# Final Report 2011

Online Listening Comprehension Program

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*1* Theoretical framework published in TAPESTRIES Vol. 4 (Nov 2011), 1-13

*2* Blueprint of the program and description (module 1). The blueprint has been modified and beta-tested several times. Module 2 (vocabulary acquisition) and module 3 (training of academic reading skills ) will be developed consecutively as a complete learning software for NTU students

*3* Program by Smarten Tech Co. Ltd. The company who is currently designing the program had originally problems to implement the details, thus the program could not run the first term. After weekly meetings, the program is now flawless and can be implemented for the subsequent term. A meeting with the remedial English teachers to introduce and implement the system started in December 2010.

*4* List of topics and number of videos prepared. Two TAs have identified approx. 350 videos which have been screened, downloaded, converted and evaluated for further usage. Approximately 100 videos have further in been used as basis for the teaching material

*5* Sample lesson.

During the program, two independent questionnaires were sent to the students in order to evaluate their opinion and the progress of their learning strategies.

*6* Program survey: Presentation and preliminary interpretation.

*7* Learning strategy survey: Presentation and preliminary interpretation

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# Theoretical Framework

**Affordances and Sequence for an IT-based Listening Comprehension Program**

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**Abstract**

This paper illustrates the affordances of an online listening comprehension program designed not only to provide elementary-level training to be skillful listeners, but also to facilitate and foster awareness of the sequence of learning actions necessary to develop learner autonomy, an attribute of a learner who is able to be aware of one's own state of learning, the learning goals towards which one moves, and the processes (i.e., learning strategies) that lead to them. It points to scaffolding and cognitive constructivism as the pedagogic principles underlying the design of the program.

**Introduction**

Students who successfully enter a university in Taiwan are high school graduates who have gone through approximately 8.25 years of daily learning of English (Merkelbach 2009). Many of them pass the national English tests (e.g., General English Proficiency Test) with flying colors, but few claim to be competent at using the language to give street directions to a foreigner on the street, much less to express their ideas, thoughts and feelings and help others to understand them in a group discussion in class. They are not comfortable with using English in an academic environment, and the consequences are more than obvious: they pass the standardized language tests, but they are not able to comprehend news reports; neither are they able to engage in a discussion over a field-dependent issue, nor deliver oral presentations in class; they are unable to gather, organize and present information in a coherent written discourse. A student in a Freshman English class attributes this fact to the reluctant attitude of many students towards learning English; he claims: "We study English not for ourselves, but for the test. We are forced into it, and we don't like it, but yet, we have to study it."

In Taiwan, students generally pass English tests, yet fail to use the language to communicate their ideas—to speak their minds and be able to listen to and understand others'. This phenomenon may be traced from the conventional setting, which characterizes English classrooms: students learn through rote learning; they go through a cycle of memorize-today-and mark-the-correct-answer-on-the-test- paper-tomorrow to prepare themselves for an exam. This form of learning contrasts with the natural processes of being immersed (not so much physically as

mentally –with the power of full attention) in a series of actions that ultimately allow learners to pick up simultaneously the *form and the content* of words that represent one's thoughts and feelings as they are conceived and experienced in a specific point in time, rather than as they are imposed into one's set of vocabulary. It forces students to memorize (to store in short memory, but not to remember for a long time and be recalled whenever necessary) the structural form of words -- without their meaning, as may otherwise be observed when the words are encountered (or are employed) in a specific context. Expectedly, it fails to involve students in learning the target language for its own sake, i.e., to capture symbols that express their ideas, thoughts and feelings; arrive at a diverse and deeper understanding of facts and realities and consequently, experience that learning a foreign language is intrinsically interesting and enjoyable--not because one needs to do it to prepare for an exam.

Yet, within the current educational context in Taiwan where exams cannot be eliminated, finding the middle ground is presumably the sole solution; and this is likely to happen by assuming a pedagogical approach which leads students to be absorbed in a series of inter-related tasks which are meaningful, relevant, and creative: *Learner Immersion*. This promises success because it allows for intensity of engagement that triggers "the flow," a state of complete absorption with an activity at hand at a specific time which signals optimal state of intrinsic motivation (Czikszenmihalyi, 1997), a factor generally presumed to be closely related to success in foreign language learning. Moreover, it echoes a famous saying: "You tell me, and I forget; you teach me, and I remember; you involve me, and I learn." Through *learner immersion*, learners go through a sequential set of tasks which guide and support them to be fully engaged in a task; gradually arriving at the indispensable flow, they develop—over time—the know-how to connect their thoughts and feelings with the target language, communicate and collaborate with their peers, and ultimately increase listening comprehension skills, learning the language for its own sake, notwithstanding the fact that they still need to take exams.

**Listening comprehension process – a short theoretical introduction**

The importance of listening comprehension in language acquisition as well as in communication has been accepted for several years, especially after the introduction of the direct method at the end of the 19$^{th}$ century. However, the written text and its interpretation has always been in the center of language classes in an academic setting and thus, listening comprehension did not gain currency at scholarly institutions until the implementation of the communicative approach in the 70's of the last century. Under the impression of the pragma linguistic paradigm, especially under the influence of speech act theory and cognitive psychology, languages were not merely regarded as a linguistic system but as a tool for communication. Along came the belief that learners were not only passive recipients of the class. They were considered as active and creative participants in the language classroom, who want to acquire a foreign language for communicative purposes. As a consequence, listening comprehension became more important, however, it still didn't gain all the attention is

deserved.

Since that time, many scientific fields struggle to come up with a clear definition of what is widely called listening comprehension. “Despite numerous research studies and efforts to win recognition for the field, consensus on a definition of listening has not yet been reached.” (Feyten 1991: 174). This statement still reflects on the current dilemma in the field of foreign language teaching, answering the question what listening comprehension in a foreign language is and furthermore, how it should or could be taught. Most of the research on listening comprehension was done at the late 80’s and early 90’s of the last century, but it seems that the topic is moving back to the center of attention along with the increase of blended learning modules in foreign language classes in recent years. The articles from Arendt (2000), Leupold (2000) and Solmecke (2001, 2003) provide basic understanding of didactical-methodological aspects and Wolff (2003) gives a broad overview about the psycholinguistic aspects of listening comprehension.

In the context of daily language classes, it is quite obvious what listening comprehension means. Listening comprehension is one of the four language skills being taught: writing, reading, speaking and listening. If we compare those skills, we can rank them, however, only in regards of their frequency in the mother tongue: Listening (46%), Speaking (30%), Reading (16%) and Writing (9%) (viz. Feyten 1991: 174; similar numbers were offered by Barker in 1971: 3). The above-mentioned language skills can be divided into receptive and productive skills, as well as into aural-oral and written-graphic. However, a frequently assumed distinction between active and passive skills—here, that listening belongs to the passive skills—cannot be supported. Listening is not a passive skill. Even listening in the mother tongue requires many active steps, in order to process the sound on the background of world knowledge. If listeners hear sounds in their own mother tongues that cannot be related to any prior knowledge, the incoming information cannot be processed. Listening comprehension must also be strictly separated from listening perception. While the latter centers around the identification of sounds (phonemes, syllables, words, etc.), listening comprehension focuses on the meaning of complete texts. Both skills must be trained in foreign language classes. Sound identification is a very important precondition for pronunciation and listening comprehension.

Cognitive psychology defines understanding, and thus comprehension as information processing (Wolf 1986). Basically, two kinds of information are relevant for listening comprehension: incoming data and pansophical data. The incoming data are acoustical data which must be assigned to previous knowledge that means the hearer will compares the incoming data with what he knows and expects, than he checks whether it suits what he hears. At the same time two different processes run in the background and enable the hearer to understand the incoming data: the bottom-up process and a top-down process. The bottom-up process assembles the meaning of a text starting from the smallest unit (phonemes) via complete words and sentences to the level of the text. The top-down process assumes that the hearer starts comparing the incoming data with his previous knowledge and conciliates them with the sounds, words and sentences of the text. It is obvious that listening comprehension is a combination of new information with already known information (viz Solmecke

2001: 895) From the view point of cognitive sciences, listening comprehension is a complex process, which requires both, the bottom-up as well as the top-down process in order to decode and understand a text (viz Bahns 2006).

In order to understand what has been said, the hearer needs—based on Anderson and Lynch (1988, 13)—five different kinds of knowledge:

- knowledge about the linguistic system of the relevant language
- knowledge of the communicative context of the relevant conversation
- knowledge of the (social, physical, etc.) situation of the conversations
- knowledge of text structures and linguistic conventions
- factual and socio-cultural knowledge, and knowledge of shared values

Most of these facts appear to be currently undisputed and help many teachers to teach listening comprehension in a foreign language on a daily basis.

**Teaching Listening comprehension – a short practical introduction**

The most common way of teaching listening comprehension is probably also the most absurd: The teacher inserts a tape, or a CD, or (in order to be modern) an mp3-file and tells the students to listen carefully to the text. Then the text sounds through the loudspeaker and finally some questions about the text must be answered. Most of these answers are *right/wrong*-answers. This practice has already been criticized in 1992 by Solmecke, and is still criticized 8 years later by Arendt (2000). Our recent observation of listening comprehension classes show that this method still prevails. The assumption behind most comprehension questions is that students understand everything what has been said. This assumption is already nonsense in regard to the mother tongue, but is especially so in regard to the foreign language. Usually, listening comprehension questions need more information than only the incoming acoustic data.

Furthermore, the typical way of questioning assumes that students have a good ability to read, since most questions are presented in a written form. Answering listening comprehension questions also require a great deal of productive (speaking or writing) competence. The students might understand the text but cannot answer questions about it, since he/she has no appropriate command of the foreign language. Furthermore, if those questions are posed right after the listening process, it is not necessarily sure if teachers control the understanding of the text of only the performance of memory.

Very often, content questions are asked which do not reflect on the understanding of the text: It doesn't really matter if the book costs US$14.95 or US$23.16; however, it matters whether the book has been paid for or not.

At this point the role of listening questions in supporting and controlling the comprehension of listening texts must be discussed. Dahlhaus (1994), Desselmann (1983) and Schuhmann et al (1984) first suggest starting with exercises before the actual listening process. They should aim

- to create a goal oriented listening intention and to channel attention,
- to define the requested listening achievement,
- to limit or to define the requirement of what to memorize,
- to train learning strategies in regard of listening,
- to trigger reactions of learners.

The complete process of teaching listening comprehension in foreign language classes should, according to Bahns (2006, 128), be separated into three steps: the pre-listening stage, the while-listening stage and the post-listening stage. During the pre-listening phase language learners should be mentally prepared for the topic, which enables them to activate already knows facts in regard of the topic. Furthermore, this phase should activate previously acquired lexis. Underwood (1989: 31) lists several activities for this phase:

- Teachers give background information about the topic of the listening text.
- Learner work with a written text, which is related to the listening text.
- Learners observe or describe pictures, which are related to the topic.
- Learners work on questions/exercise related to the topic.

Now learners are prepared to listen to the text. Following the listening phase, the post-listening phase might follow two different goals: Answering comprehension questions about the text and/ or discussing problems that occurred during the listening stage. During this process the teacher must take into account whether structural problems (foreign language problems) or content problems are in the focus of attention. Furthermore, teachers should decide before the listening training whether the post-listening exercises are productive (writing, speaking) or receptive (reading) activities.

**Listening Comprehension – Consequences for an IT-based Program**

In the following chapter we will reflect on how listening comprehension may be taught, especially autonomously in an IT environment. IT support for listening comprehension has the advantage that students have the possibility to learn without a teacher (learner's autonomy) and might be subject to a frequent input. However, that requires a high motivation on the side of the student.

Studies tend to agree that listening, especially for academic contexts, is a highly refined skill that requires learners' full attention to a battery of strategies. Now, what are these strategies? Mendelsohn (1998) demonstrates a strategy-based instruction of listening comprehension that, nonetheless, begs other specific questions: What are listeners doing when they listen? What are the characteristics of "real-life" listening? What are some principles for designing listening techniques? How can listening techniques be interactive? What are the techniques for teaching listening? In addressing these questions within an online learning context, this paper determines eight processes involved in listening comprehension (Brown, 2001:249) and delineates a sequence (which,

nonetheless, is not implied in Brown's enumeration) based on the principles of *scaffolded cognitive constructivism*, an educational premise which recognizes the capacity of a learner to construct knowledge through, with, and from interaction with the environment (Wertsch, 1985; Rasmussen, 2001) that offers help and encouragement, accompanying learners to move towards their zone of proximal development (Vygostky, 1962), while fostering learner autonomy (Little, 2010) and an awareness of hierarchical learning—from knowledge, comprehension, application, analysis, synthesis, to evaluation (Yuvienco, 2007: 168). These eight processes are enumerated here following the sequence constructed in the program:

1. *Inferencing*: The hearer infers the objectives of the speaker through consideration of the type of speech event, the context and content.
2. *Interpreting*: Going beneath the "surface" of the utterance, the hearer assigns a literal meaning to the utterance.
3. *Recalling*: The hearer recalls background information relevant to the particular context and subject matter.
4. *Imaging*: The hearer processes the "raw speech" and holds an "image" of it in his mind, one that consists of a stream of speech (phrases, clauses, cohesive markers, intonation and stress patterns).
5. *Tinting:* The hearer "colors" the interpretation of the perceived message.
6. *Selective Listening:* The hearer determines whether information should be retained in short or long-term memory.
7. *Matchmaking perception and intention:* The hearer assigns an intended meaning of the speaker to the utterance, matching perceived meaning with the intended meaning.
8. *Conceptualizing*: The hearer "deletes" the form in which the message was originally received and retains the important information conceptually.

