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研究課題名(和文) A Study of English Listening Instruction

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研究成果の概要(和文)：本研究は、日本の高等教育における第二言語のリスニング指導法の現状を調査し、その結果、日本人英語学習者へのより良いリスニング教授法を開発することを目的とした。日本の大学5校を対象に英語を外国語(EFL)として教える講師計10名の協力を得、30のリスニング授業の録音を収集した。録音データを書きおこし、EFLリスニング指導法を分析した。結果、多くの教師は典型的な「聴く、解答する、答え合わせをする」というパターンに依存していることが明らかになり、教室外で応用できるリスニング・ストラテジー指導はほとんど行われていないことも解明された。

研究成果の概要(英文)：This study aimed to elucidate the present state of second language listening instruction in tertiary education in Japan and to develop alternative progressive listening pedagogy in an effort to improve the English listening ability of Japanese university language learners. I collected 30 recordings of listening lessons in Japan, which were then transcribed and analyzed to current teaching practices for English listening. Findings showed that many teachers rely on comprehension questions and that little instruction includes listening strategies that can be applied beyond the classroom.

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### 1 . 研究開始当初の背景

The ability to listen is important socially, academically, and economically. Listening skills are used more often than any other communicative skill:

Writing	9%	Reading	16%
Speaking	30 %	Listening	45%

(Feyten, 1991)

Similarly, Nunan (1998) points out that more than 50% of the time students spend engaged in second language communication involves listening. The ability to listen in English has become a major priority for Japanese learners since the adoption of a listening component on the Center Exam in recent years.

However, language teachers and linguistic researchers have largely ignored EFL listening (Macaro, Graham & Vanderplank, 2007; Field, 2012). While the teaching of EFL listening is gradually receiving more attention, current methodology for the teaching of listening remains in need of further development (Field, 2008; Lynch, 2009). Moreover, teacher training courses and guidebooks for language educators typically lack sufficient guidance for listening instruction. Dilemmas related to EFL listening instruction were previously made clear by the applicant (ELT Journal, 2011, 65/3, p. 318-21).

A teaching cycle common to many EFL listening classrooms includes the following stages: students listen to an audio text; they answer questions based on what they hear; the teacher checks the answers; the cycle is then repeated. Two drawbacks of this product-based approach (i.e., focusing on correct answers, such as multiple choice items) are that little direct development of

listening skills takes place, and that people rarely encounter such questions when listening in real life. It provides students no model of listening, no guidance, and no method for improvement. This study, therefore, sought to first better understand how EFL listening is taught in Japan and then to make pedagogic suggestions to improve the situation.

### 2 . 研究の目的

The objectives of this research were: (1) to understand the present state of listening instruction at universities in Japan by identifying pedagogic patterns among teachers; (2) to introduce pedagogy that included strategies for listening beyond the classroom, after the completion of the language class. The underlying motivation for the project was to elucidate current trends in listening pedagogy and promote improved teaching practices.

### 3 . 研究の方法

Data analysis involved the following research methods. (1) Classroom recordings were analyzed using classroom observation principles (i.e., Cowie, 2009) and a checklist of approaches and methods for teaching EFL listening, which was based on a review of academic literature. This checklist included items including bottom-up activities (Lynch & Mendelsohn, 2002), listening strategies (Mendelsohn, 2006), and teacher modeling (Goh, 2008). (2) The transcribed recordings were also analyzed using discourse analysis (McCarthy, 1991) in order to understand the pedagogic stages teachers were using in their classes.

Data for each category on the checklist were first totaled in order to understand teaching patterns across the five universities and ten

instructors. Data were also broken down so that patterns for each of the ten individual teachers could be examined. Extracts from the transcripts were also examined in order to qualify and exemplify each category. Specific attention was paid to the extent to which teachers were helping their students to develop listening abilities for life beyond the classroom, such as pointing out specific listening strategies and giving advice for listening.

#### 4 . 研究成果

These research findings are divided into four sections: (1) Overview of general teaching trends; (2) Individual teacher pedagogic practices; (3) Transferability of listening instruction, strategies, and advice beyond the classroom; (4) Process-based Listening Instruction (PBLI), a pedagogic outcome based on the findings.

##### (1) Overview of general teaching trends

The table below shows a sample of the approaches and methods for listening instruction investigated in this study and authentic extracts from the transcribed lessons.

Technique	Authentic example from data
Comprehension questions	Ok, what are the complaints? Lily, the complaints? Sorry, one more time? Ok, terrible headache. Number two, Atsushi?
Bottom-up activities	Ok, I'd like you jump to the back of the book...read the script to your partner, who's then going to fill in the gaps.

Set up / check predictions	Try to guess what transition words you think he will use [3 min. gap]...Which ones did you hear and did you hear any different ones?
Metacognitive listening strategies	So I'll give you one minute just to read the questions, ok? And then later, I'll play the audio.
Encourage transfer to other listening situations	Right, so the stress might change according to a different country or culture, ok? If you just look at the [script], then you immediately have, that's your most important hint. Look at the words and they happen so often, you know it's about fish...the word happened so many times...so then, it's kind of, a little bit easier to find out the main theme.
Teacher modeling	

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Comprehension questions were used at a much greater rate than any of the other techniques, both in terms of the total number of instances and the total number of lessons. All ten teachers used them at some point during instruction. This finding is hardly surprising given the prominence of the “Comprehension Approach” (e.g., Field, 2008), which consists of a “listen, answer, check, repeat” sequence (Siegel, 2012). The findings in this study provided empirical support for the notion that discrete item questions dominate listening lessons.

