioned previously, if more time would have been given to the subjects, the results would have reached a more advanced level that we had expected.

Although the method presented in this study is expected to strengthen students' listening skill systematically, the authors consider this present study will be served as an indication that the use of the experimental method will improve EFL learners' listening comprehension in Korea. The variables that might affect the improvement of learners' listening ability need to be examined by other studies and further research like the present study should be made under a variety of conditions.

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APPENDIX A

<Sample Test Items of Listening Comprehension>

Directions: you will hear several short conversations between two people. In your test book, you will read a question about each conversation. Choose the best answer to each question and mark your answer. <11-13>

11. Why is the woman upset?
- (A) She needed to go to New York.
 - (B) Reports were already sent to New York.
 - (C) She needed to do some calculations.
 - (D) A bank draft is missing.
12. What are these people planning to do?
- (A) Sightsee downtown. (B) See a play.
 - (C) Go to a movie. (D) Tell jokes.
13. What does the woman want?
- (A) Advice. (B) A phone. (C) A bank draft. (D) A letter.

Directions: Roger is answering questions at a dating agency. Listen to the dialogue twice and complete the form with the information you hear about Roger. (21 - 23)

Intro Agency	
Name:	Roger Wall
Age:	(21)_____
Occupation:	Editor
Employer:	Cityscape Magazine
Education(circle one):	University High School
University:	Southeastern
Graduation Year:	(22)_____
Hobbies:	Baseball, Poker, Reading
Interests:	Books- Spy Novels
	Movies- (23)_____
	Music- Rock Music

Directions: You will hear a phone conversation between Bob and Ann. You will hear it twice. Listen carefully and fill in the blanks. (27 - 30)

Who's speaking?

Bob: Hello. Is this Susan?

Ann: No, it isn't. (27) _____?

Bob: This is Bob Rogers.

Ann: Oh, Bob. It's Ann. (28) _____ from you.

Bob: Oh, Ann. I have to apologize to you.

Ann: Why?

Bob: I'm sorry I (29) _____ your party.

Ann: I'm sorry to hear that. What's wrong?

Bob: I'll tell you the reason later.

It's hard to explain (30) _____.

APPENDIX B**<Sample Questions in Questionnaires>**

이 설문지의 목적은 평소 여러분들의 영어 교과 및 영어 듣기 학습에 대한 의견이나 태도를 알아내어, 효율적인 영어 학습지도에 참고하고자 하는 것입니다.

따라서 다음 질문들은 정답을 묻는 것이 아니므로 평소의 영어학습과 관련된 자신의 생각을 솔직히 답해주기 바랍니다.

I 영어 청해력과 관련하여, 다음 중 사실 또는 자신의 의견에 가장 가까운 것을 고르시오. (1 - 10)

1. 영어 공부를 하는 이유는?

- ① 좋은 직장에 취직하기 위해서 ② 외국인과 의사소통을 하기 위해서
③ 서양 문화를 익힐 수 있기 때문에 ④ 영어 자체에 관심이 많아서
⑤ 대학원 진학이나 유학을 계획하고 있기 때문에

4. 영어 회화 능력의 향상에 있어서 듣기 기능의 중요성에 대한 본인의 의견은 어떠한가?

- ① 매우 중요하다. ② 중요하다. ③ 그저 그렇다. ④ 중요하지 않다.

10. 영어 노래나 게임을 통한 영어 수업이 영어 듣기 능력의 배양에 미치는 효과에 대해 어떻게 생각하는가?

- ① 대단히 효과가 있다. ② 대체로 효과가 있다. ③ 그저 그렇다.

④ 대체로 효과가 있다. ⑤ 전혀 효과가 없다.

II. 다음 질문을 잘 읽고 자신의 의견이나 태도와 일치하는 항목에 ○표
하십시오. (1 - 10)

항상 대체로 그저 대체로 전혀그렇지
그렇다 그렇다 그렇다 그렇지 않다. 않다.

1. 영어 수업 시간에
흥미를 느낀다. () () () () ()
3. 듣기 훈련을 통하여 영어회화 실력을
향상시킬 수 있다. () () () () ()
5. 실용성 있는 산 영어를
배우고 싶다. () () () () ()