**Affordances and Sequence of Listening Processes**

In line with the aforementioned listening processes, the Online Listening Comprehension Program developed by the authors contains a sequence of learning actions embedded in the affordances of the program—the available buttons that allow learners to take on learning actions meaningfully. While clarifying the pedagogical principles underlying the series of actions, which generally adhere to *scaffolded cognitive constructivism*, the program description spells out the relevant listening strategies. Scaffolded cognitive constructivism refers to an educational premise which recognizes the capacity of a learner to construct knowledge through, with, and from interaction with the environment (Wertsch 1985; Rasmussen 2001) that offers help and encouragement, accompanying learners to move towards their zone of proximal development (Vygostky 1962), while fostering learner autonomy (Little 2010) and an awareness of hierarchical learning—from knowledge, comprehension, application, analysis, synthesis, to evaluation (Yuvienco 2007: 168)

The program also indicates the time (written in parenthesis) to guide learners to systematically allot sufficient time to engage in each of the series of tasks that are presumed to impact listening

comprehension skills.

Below is an enumeration of the ten (10) learning actions that constitute the online training to become skillful listeners within the Online Listening Comprehension Program. Note that the online listening comprehension program is language independent and is designed to be used for teaching all foreign languages alike:

1. **Choose a level**: Each video clip is categorized as easy, medium and difficult, according to the level of difficulty of materials and tasks involved. Easy videos may last from 5-8 minutes; their subject matter revolves around concrete topics of general interest. Medium videos may last from 10-12 minutes; their subject matter revolves around concrete topics with a more specific focus. Difficult videos may even last for more than 12 minutes and revolve around more abstract topics. The length of the video clip, however, does not necessarily define the level of difficulty of learning. There might be long easy video clips and difficult short ones.

2. **Read the Introduction** (5 min.): The text gives a summary introduction of the video clip, which familiarizes the student with its main ideas presented in a specific speech event (e.g. interview, news report, talk or presentation) and its major underlying purpose—to inform, to describe, to deny or affirm, to confirm, to illustrate, to interpret, to speculate, to examine, to explore or to imagine. Students read the introduction to psychologically prepare themselves for listening—to set their mind in the context of the subject matter. MINDSETTING is a listening strategy. It is part of the natural process of interacting with people, objects and things. One takes up this process when one speaks with someone in his/her mother tongue. For example, if one is meeting one's cousin for the first time, one would get ready to talk with him/her about pertinent topics; certainly not about the currency exchange rate, but about his/her siblings, interests, hobbies, daily routine.

3. **Learn Vocabulary** (10 min.): The vocabulary list familiarizes the learner with relevant words. Simply go through the Chinese translation and be familiar with the short explanations and examples. Students may download the list later, whenever necessary. For now, download the list and go back to it at a later time. It is definitely a good idea for English learners to improve their vocabulary. So, we suggest that students take 5 min everyday to review the new vocabulary on the list. One can do this in the MRT, while waiting for the bus, or while brushing one's teeth. After some days students will find out that their command of English becomes better and better. Remember: moderate learning every day not only makes one a faster foreign language learner, but a more creative learner, as well, since it allows one to go beneath the superficial meanings of words!

4. **Make a Hypothesis/Generate Questions** (10 min.): This step allows the language learner to activate his/her knowledge about the subject matter by recalling relevant ideas and/or anticipating pieces of information in the FORUM. Students may engage in four communicative activities --in Chinese or in English. Here, students may: (1) PRESENT their ideas, thoughts, feelings and

opinions about the topic; (2) POSE questions (one or two); (3) ANSWER their peers' questions; (4) COMMENT on their peers' answers, give feedback on them and share their opinions. To start a discussion, one may either present one's ideas or pose a question or two about the topic; and to be involved in the discussion, answer the questions or comment on the answers. ASSOCIATION is another listening strategy; it prepares the listener to receive new input before listening. When speaking in one's mother tongue, one instinctively takes up this natural process: When one hears about a certain topic, one's brain immediately collects all known information about the subject matter, and this helps one to focus on the topic at hand. For instance, when a person engages his/her friends in a discussion about music at a café, his/her brain recalls what he/she knows about music (this person will definitely be talking about his/her favorite music) and puts together thoughts and ideas about it –in the form of a question, an observation or a comment.

5. **Watch the Video**: After having gone through active and interactive ways of preparing oneself for the main task—watching and listening—one is now ready to watch the video clip. With some activated thoughts and ideas, the language learner may listen for answers to some of the raised questions, validate his/her thoughts, or disprove some prejudgments. ACTIVE LISTENING is a primary listening strategy, which takes place at this point of training your listening comprehension skills.

6. **Initial Test**: Users will not be scored in this test. The initial test simply allows the user to self-check if he/she has correctly focused on listening to important points (i.e. major thoughts and main ideas) of the video clip. It comes in two sets of questions, from which users may choose ONLY one: A is a multiple choice test (5 min.) and B is an open-ended question test (8 min.). The open-ended questions may be answered in English or Chinese. *N.B.*: This program aims to help users develop their listening comprehension, not their writing skills. So users may go ahead and interact with the material in their mother tongue. Then the user should get ready to view the video clip a second time, retesting and finding a suggested correct answer. SELF-EVALUATION is a valuable listening strategy.

7. **Watch the VIDEO 2**: Watching the video for the second time allows one to compare one's initial understanding (which is recorded as one's answers in the Initial Test) with the intended contents of the video clips; also, it helps one to focus on some other relevant information which could enhance one's comprehension of the video clip. Students may watch the video the second time to clarify, verify and expand their understanding. COMPARING previous information with a new set of information is another listening strategy.

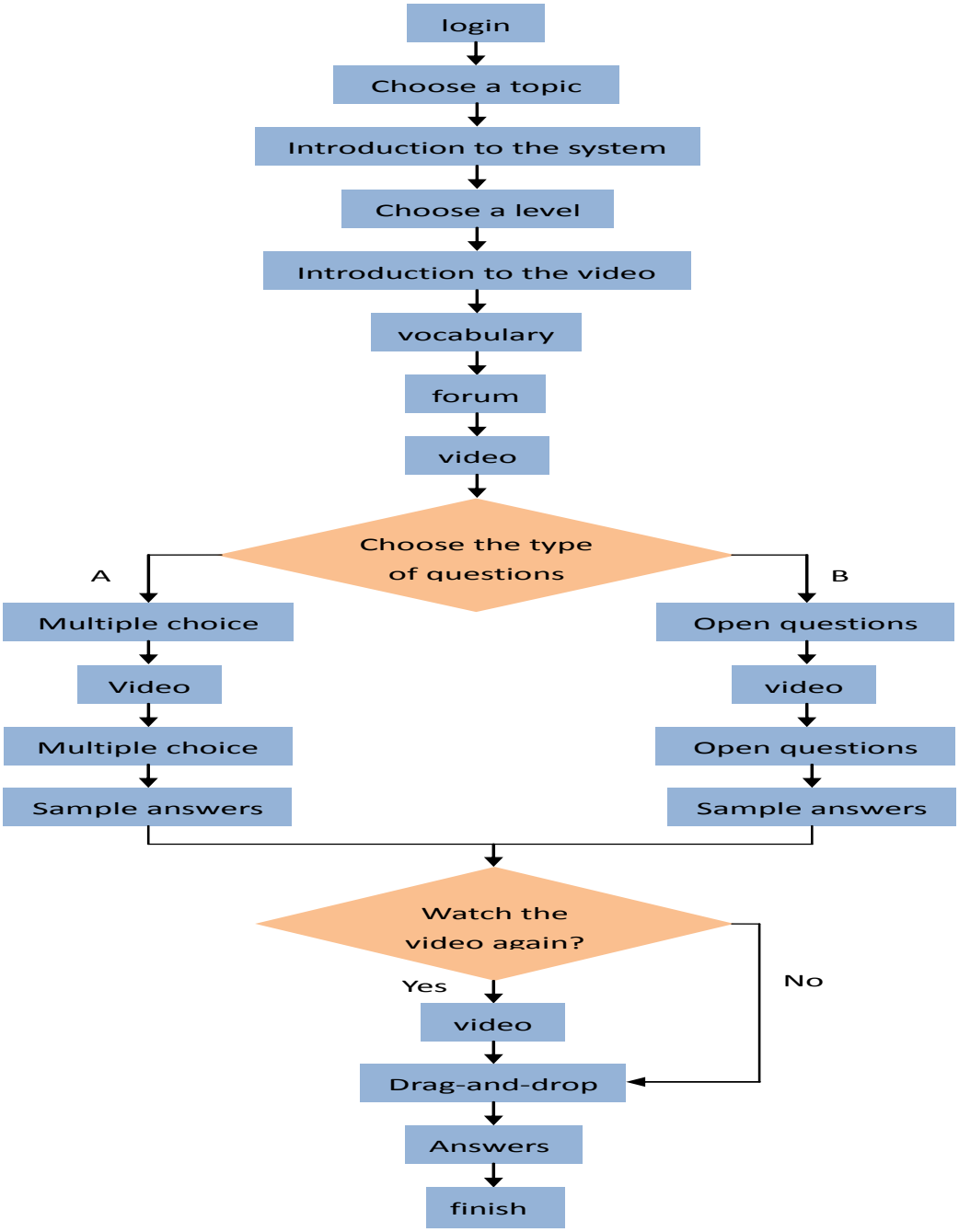
8. **Comprehension Test:** The comprehension test allows the foreign language learner to self-check his/her ability to match his/her perceived meaning with the intended meaning of the speaker, and thus confirm his/her understanding of the video clip. The student should stick to the type of test

he/she chose in the Initial Test to complete this task (i.e., if he/she previously chose the Multiple choice test in the Initial test, pick the same type of test here.). Again, the learner will not be scored in this test, but will be provided with some suggested correct answer/s; the learner will also be given his/her answers in the previous Initial Test in order to self-check his/her answers and evaluate the validity of his/her answers.

9. **Watch the Video 3** (optional): Watching the video for the third time is an optional task. If students wish to skip this, they may directly proceed to step 10.

10. **Outlining** (15 min.): Outlining allows users to demonstrate if they have understood the main idea/s presented in the video clip, even if they have forgotten the words, phrases and sentences used in it. Students may use drag and drop to complete this task and see a whole picture of the topics and sub-topics discussed in the video clip. CONCEPTUALLY RETAINING important information is a keystone to developing listening comprehension skills. Students should notice how the outline is constructed, as they may wish to self-learn how to construct an outline and use one the next time they watch their own selected video with their friends. Students will receive a score for this task, which, under the teacher's discretion, will be computed as part of their final grade.

The chart below illustrates the affordances with the embedded sequential learning actions designed for the Online Listening Comprehension Program:




The table below gives a summary of the listening processes, the learning actions and listening strategies embedded in the affordances that are contained in the modules of the Program:

| **Listening processes** | **Affordances** | **Learning Actions** | **Listening Strategies** |
|---|---|---|---|
| Inferencing | Introduction to Video | Reading video introduction | Mind-setting |
| Interpreting | Vocabulary List | Learn Vocabulary | Interpreting meaning |
| Recalling | Forum | Discussion | Association |

| | | | |
|---|---|---|---|
| Imaging | Video | Watch Video-1 | Active Listening |
| Tinting | Initial Test | Initial Testing | Self-evaluation |
| Selective Listening | Video | Watch Video -2 | Comparing |
| Matchmaking perception and intention | Comprehension Test | Comprehension Testing | Confirmed Self-evaluation |
| Conceptualizing | Drag and Drop | Outlining | Conceptual Retention |

**Conclusion & Implications**

Drawing on the literature on Constructive pedagogy, this paper maintains that an online listening comprehension program consists in a combination of both learning and testing events, which activate both surface and deep learning. It is assumed that students who will use the Online Listening Comprehension Program will improve in the following ways:

1. Increase of listening comprehension aptitude: From using this program, students will not only identify words, but also recognize and recall facts, principles and theories (of and related to various academic fields) which are employed and transmitted in public communication settings (e.g. talks, lectures, interviews).
2. Expansion of students' learning strategies: From the memorize-and-mark-the-correct-answer skill, students' learning strategies will later on include others (e.g., social, meta-cognitive).
3. Development of Deep learning skills: Being provided an opportunity to learn English for its own sake—meaningfully and enjoyably—students, through active engagement in various sequential tasks, will become aware of deep learning skills and will experience relevant learning.
4. Development of self-regulated learning skills: Given an online program that requires completing tasks UNDER TIME PRESSURE, students will gradually be trained—consciously—to develop learner autonomy, an important quality of learners who have to learn a foreign language continuously.
5. Increase in know-how of a proactive approach to foreign language learning: Engaged in holistic tasks, students simultaneously learn the form and content of words; also, the procedures and the context where the knowledge and skills may be applied, which are principally relevant to academic learning (e.g. attending lectures, note-taking, giving oral presentations, outlining, researching).