Activities and instruction that targeted bottom-up processes (which included work on phonics, reduced speech, dictation, and simultaneous listening and script-reading) were also regularly present. The fact that some teachers spend class time on bottom-up processes is encouraging, as recent literature (e.g., Field, 2008) has called for more attention to helping learners process the speech stream rather than relying on top-down processes to fill in gaps in comprehension.

Teachers also attempted to access learners' background knowledge through predictions, although setting up predications occurred more often than checking those predictions. Meanwhile, nearly half the lessons (12 of 30) had some attention to metacognitive strategies. In the majority of those instances, teachers were drawing students' attention to task requirements or planning what to focus on during listening. Both of these approaches to listening have been mentioned in the literature (e.g., Vandergrift & Goh, 2012), although until now there has not been a record of the frequency with which they are employed.

Less frequent in the data were instances in which teachers made connections between the listening practice at hand and future listening situations in which learners might find themselves. Only four teachers did this in a total of seven classes. By encouraging transfer of listening skills and strategies introduced and practiced in class, teachers could help prepare their students for experiences beyond the classroom. This was only done 11 times in the data; for example, when teachers discussed regional accents, listening to L2 university lectures, or how a certain listening technique

could help learners on upcoming standardized tests.

The technique of teacher modeling (e.g., Goh, 2008) was a rare occurrence in this data set, with only four instances. As this technique was evident in only two lessons, it seems that few teachers are aware of teacher modeling as an option for listening instruction. This is a relatively new idea in listening pedagogy and it would appear, has not yet managed to evolve from literature about listening pedagogy to common classroom practice. However, Siegel (2013) has outlined practical guidelines for teachers wishing to use teacher modeling in their classes.

## (2) Individual teacher pedagogic practices

The teachers varied widely in the range of techniques they employed. At one extreme were teachers Atsuko and David, who relied heavily on comprehension questions. Other instructors (e.g. Harold and Tony) added more variety by incorporating additional approaches. Gary displayed the widest array of approaches by utilizing each in at least one lesson. It should be noted that amounts of class time designated for listening may have helped or constrained teachers in their decisions about instructional approaches. Additionally, the outcomes of teaching practices represented may be a consequence of textbook activity types.

Taken as a whole, these findings add empirical support to the more anecdotal and intuitive reports about what actually takes place during typical listening instruction. All of the designated approaches and techniques were evident in the data, demonstrating that teachers

are aware of and able to incorporate a variety of pedagogic methods into their lessons. Of the ten teachers involved in the study, four exhibited broad repertoires of listening techniques in their three lessons. It seems these teachers were more likely to apply or experiment with techniques other than standard comprehension-based activities. Regarding the frequency of each element, comprehension questions vastly outweighed the others. New-comers to listening methodology (e.g. metacognitive listening strategies and teacher modeling) occurred less often.

### (3) Transferability of listening instruction, strategies, and advice beyond the classroom

This part of the study focused on transferability of listening instruction, which includes capacity of advice to transfer and be generalizable to listening situations beyond the task at hand, such as other listening events in the L2 classroom or in real life beyond the classroom. The notion of transferability is based on Richards (1983) notion of the transferability of listening activities. Three types of transferability were identified in the data: Text/task-bound advice, advice with low transferability, and advice with high transferability, as shown in the figure below.

In total, 74 instances of advice were identified in the lesson recordings. Advice on bottom up processing was the most frequent type of advice found in these data. This type of advice occurred a total of 23 times throughout the recordings. Advice about how to accomplish set listening tasks, such as listening for key words or focusing on the parameters of a task

(e.g., how many items to listen for), was also frequent, at 22 instances. Attention to genre and tips specifically linked to listening proficiency tests (e.g., TOEFL) were also evident. Advice about note taking and question type was the least frequent.

The transferability of the listening advice was also examined. Specifically, each advice instance was examined to determine if it was limited to the text or task (text/task-bound advice), extended to similar tasks in the classroom context (low transferability), or broadened to encompass both similar tasks in the classroom context as well as novel listening situations beyond the classroom (high transferability).

Advice with high transferability (40) occurred more often than the other two types. Advice that could transfer on a limited scale to other similar tasks occurred 23 times, and there were 11 instances when the advice was confined to specific texts or tasks.

### (4) Process-based Listening Instruction (PBLI), a pedagogic outcome based on the findings

PBLI is a methodological perspective meant to circumvent theoretical discussions of terminology (i.e., what constitutes a “skill” or “strategy”) and concentrate on practical classroom responsibilities that L2 listening teachers face and the resulting learning outcomes. A fundamental principle of PBLI is that listening cognition is comprised of various interdependent elements, which can be identified, demonstrated, and developed. That is, the “process” of listening is multi-dimensional, and therefore, various aspects of listening

should be addressed within a singular framework, including awareness raising, top-down processing, bottom-up processing, listening strategies, and recycling of previous covered listening skills. The main innovation of PBLI is the packaging of these various aspects into a multi-faceted framework. As these aural elements evolve and interact, they can be transferred to different situations, texts, and genres.

## 5 . 主な発表論文等

( 研究代表者、研究分担者及び連携研究者には下線 )

[ 雑誌論文 ] ( 計 4 件 )

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[ その他 ]

ホームページ等

<http://exploringlistening.wordpress.com/>

## 6 . 研究組織

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