Yet, to gather empirical evidence that the present online listening program impacts students' listening comprehension skill, future studies which employ this program will need to investigate whether the program is suitable (specifically, in relation to level of thinking and

sociability/communicability) to enhance students' listening comprehension skills. In order to understand the suitability of the program, the following questions would need to be addressed:

- What program affordances affect learners' listening comprehension?
- Do students have fixed learning strategies?
- Is there a correlation between learners' level of thinking (surface and deep) and English proficiency level (beginner, intermediate, advanced)?
- Which level of thinking (surface or deep) has greater influence on English proficiency level?
- Is there a correlation between learners' English proficiency level (beginner, intermediate, advanced) and their pattern of communicative strategies (informative, inquisitive, responsive, exploratory)? Which pattern of communicative strategy influences English proficiency level?
- Is there a correlation between learners' English proficiency level (beginner, intermediate, advanced) and their preferred type of test format (multiple-choice, open-ended question)? Which type of learners' preferred test format has greater influence on English proficiency level?
- Is there a correlation between the learners' preferred test format (multiple-choice or open-ended question) and their level of thinking (surface and deep thinking)? Which level of thinking has greater influence on learners' preferred test format?

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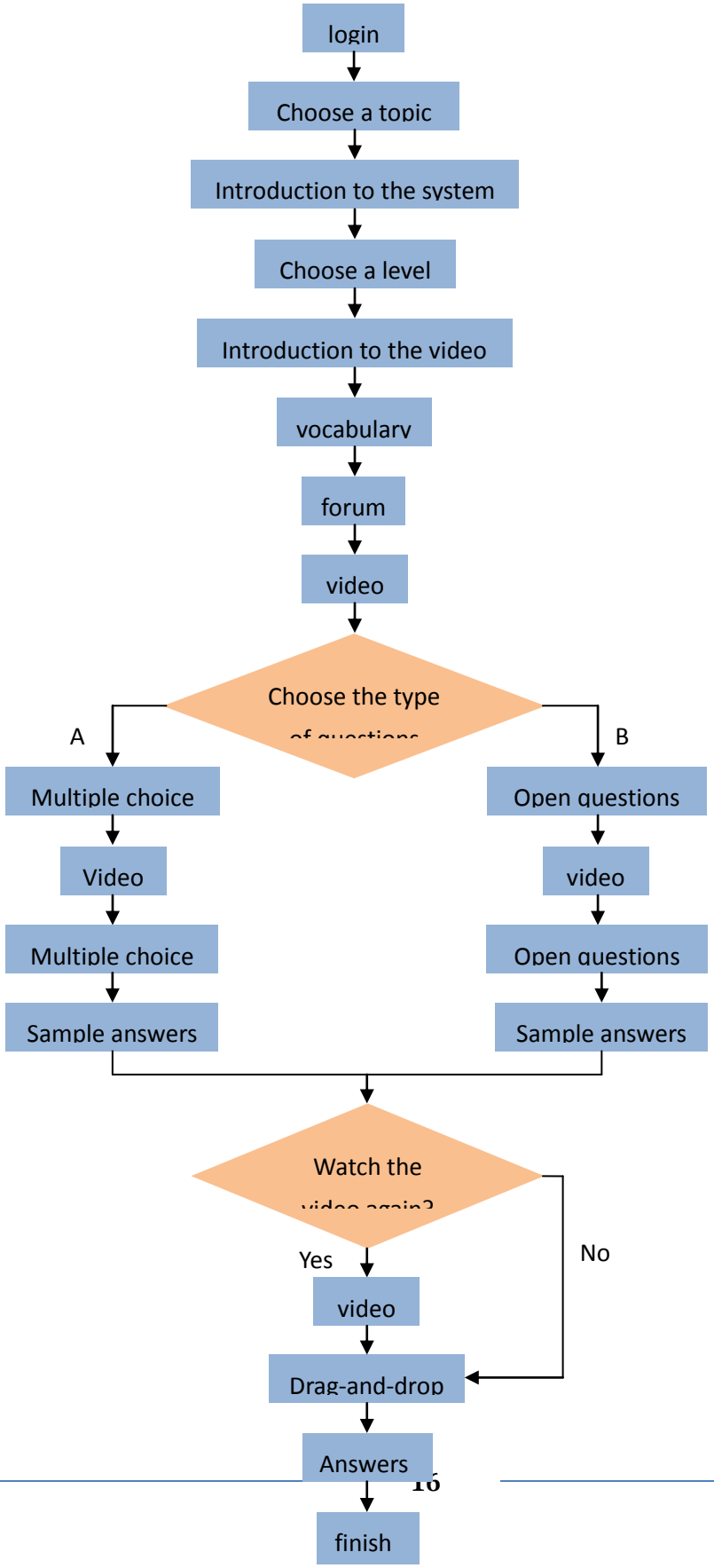
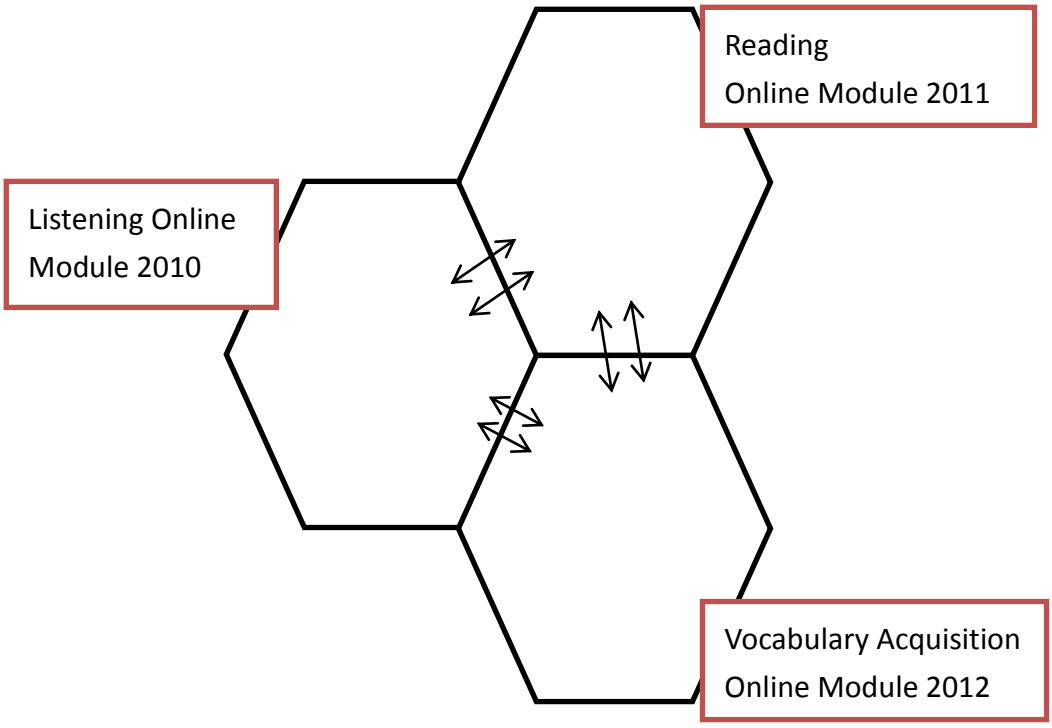
# Blueprint/ Flowchart

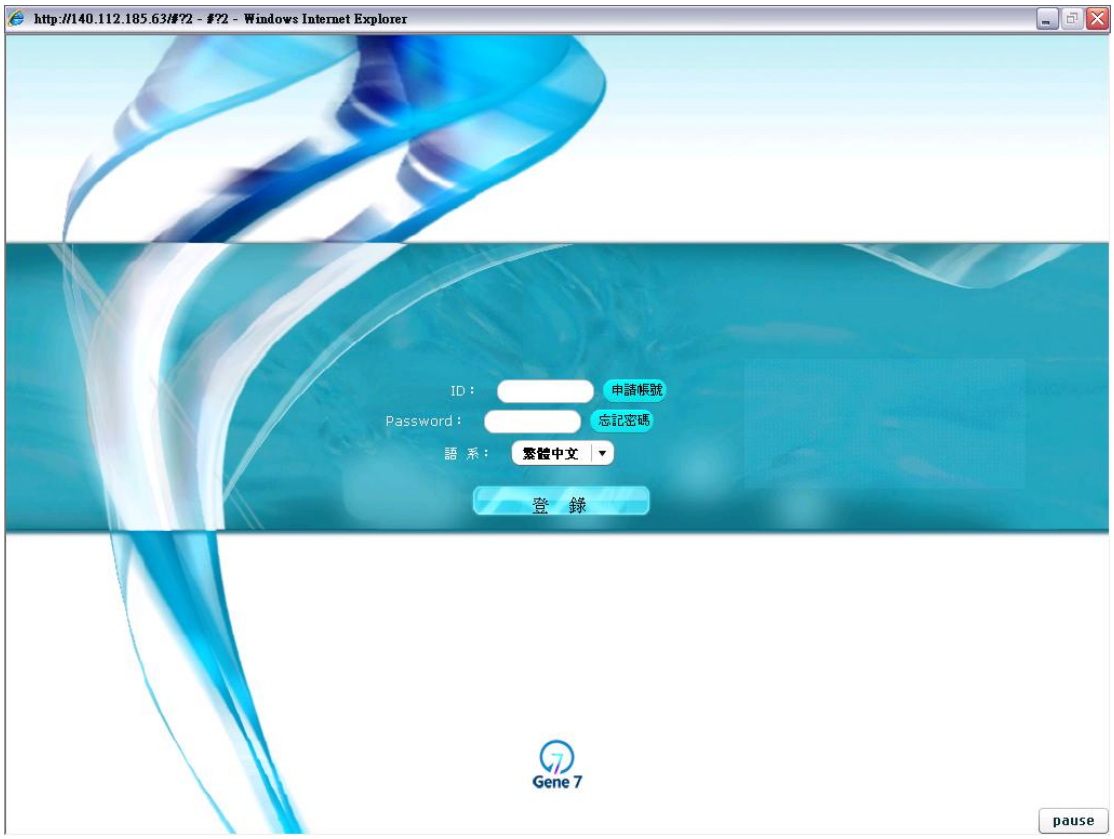


**Online Learning Module for NTU-English-students**

A schematic view of all three modules and how they are interlinked – connected by topics.



**Login**



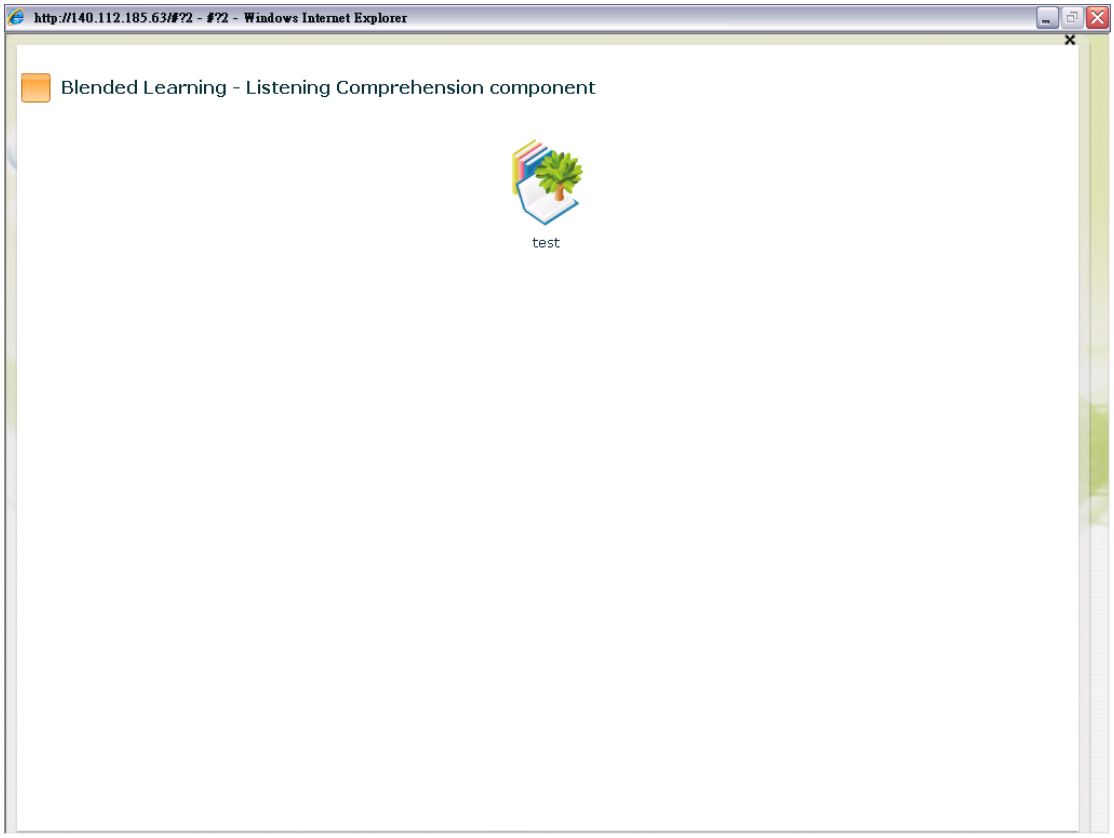

**Main Page**

**Main Course**

**My Course**

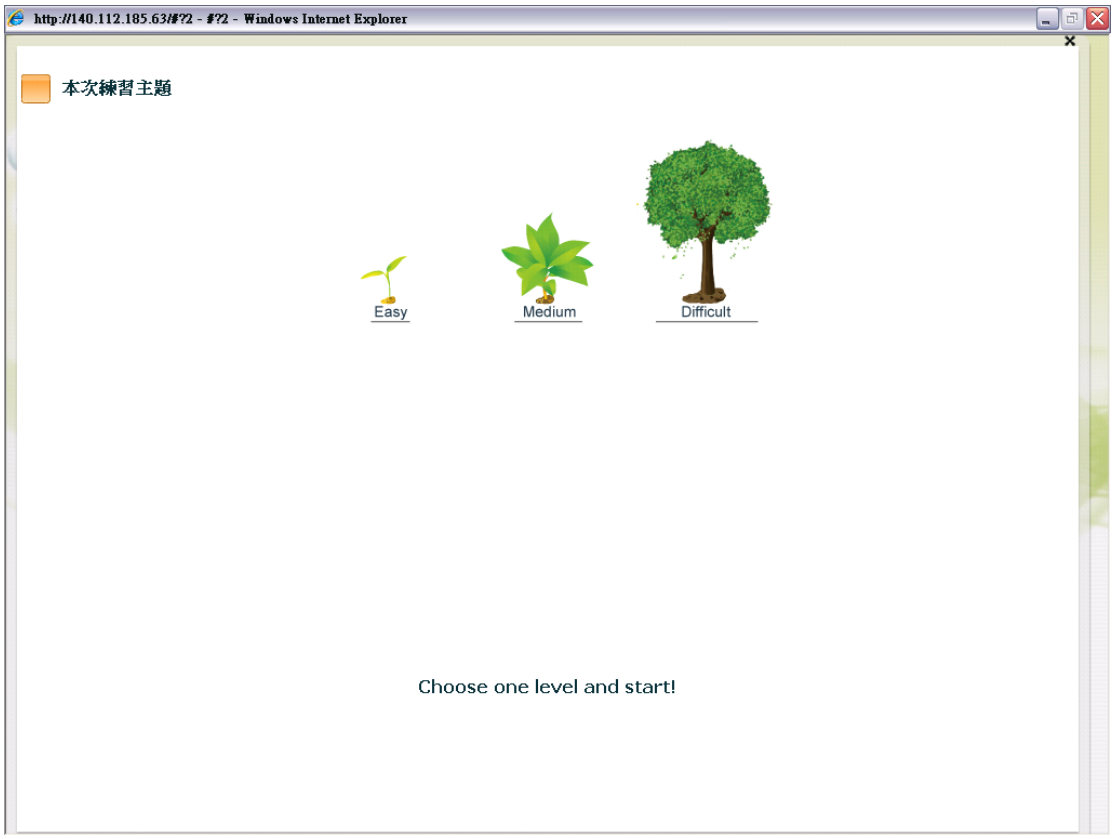
**NTU materials**

**First page of the test**



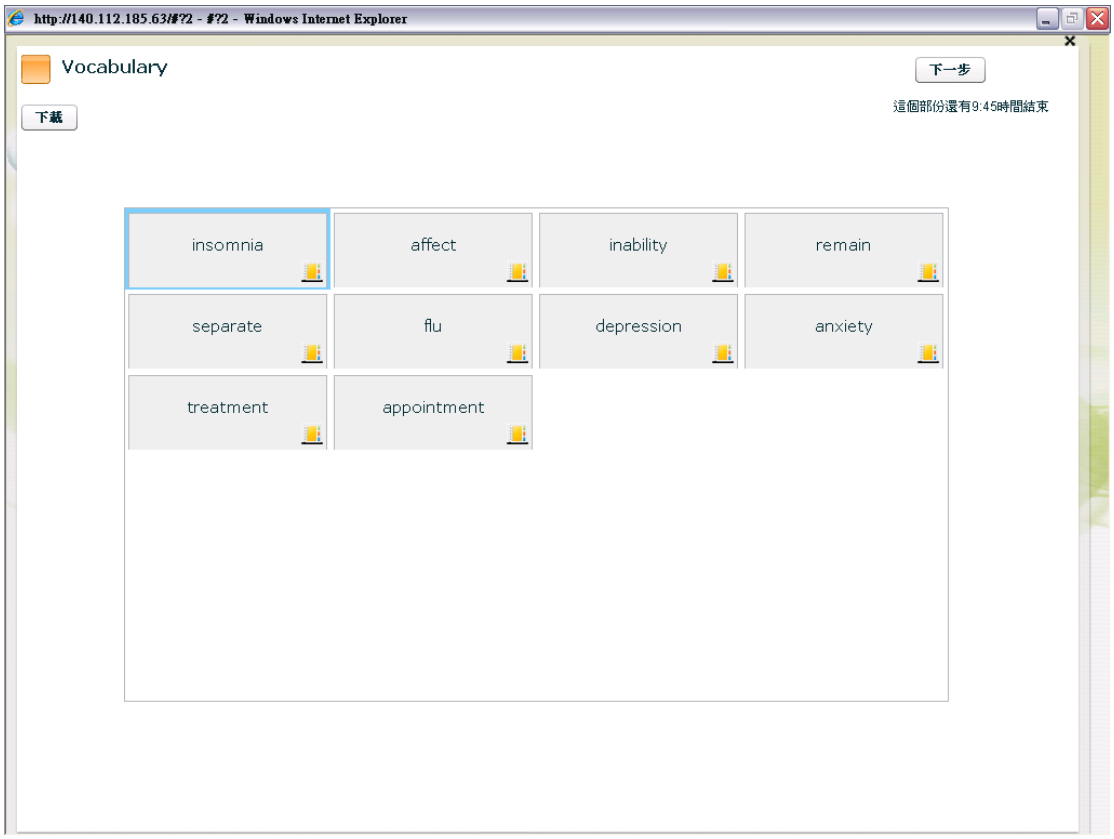

**Introduction**

**Difficulty level**



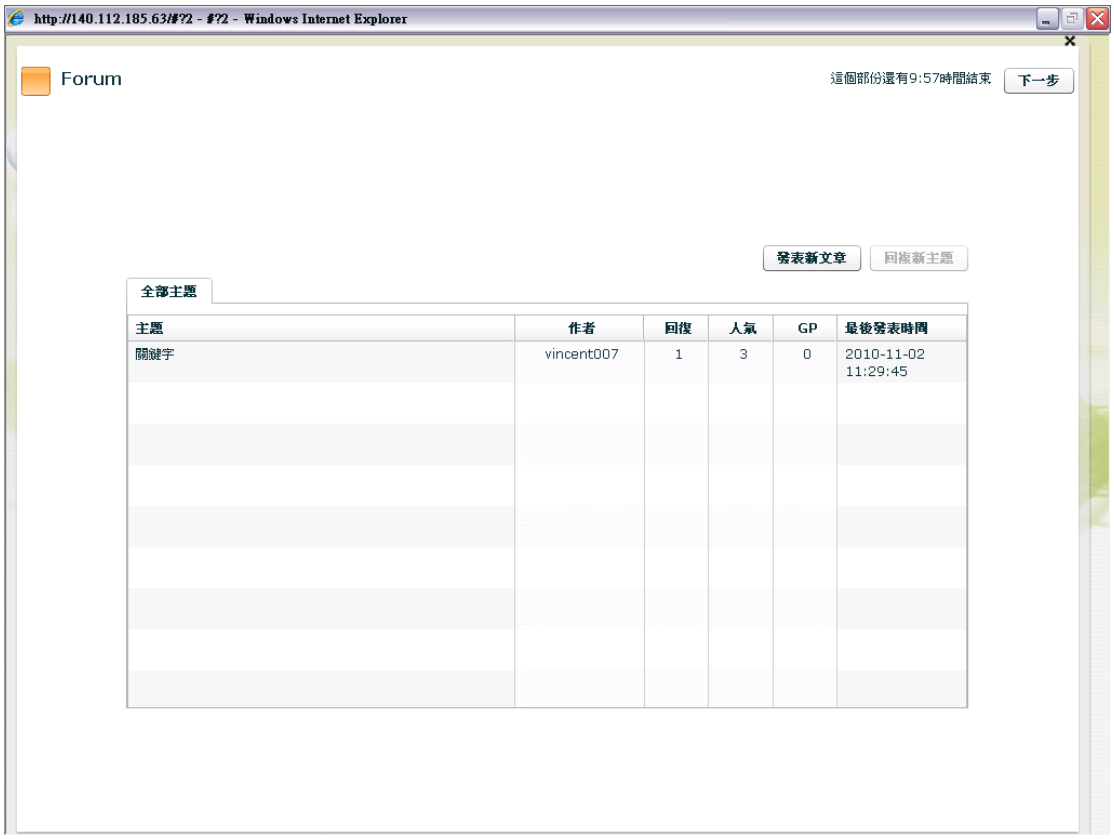

**Introduction to video**

**Vocabulary**




**Forum 1**

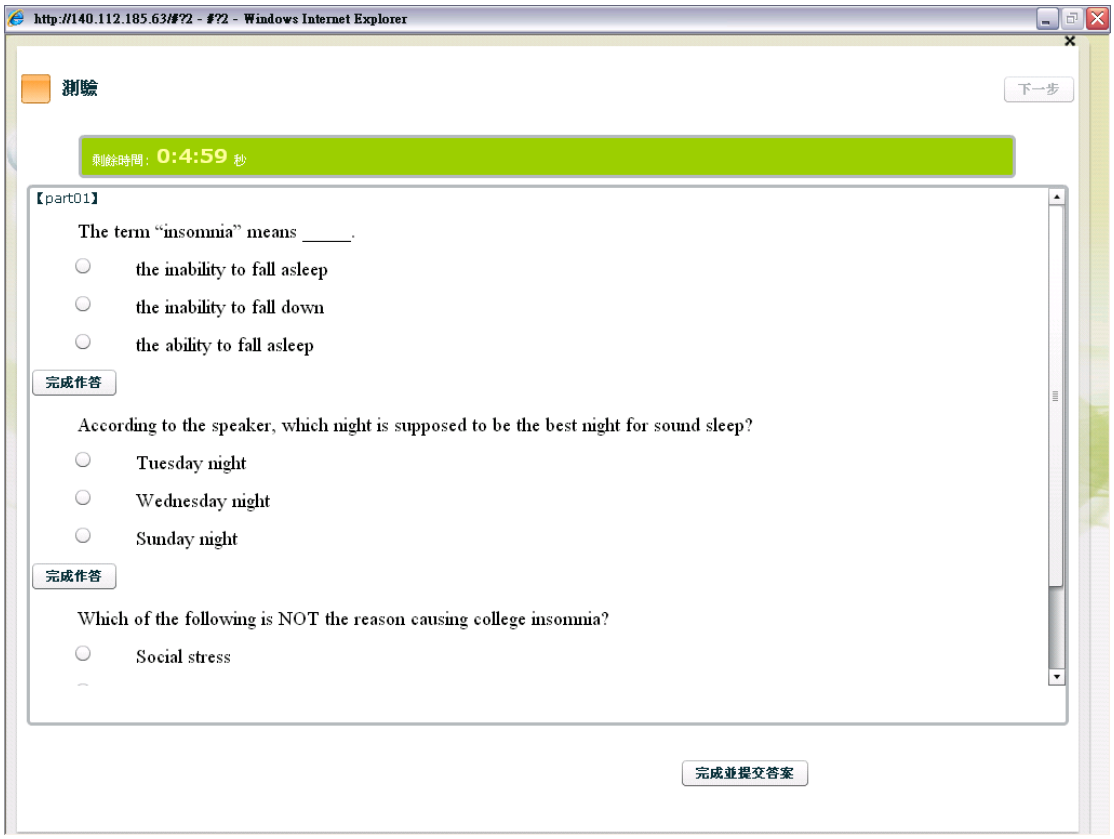
**Forum 2**




**Video (first time)**

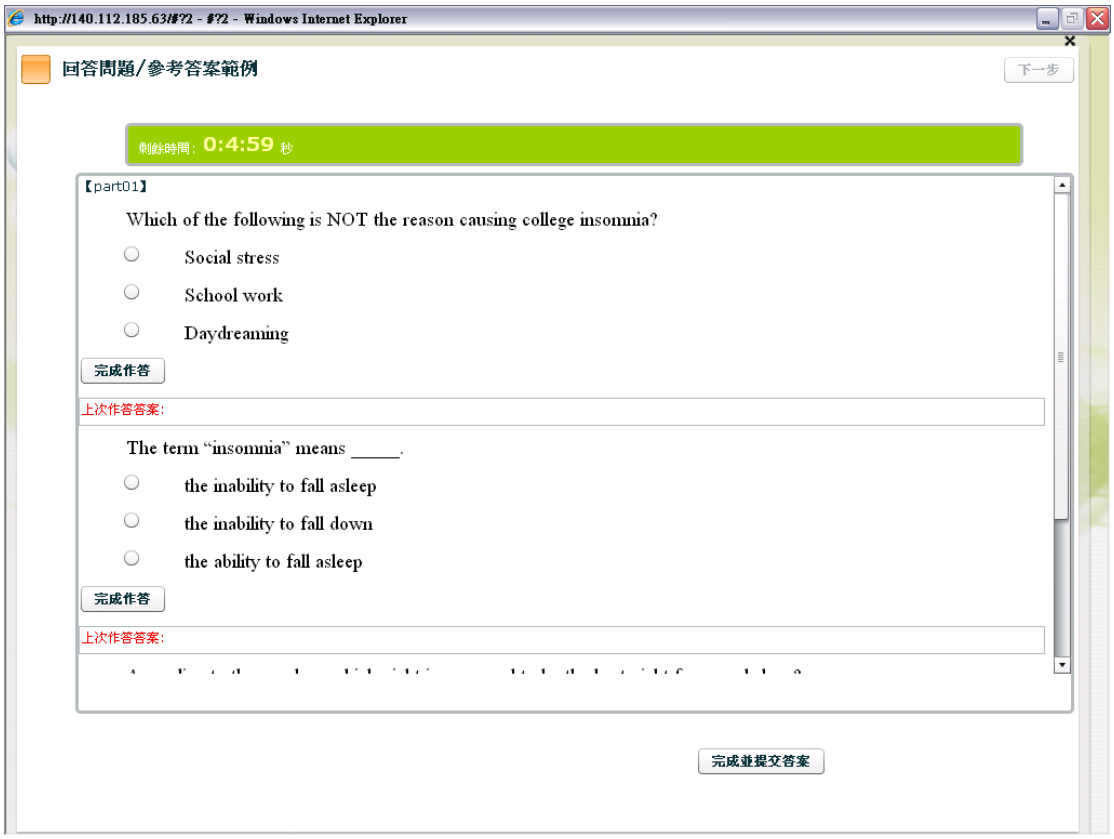
**Multiple-choice or open questions**

**Multiple-choice questions**

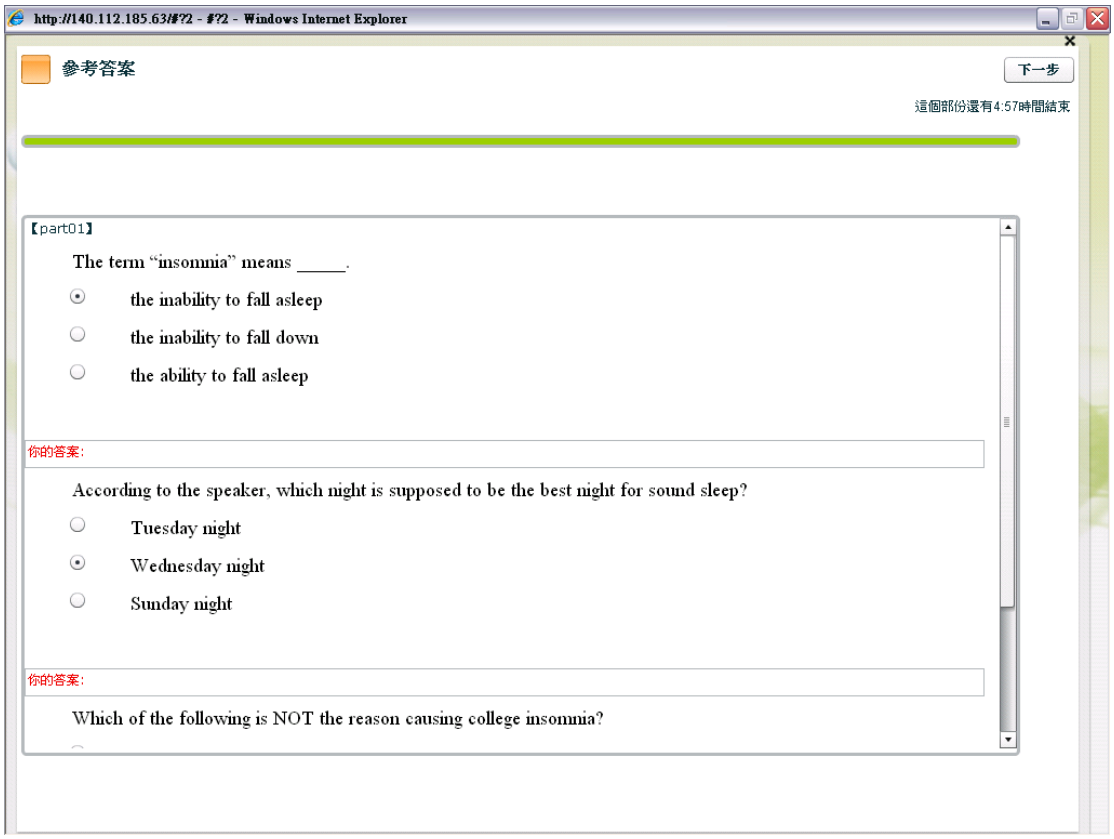



**Video replay**

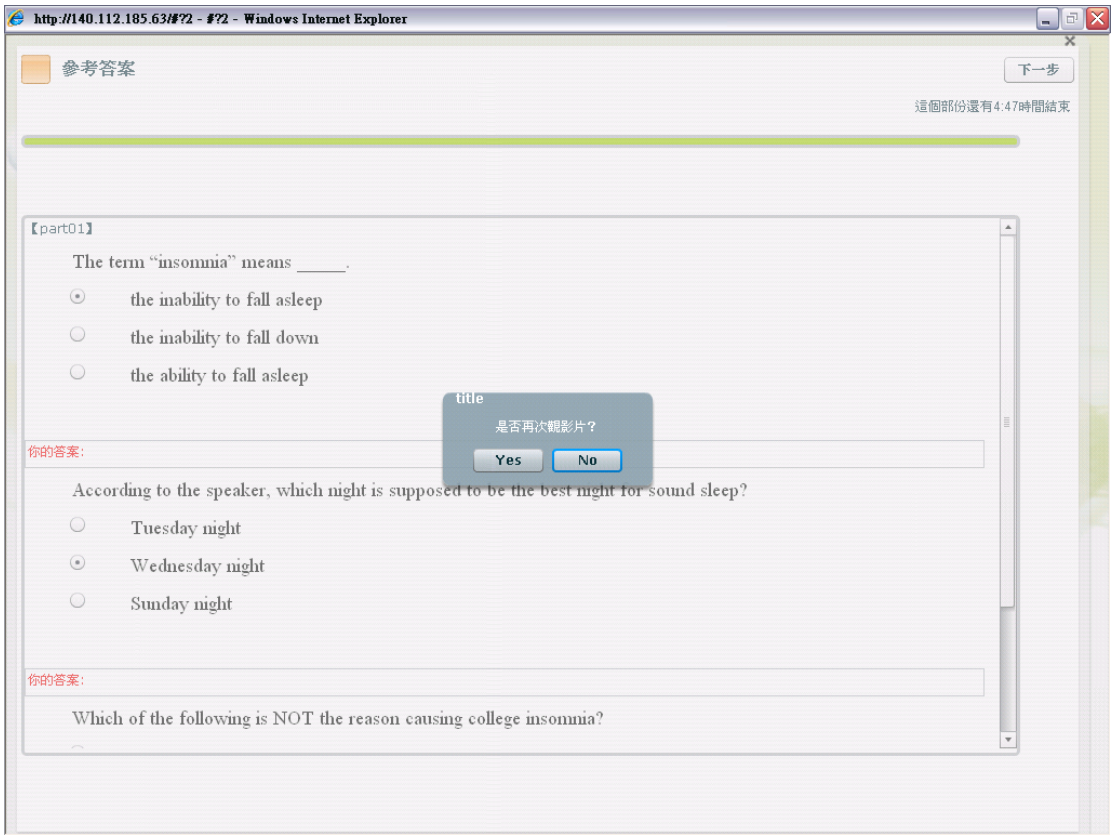
**Multiple-choice questions (second time)**



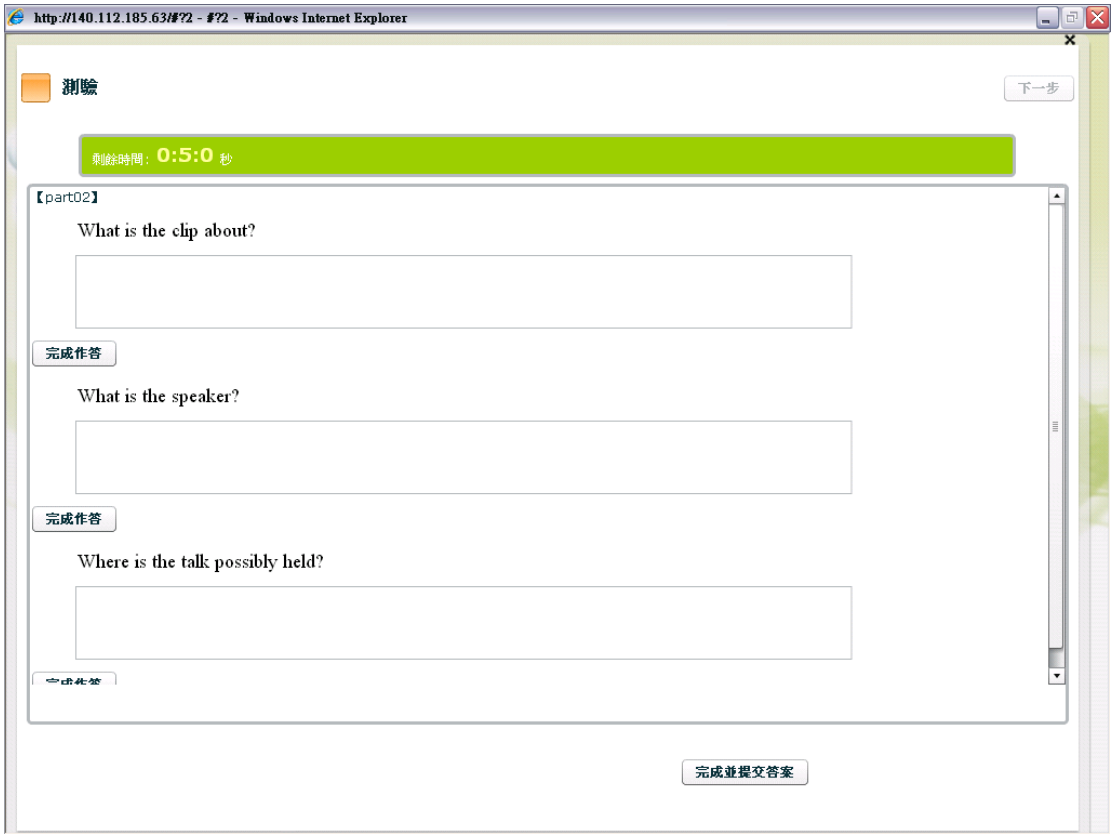

**Sample answers**




**Final replay of the video**



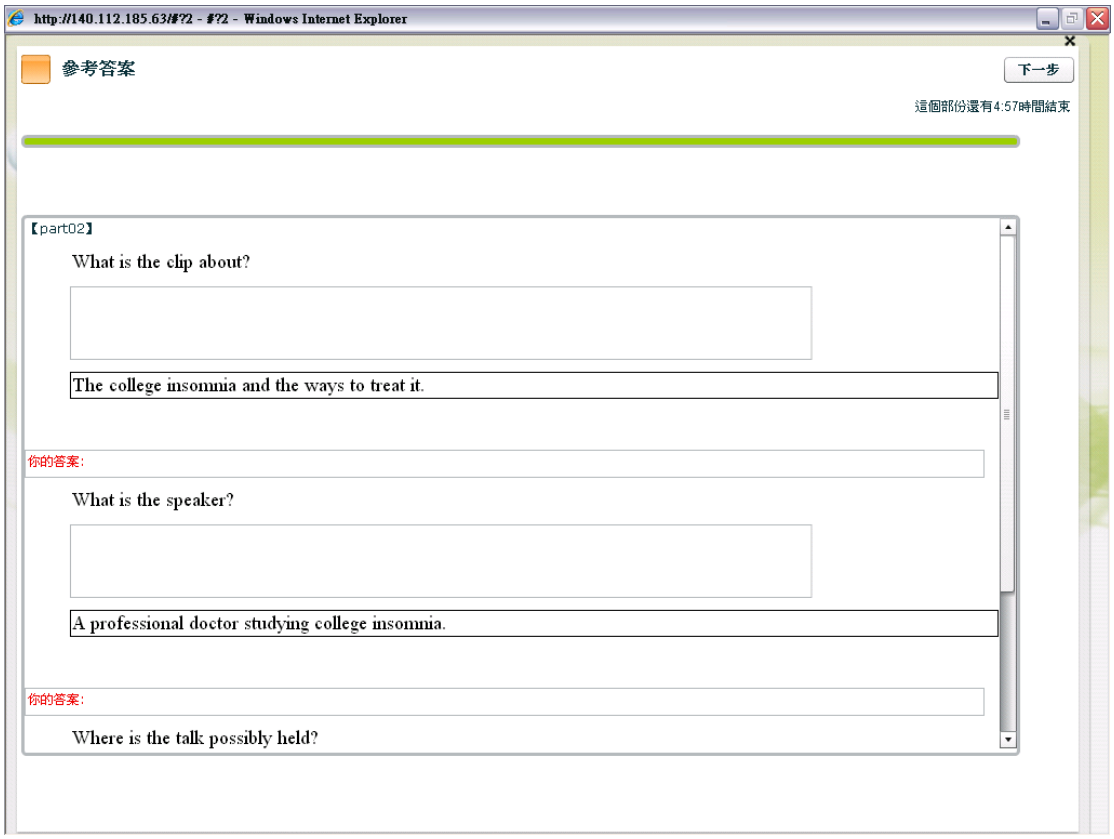

**Open questions**



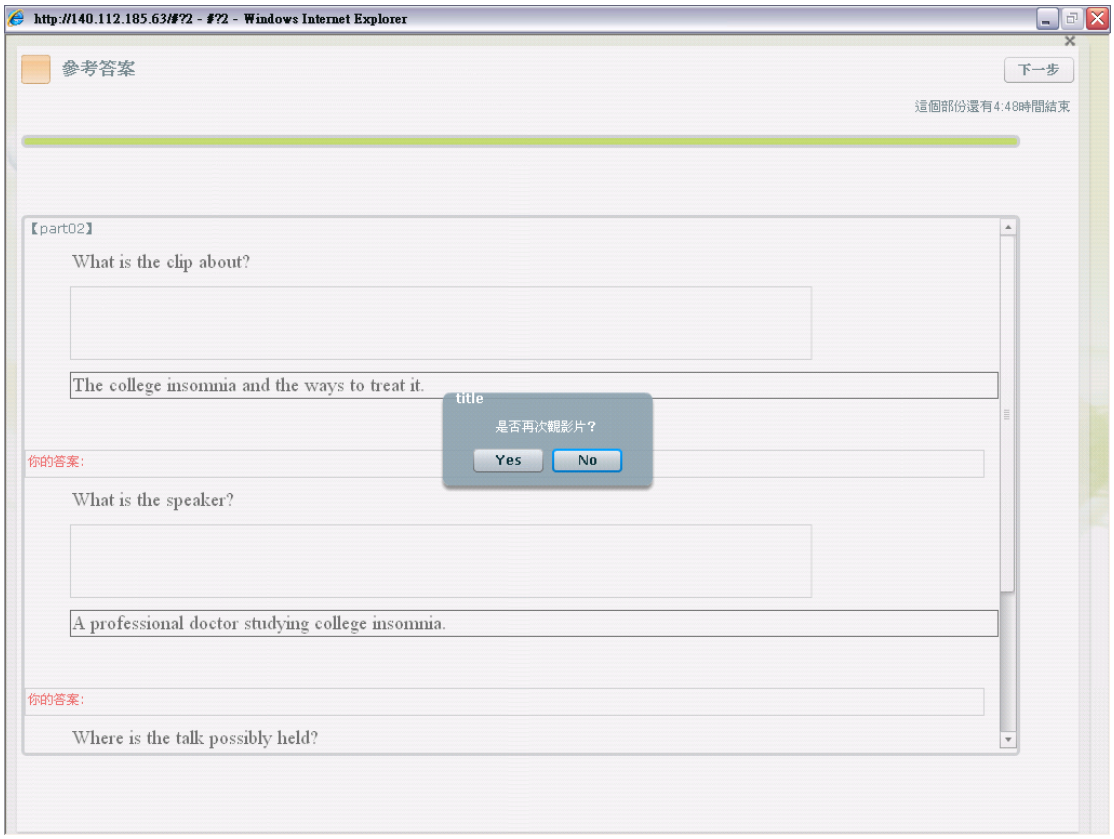

**Video replay**

**Open questions (second time)**

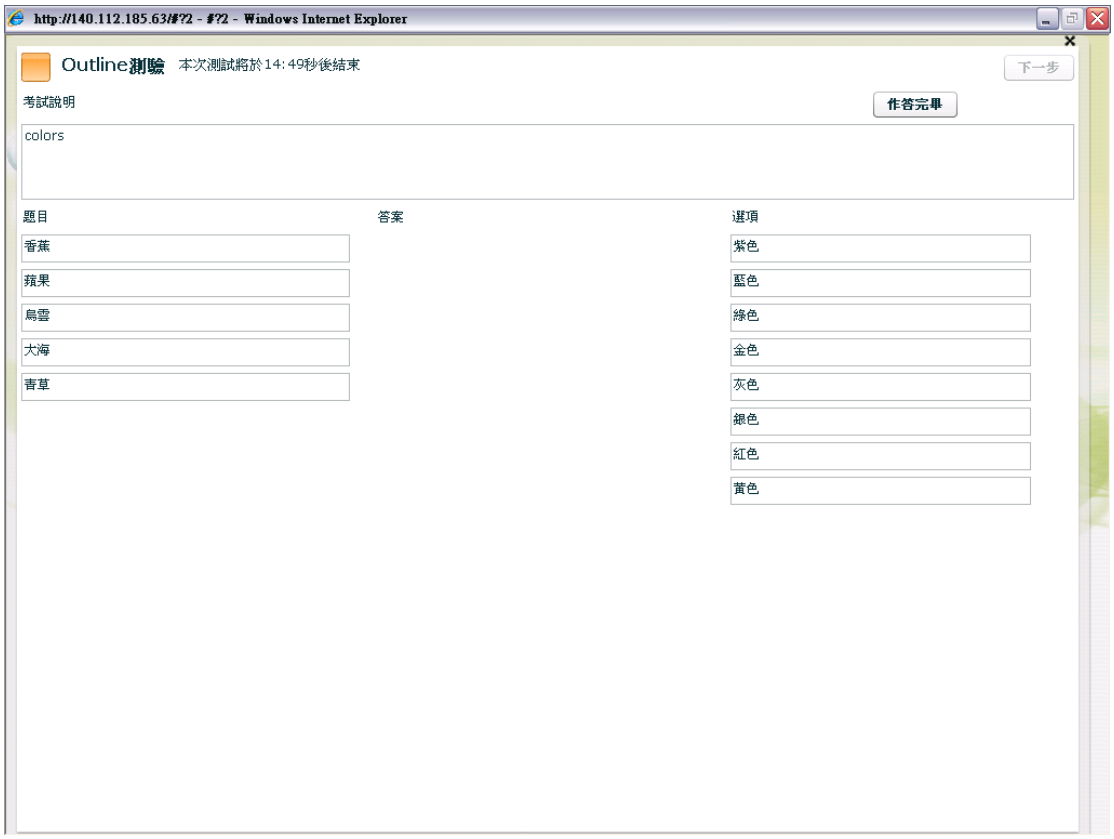
**Sample answers**



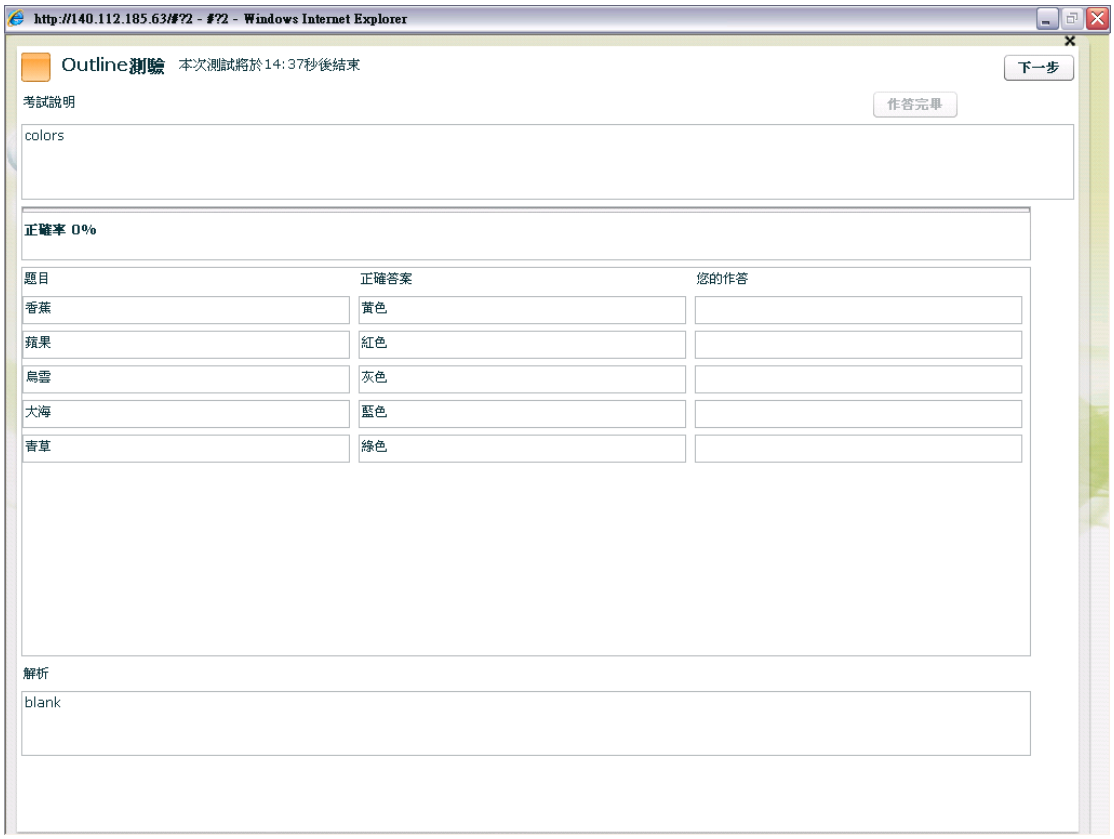

**Final replay of the video**



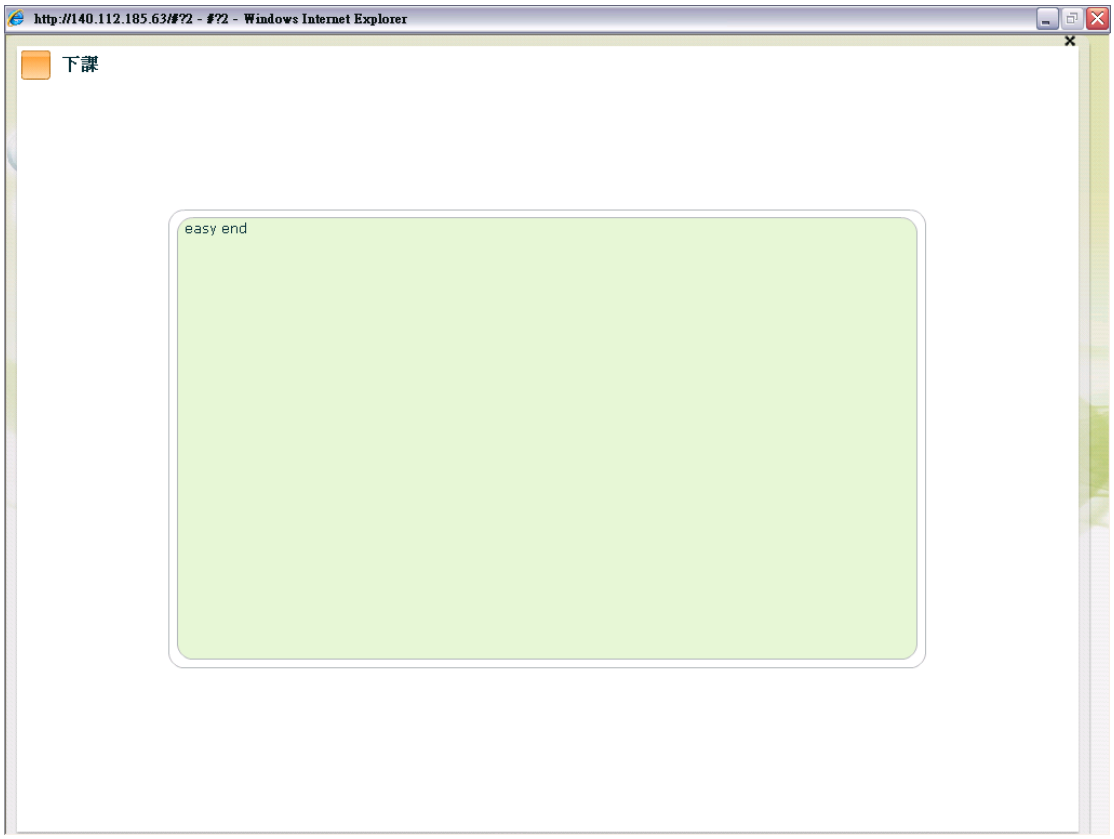

**Outlining**




**Sample answers**




**The End**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easy end

| Topic | No of videos |
|---|---|
| Architecture | 3 |
| Art | 4 |
| Astronomy | 4 |
| Bailouts | 3 |
| Bermuda Triangle | 3 |
| Climate change | 8 |
| Creativity | 6 |
| Culture | 3 |
| Cyber Crime | 3 |
| Earthquake | 3 |
| Economics | 3 |
| Education | 6 |
| Financial Crisis | 3 |
| Food | 3 |
| Globalization | 5 |
| Health | 6 |
| Mayan Calendar | 3 |
| Medicine | 9 |
| Monuments | 12 |
| Movie | 3 |
| Mystery | 4 |
| Others | 12 |
| People | 12 |
| Polar Bears | 5 |
| Politics | 6 |
| Psychology | 4 |
| Real Estate | 4 |
| Sleep | 6 |
| Stem cells | 7 |
| Success | 3 |
| Techolology | 7 |
| Terrorism | 3 |
| Travel | 5 |
| World Englishes | 5 |
| City_travel | 6 |
| Food_political | 3 |
| Food_Street | 6 |

# Sample Lesson

Writer: XXX
Reviewer: XXX
Date: 2010/4/8

| | |
|---|---|
| Video Code | OCLP2010_0172 |
| Video Title | Insomnia on Campus |
| Level | Easy |
| Topic | (based on 15 surveyed topics) |
| Discipline | Sleep |
| Multiple Choice | |
| Q& A | |
| Genre | Talk |
| Duration | 1 min 54 sec |
| Source | Web add: |

**Introduction**

Have you been troubled in sleep? Nowadays, many college students have problems in falling asleep. They are not able to sleep at nights, or they can only sleep for a very short period frequently. This makes them unable to concentrate on study. Therefore, they often have a bad performance in class and get poor grades in many tests. In addition, they are easily to feel tired and get sick. It is because they do not have enough body energy, and their immune system becomes weakening.
There are many factors that cause college insomnia, such as peer competition, social stress, and relationship. These factors will make a person stressed. If the person cannot deal with the stress, he or she will then get insomnia easily, a term meaning inability to fall asleep. In fact, insomnia can be treated. Many experts now advocate that college students suffering from insomnia should ask for professional suggestion. It is because insomnia is not just a sleeping problem. As mentioned,

insomnia also involves stress. Therefore, we also need to learn how to relax in order to get rid of the nightmare of insomnia.
The clip is a short talk about college insomnia. The speaker, Dr. Robert Gorski, teaches us how to deal with insomnia in the right way. He first explains the concept of insomnia. He then tells us what we should do once we suffer from it. This short yet precise talk enables us to know more about college insomnia.

**Vocabulary List**

1. insomnia
2. affect
3. inability
4. remain
5. separate
6. flu
7. depression
8. anxiety
9. treatment
10. appointment

**Multiple Choice (A) (10 questions ONLY)**

| | | | | |
|---|---|---|---|---|
| 1 | C | What percentage of college students are affected by insomnia? | | |
| | | A | 17% | |
| | | B | 71% | |
| | | C | 77% | |
| 2 | A | The term “insomnia” means _____. | | |
| | | A | the inability to fall asleep | |
| | | B | the inability to fall down | |
| | | C | the ability to fall asleep | |
| 3 | B | According to the speaker, which night is supposed to be the best night for sound sleep? | | |
| | | A | Tuesday night | |
| | | B | Wednesday night | |
| | | C | Sunday night | |

| | | | | |
|---|---|---|---|---|
| 4 | C | Which of the following is NOT the reason causing college insomnia? | | |
| | | A | Social stress | |
| | | B | School work | |
| | | C | Daydreaming | |
| 5 | C | College insomnia often leads to _____ according to the speaker. | | |
| | | A | a good performance in class | |
| | | B | an optimistic attitude toward life | |
| | | C | a strong sex drive | |
| 6 | A | Which of the following is NOT what college insomnia may easily cause? | | |
| | | A | ulcer | |
| | | B | flu | |
| | | C | depression | |
| 7 | B | According to the speaker, college insomnia _____. | | |
| | | A | cannot be treated. | |
| | | B | is able to be treated | |
| | | C | is cureless | |
| 8 | A | Which of the following is correct? | | |
| | | A | The college insomnia often works on Sundays. | |
| | | B | Those suffering from college insomnia may always feel satisfied with their school performance. | |
| | | C | The speaker thinks that making an appointment with doctors to discuss ways to solve college insomnia is not helpful. | |
| 9 | A | Which of the following is correct? | | |
| | | A | The speaker in the video clip is a doctor. | |
| | | B | It is informed that only a few college students suffering from insomnia nowadays. | |
| | | C | In the end, the speaker says that those suffering from insomnia can directly ask him for help. | |
| 10 | B | Which of the following is definitely wrong? | | |
| | | A | The audience of the video clip should be college students. | |
| | | B | The speaker does not mention the effects of having college insomnia. | |

| | | | | |
|---|---|---|---|---|
| | | C | College insomnia often happens on weekends, according to the speaker. | |

**Open ended Questions (B) (10 questions ONLY)**

| | | | |
|---|---|---|---|
| 1 | Q | What is the clip about? | |
| | A | The college insomnia and the ways to treat it. | |
| 2 | Q | What is the speaker? | |
| | A | A professional doctor studying college insomnia. | |
| 3 | Q | Where is the talk possibly held? | |
| | A | Perhaps in a health conference within campus. | |
| 4 | Q | What is the speaker's tone in his talk? | |
| | A | Neutral and professional. | |
| 5 | Q | To whom does the video clip address? | |
| | A | The sleepless college students or any other people suffering insomnia. | |
| 6 | Q | On which day does the "catch up night" often occur? | |
| | A | Sunday | |
| 7 | Q | In addition to anxiety disorder, what else would college insomnia cause? | |
| | A | It lowers down your performance, immune system, and sex drive and makes you irritable. | |
| 8 | Q | Have you experienced college insomnia? Explain. | |
| | A | Yes, I have. I have had insomnia almost every midterm and final. | |
| 9 | Q | What does college insomnia lead to according to your experience? | |

| | | | |
|---|---|---|---|
| | A | Extreme fatigue, moodiness, and sometimes even nausea and fast heartbeat. | |
| 10 | Q | Is what the speaker says applicable to college students in Taiwan? Explain. | |
| | A | Yes. Because studying in college is a general phenomenon in Taiwan, students must have experienced those situations causing insomnia. | |

**Outlining**

Draw an outline here (Use 1-level structure for beginning and 2-level for the intermediate level and 3 level-structure for advanced level).

Beginning Level: 5 items
One Level: 5 items (5 true statements; 3 statement distractors – IN RED)

| **Topics** | **Statements** |
|---|---|
| 1. college insomnia | ● 77% of students have trouble sleeping regularly. |
| 2. The definition of insomnia | ● The definition of insomnia includes the inability to fall asleep or remain asleep for adequate length of time. |
| 3. How does the body sleep best | ● The body sleeps best when you sleep and wake up at the same time every day. |
| 4. College and social stress | ● College and social stress cause insomnia since students have trouble separating sleep time from working time. |
| 5. The consequences of insomnia | ● Poor performance in class, weaken sex drive, being irratible, and so on. |
| | ● Sunday is the day students usually have their soundest sleep. |
| | ● Wedensday is called the catch up night. |
| | ● Aroused sex drive causes insomnia. |
| | |
| | |
| | |

# OLCP Survey

(Chinese version online)

This survey aims to find out how the learning platform has been useful for learning and developing listening comprehension. The data gathered from this survey will be used ONLY for our academic research. We'll never report any individual's responses; only information at the group level.

We'll apply statistical methods to the combined responses from everyone taking part: We'll use the FORUM data to estimate learners' thinking processes whilst engaged in a discussion. And we'll be looking at the effect of this on the learners' ability to outline their understanding of ideas drawn from video watching, while controlling for some other potential influences (derived from the learners' choice of testing types (i.e. multiple choice type and open-ended question) .

Leave your e-address, if you're curious to see the findings of our study -- we shall send them to you. We also hope to present our findings in academic journals and at conferences, and to make sure policy-makers, foreign language educational technologists and designers are aware of anything important.

You may answer the open questions in this questionnaire in Chinese or English.

Name: _____ Student Number: _____

1. Was it your first time to take an online course?
   甲、Yes
   乙、No

2. Could you concentrate when learning online?
   甲、Yes
   乙、No, because ….

3. Can you describe your online learning environment? Please explain.

4. Did you review the content of the class after the lessons, e.g. learned the new word, reviewed the outline?
   甲、Yes
      i. How often? How? Please explain.

乙、No

5. How did you prepare for the tests? Please explain.

6. Did you finish the online exercises within the time given?
   甲、Yes
   乙、No

7. Were the tasks challenging enough? 1= yes; 2=somehow yes; 3 = somehow no; 4 = no

| Summary | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Vocabulary | | | | |
| e-Forum | | | | |
| Multiple Choice test | | | | |
| Open-ended Question Test | | | | |
| Outline | | | | |

Why?

8. Which tasks were most helpful for you?

| Reading a summary | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Learning Vocabulary | | | | |
| Discussing in e-Forum | | | | |
| Initial self-testing | | | | |
| Final self-testing | | | | |
| Outlining | | | | |

Why?

9. Which online exercise formats were most preferable?

| Summary | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Vocabulary | | | | |
| e-Forum | | | | |
| Multiple Choice Questions | | | | |
| Open-ended Questions | | | | |
| Outlining | | | | |

Why?

10. Was the content of the program useful to learn listening comprehension?
    甲、Yes, because ….
    乙、No, because ….

11. Was the content of the program interesting to learn listening comprehension?
    甲、Yes, because…
    乙、No, because…

12. Do you think the interface of the online listening program is user-friendly?
    甲、Yes, because …
    乙、No, because ….

13. Did the program contribute to your learning?
    甲、Yes, because ….
    乙、No, because ….

14. Which learning mode do you prefer for listening comprehension, online or classroom learning?
    甲、online learning at any given time.
    乙、online learning during class time
    丙、traditional learning during class time

15. What do you think are the strengths and the weaknesses of this program? Please write some sentences in English or Chinese.

16. In the future, would you wish to use an online program that helps to develop other skills? Which?
    甲、Writing Strategies, because….
    乙、Vocabulary Learning, because ….
    丙、Reading Strategies, because ….
    丁、Grammar Exercises, because ….
    戊、Pronunciation Drill, because ….
    己、Study and Learning Skills, because ….
    庚、Other: _____, because ….

17. Learning Listening Comprehension using this online program is like …
    a. Learning photography
    b. Learning to play a musical instrument
    c. Learning to cook
    d. Training for a sport
    e. Doing work out in the gym
    f. Visiting a new city
    g. Learning how to scuba-dive

h. Mountain-hiking
i. Learning how to draw and paint
j. Learning taijiquan
k. Others_____

Because _____

15. Final comments (if you wish). Please write in Chinese or English. We will read all your comments and take them definitely into consideration.

Thanks a lot for your cooperation!

Chris Merkelbach and Janette Yuvienco

# Results and Analysis

**Questionnaire about the Online Listening Comprehension Program**

(Chinese version online)
https://spreadsheets.google.com/spreadsheet/viewform?hl=en_US&pli=1&formkey=dGJfdUwwaEhObXA1RFBINW95T1VHakE6MQ#gid=0

This survey aims to find out how the learning platform has been useful for learning and developing listening comprehension. The data gathered from this survey will be used ONLY for our academic research. We'll never report any individual's responses; only information at the group level.

We'll apply statistical methods to the combined responses from everyone taking part: We'll use the FORUM data to estimate learners' thinking processes whilst engaged in a discussion. And we'll be looking at the effect of this on the learners' ability to outline their understanding of ideas drawn from video watching, while controlling for some other potential influences (derived from the learners' choice of testing types (i.e. multiple choice type and open-ended question) .

Leave your e-address, if you're curious to see the findings of our study -- we shall send them to you. We also hope to present our findings in academic journals and at conferences, and to make sure policy-makers, foreign language educational technologists and designers are aware of anything important.

You may answer the open questions in this questionnaire in Chinese or English.

Name: _____ Student Number: _____

1. Was it your first time to take an online course?
   甲、Yes 52%
   乙、No 48%

*Online course is obviously getting to be a standard, and Technische Universitaet Darmstadt offers a quality online course.*

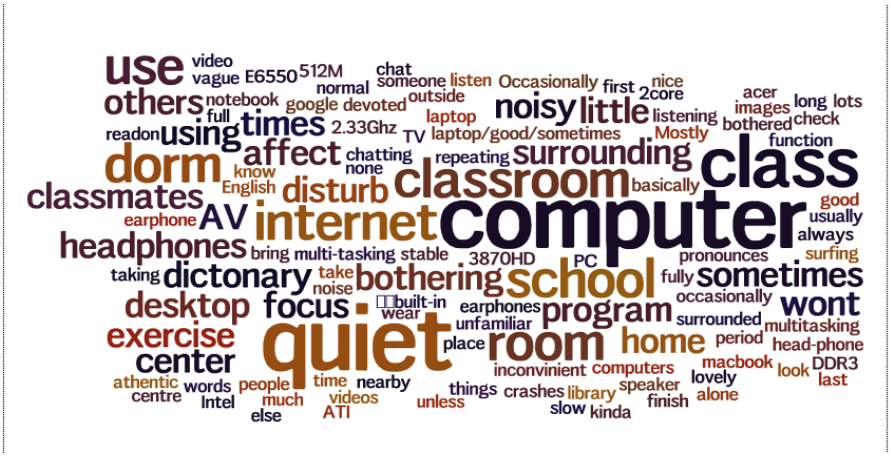
2. Could you concentrate when learning online?
   甲、Yes 95%
   乙、No, because ….

*The result shows that NTU students are highly intrinsically-motivated, which contradicts previous studies, when students admit to do more things while they were learning, e.g. sending messages*

*through msm, listening to music, etc.*

3. Can you describe your online learning environment? Please explain.

*The environment is basically in a quiet room with computers.*




*The results are different from former research. This result gives strongly hints at a quite well developed and goal oriented learning styles of NTU students.*

4. Did you review the content of the class after the lessons, e.g. learned the new word, reviewed the outline?

   甲、Yes 25%

   乙、No 75%

*Online materials are apparently regarded as the contents for students' REVIEW of lessons; thus, when students access these materials, they are actually ALREADY doing the review.*

5. How did you prepare for the tests? Please explain.

6. Did you finish the online exercises within the time given?

   甲、Yes 89%

   乙、No 11%

*This suggests that OLCP offers tasks that effectively contribute to learning, and its components constitute an acceptable set of learning.*

7. Were the tasks challenging enough? 1= no; 2=somehow no; 3 = somehow yes; 4 = yes

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Summary | | 2.15 | | |
| Vocabulary | | 2.22 | | |
| e-Forum | | 2.22 | | |
| Multiple Choice test | | 2.81 | | |

| | | | | |
|---|---|---|---|---|
| Open-ended Question Test | | | 3.27 | |
| Outlining | | | 3.84 | |

Why? *For students, summarization (Outlining) is a new concept of learning. Organizing knowledge, which is a more complex type of learning than accepting information, is understandably difficult, yet, doubly difficult for those who have not had such learning experience.*

8. Which tasks were most helpful for you?

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Reading a summary | | 2.77 | | |
| Learning Vocabulary | | | 3.09 | |
| Discussing in e-Forum | | 2.36 | | |
| Initial self-testing | | | 3.20 | |
| Follow-up self-testing (confirming) | | | 3.04 | |
| Outlining | | | 3.09 | |

Why? *The results show that students experience a comfortable feeling when the test results can be changed; that making mistakes are acceptable and not hurriedly sanctioned.*

9. Which online exercise formats were most preferable?

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Summary | | 2.86 | | |
| Vocabulary | | 2.93 | | |
| e-Forum | | 2.79 | | |
| Multiple Choice Questions | | 2.79 | | |
| Open-ended Questions | | 2.79 | | |
| Outlining | | 2.79 | | |

*Why? Students recognize the importance of knowing a good amount of vocabulary to use the language accordingly.*

10. Was the content of the program useful to learn listening comprehension?
    甲、Yes, because …. 98%
    乙、No, because …. 2%

*The students' personal perception of the usefulness of the program is definitely positive. However, the success of the program must be further determined by an increase of the listening comprehension skills of the students. YET, in line with the principles that guide the outline of the program, this entails the presence of Listening Comprehension Tests designed with --and only with-- communicative and constructivist (not behaviouristic) underpinnings to suitably assess the students' skills.*

11. Was the content of the program interesting to learn (learning appeal) listening comprehension?
    甲、Yes, because…89%
    乙、No, because…11%

*Students were satisfied with the topics which were chosen according to the tenets of communicative approach of language education; the chosen topics are relevant with everyday life and were mostly presented in an academic way, thus supporting the students' quest for more elaborate level of language.*

12. Do you think the interface of the online listening program is user-friendly?
    甲、Yes, because …84%
    乙、No, because …. 16%

13. Did the program contribute to your learning?
    甲、Yes, because ….95%
    乙、No, because …. 5%

The Progra

14. Which learning mode do you prefer for listening comprehension, online or classroom learning?
    甲、online learning at any given time. 68%
    乙、online learning during class time 45%
    丙、traditional learning during class time 18%

*Students show very clearly that the traditional lecture style teaching approach does not suit their needs to learn. Most students appreciate the liberty to learn at any given time and place. However, nearly half of them prefer also online learning during class. That shows clearly that students stress the learning process over the lecture process, which also includes a quest for close supervision of*

*the teacher. This statement should send a strong message at courseware designers and teachers alike to organize their teaching according to the learning demand of the students, and this recent article corroborates this phenomenon:* http://www.npr.org/2011/07/14/137853462/rethinking-how-we-teach-the-net-generation

*article corroborates this phenomenon:* http://www.npr.org/2011/07/14/137853462/rethinking-how-we-teach-the-net-generation

15. What do you think are the strengths (and/or the weaknesses) of this program? Please write some sentences in English or Chinese.

*The comments are all positive; 35 items are collected below. (The future survey should allot a separate number to gather the weaknesses of the program.)*

| | |
|---|---|
| 1. | it's fun and effective |
| 2. | I can use it as long as I have internet |
| 3. | it's new |
| 4. | flexible time |
| 5. | easy to use medium level, fun topics |
| 6. | diverse topics |
| 7. | multiple skills are trained at the same time; time limit pushes us to our best |
| 8. | it's digital, and the videos are fun |
| 9. | I can repeat watching the videos, which benefits me a lot |
| 10. | improves my skills |
| 11. | provide a platform divided by level of difficulty |
| 12. | I can see where I get wrong |
| 13. | it's fair |
| 14. | can repeat the videos |

15. provide materials
16. fun and convenient
17. clear interface
18. easy to use
19. very helpful and I get used to it
20. daily topics approached by organizing learning methods
21. fun videos, vocabulary and abstract are useful
22. it trains lots of abilities, like listening, reading, etc
23. easy to use, divided based on level of difficulty
24. Easy
25. practices of listening
26. great number of videos to train myself
27. it's easy to use and flexible
28. time saving for the teachers
29. can practice every week
30. it's open
31. order and loading is good
32. I can choose the level that fits me.
33. The limited period of time to get to each video pushes me to complete the homework every week in time. Without it, I won't be working so hard...
34. available all the time
35. it's creative and we can learn a lot from it

16. In the future, would you wish to use an online program that helps to develop other skills? Which?

甲、Writing Strategies, because….39%

乙、Vocabulary Learning, because ….43%

丙、Reading Strategies, because ….59%

丁、Grammar Exercises, because …. 48%

戊、Pronunciation Drill, because …. 64%

己、Study and Learning Skills, because …30%.

庚、Other: _____, because …. 12%

*Nearly two third of the students perceive the importance of training their pronunciation. This might be due to the fact that traditional pronunciations drills enjoy a great importance in the elementary and high school teaching process. A higher level of training in pronunciation should not only include pronunciation of single words, but also the enunciation and intonation, both of which carry and more importantly, distinguish meaning. Offering e-training at this level IS an impossible task, since the machine (computer) cannot generate semantically adequate situations to compare and correct the learners' input.*

*More than half of the students seem to feel that reading in a foreign as the prime basic academic skill which needs to be further trained. Currently the authors are preparing an online program which seeks to enhance students' foreign LSP reading skills.*

*Under the current digital development, e-learning in general only can train perceptive language skills. Language per se can create an indefinite amount of meaning with a limited amount of elements, and only the human brain is capable of doing so –of judging the meaning of the utterances. Machines are UNABLE –and will not be able--able to predict every possible meaningful and meaningless utterance. This fact is well known since the failure of the generative grammar approach.*

17. Learning Listening Comprehension using this online program is like …

- Learning photography
- Learning to play a musical instrument
- Learning to cook
- Training for a sport/exercising
- Doing work out in the gym
- Visiting a new city
- Learning how to scuba-dive
- Mountain-hiking
- Learning how to draw and paint
- Learning taijiquan
- Others_____

*In order to reach a goal in sport, the player (or sportsman) has to define a goal and work for it.* ***Intrinsically*** *motivated to do so, (s)he thus perceives that the effort is an inseparable part and parcel of the game. The demands for ease and pleasure, may shout hard and strong at times –just do the easy way out!-- but (s)he sticks to the goal, biting the bullet and (sometimes) hoping that (s)he*

*could do it with someone, not to do away with the pain, nor to pass the buck, but to remind him/her: "No pain, no gain!"*

*Willing to invest a lot of effort in order to succeed, students write how they perceive the similarities between foreign language learning and sporting:*

| | |
|---|---|
| 1. | it's fun and I feel like improving |
| 2. | it takes patience |
| 3. | sometimes I get lazy |
| 4. | it's cheerful and helpful, but you need to overcome some obstacles |
| 5. | it has become a daily routine |
| 6. | keep investing and you'll profit |
| 7. | we don't feel like improving during the training, but once we need it, it comes out. The same principle applied to english learning too。I feel improving as days go by. |
| 8. | Practicing |
| 9. | it takes long practices to work |
| 10. | both require practices |
| 11. | step by step and you'll conquer it eventually |
| 12. | it may be a bit hard (summarization) but you get to learn new things |
| 13. | you get used to it even if it's difficult at first |
| 14. | you need to focus. it's tiring but also fruitful |
| 15. | you need to know the tips to excel |
| 16. | kinda tiring |
| 17. | kinda tiring but fun, and I feel like improving |
| 18. | it has to be regular and continuous to be effective |
| 19. | it takes time and I believe if I practice often, I will gradually master it. |
| 20. | It makes you feel tired and you really want to quit. But after continuous practice, you can clearly see the difference. |

15. Final comments (if you wish). Please write in Chinese or English. We will read all your comments and take them definitely into consideration.

Thanks a lot for your cooperation!

Chris Merkelbach and Janette Yuvienco

# SILL 語言學習策略量表

**問卷調查**

*基本資料*

| | | | |
|---|---|---|---|
| 姓名(請自由填寫) | | | |
| 性別 | 男 □/ 女 □ | 系/所 | |
| 年齡 | | 年級 | |

**問卷項目**

**主題 1**: *語言學習經歷 /自我評量*

1. 您在家裡講什麼語言？您能用在家裡講的語言寫作嗎？

□國語 □台語(閩南話) □客家話 □其他:

2. 您的英文學多少年了？ _____

3. 您還會哪些外語？各學了多久？

4. 請評量您目前的外語程度 (5= 很好 / 4= 好 / 3= 還可以 / 2= 不太好 / 1 = 不好):

外語：_____ ( 年): 聽 ( )，讀 ( )，說 ( )，寫( )
外語：_____ ( 年): 聽 ( )，讀 ( )，說 ( )，寫( )
外語：_____ ( 年): 聽 ( )，讀 ( )，說 ( )，寫( )
外語：_____ ( 年): 聽 ( )，讀 ( )，說 ( )，寫( )

以下您將會看到有關學英語的敍述。請閱讀每一項敍述，然後在答案紙上選填答案（1至 5）以表明該敍述對您的真實程度。

1. 我從來不會這樣做
2. 我通常不會這樣做
3. 我有時會，有時不會這樣做
4. 我通常會這樣做
5. 我總是會這樣做

程度解釋:

1.「我從來不會這樣做」表示該敍述幾乎完全不符合您的情況
2.「我通常不會這樣做」表示該敍述多半不符合您的情況
3.「我有時會，有時不會這樣做」表示該敍述差不多有一半符合您的情況
4.「我通常會這樣做」表示該敍述多半符合您的情況
5.「我總是會這樣做」表示該敍述幾乎完全符合您的情況

請依該敍述符合您真實情況的程度來作答，切勿依您認爲「您應該如何」或「別人會怎樣」來回答。這些敍述並無所謂對或錯的答案。請由第 51 題起開始作答。

| |
|---|
| 1. 我從來不會這樣做 2. 我通常不會這樣做 3. 我有時會，有時不會這樣做<br>4. 我通常會這樣做 5. 我總是會這樣做 |

_____ 1. 學新的單字時，我會把新學的東西聯想到已學過的部分。
_____ 2. 我用新學的英文單字造句，以加深記憶。
_____ 3. 我把英文單字的發音與其相關的形象或圖形聯想，以幫助記憶。
_____ 4. 我藉著想像使用某個英文字的可能狀況，來記憶那個字。
_____ 5. 我運用相類似的發音來記憶英文生字（如 rice 和 ice；no 和 know）。
_____ 6. 我使用單字卡來背英文生字。
_____ 7. 我使用英文生字分組來記憶（如同義字、反義字；名詞、動詞）。
_____ 8. 我時常複習英文功課。
_____ 9. 我靠英文單字或片語出現在書上、黑板上或路標上的位置來記憶。
_____ 10. 我會反覆練習說或寫英文生字。

_____ 11. 我嘗試說得像以英語爲母語的人一樣。
_____ 12. 我練習英語發音。
_____ 13. 我以不同的方式練習我所學的英文。
_____ 14. 我嘗試以英語交談。
_____ 15. 我看英語發音的電視節目或電影，或收聽英語廣播。
_____ 16. 我閱讀英文書刊以自娛。

1. 我從來不會這樣做 2. 我通常不會這樣做 3. 我有時會，有時不會這樣做
4. 我通常會這樣做 5. 我總是會這樣做

_____ 17. 我用英文寫筆記、書信或報告。
_____ 18. 讀英文時，我先很快瀏覽過去，然後再回頭仔細研讀。
_____ 19. 我會尋找英文與中文之間的相同與相異處。
_____ 20. 我嘗試找出英文的句型。

_____ 21. 我把一個英文生字分解成幾個我認得的部分（如字首或字根），以找出它的意義。
_____ 22. 我避免逐字翻譯。
_____ 23. 我將所聽到的和讀到的英文作成摘要筆記。
_____ 24. 我遇到不熟悉的英文字時，我會猜一猜它的意思。
_____ 25. 在英語會話中，想不起某個字，我會使用手勢或動作來表達。
_____ 26. 當我不知道適切的英文字時，我會自己造字來表達（如用 air ball 來表達氣球 balloon）。
_____ 27. 在閱讀英文時，我不會每個字都去查字典。
_____ 28. 我會去猜測別人下一句要說的英文。
_____ 29. 當我想不出某個英文字時，我會使用意義相通的字或詞。
_____ 30. 我會找各種方式來運用我所學的英文。

_____ 31. 我會留意自己的英語錯誤，並利用它來改進。
_____ 32. 當別人說英語時，我會特別留意聽。
_____ 33. 我試著找出如何學好英語的方法。
_____ 34. 我會訂立作息表，好讓自己有足夠的時間研習英語。
_____ 35. 我會留心尋訪可以用英語交談的對象。
_____ 36. 我會尋覓時機多閱讀英文。
_____ 37. 我有明確的目標，改進我的英語技能。
_____ 38. 我會考量自己學習英語的進展。
_____ 39. 每當我感到害怕使用英語時，我會設法使自己心情放鬆。
_____ 40. 即使畏懼犯錯，我仍會鼓勵自己說英語。

_____ 41. 每當我的英語表現良好，我會獎勵自己。
_____ 42. 當我讀英文或說英語的時候，我會注意自己是否緊張。
_____ 43. 我會在語言學習日記上，寫下自己的心得。
_____ 44. 我會和別人討論自己學英語的感受。
_____ 45. 假如在英語會話時，我有聽不懂的地方，我會要求對方說慢一點或重說一遍。
_____ 46. 說英語時，我會要求對方改正我的錯誤。
_____ 47. 我會在課餘時間與其他同學練習英文。

1. 我從來不會這樣做 2. 我通常不會這樣做 3. 我有時會，有時不會這樣做
4. 我通常會這樣做 5. 我總是會這樣做

_____ 48. 我會向講英語的人求助。

_____ 49. 我會發問以澄清及證實英文上的問題。

_____ 50. 我試著學習英語國家的文化。

感謝您的合作。若對此研究結果有興趣，可以以 email 與我聯絡。謝謝。

何任遠 上

# Results and Analysis

Having significantly changed in two of the language learning strategies (**compensation strategies: 0.001 and cognitive: 0.029**), students need to be given learning reinforcement in these areas. On the other hand, strategies which may require important (and perhaps, urgent) attention, which may be facilitated through online-support, are **memory** (0.979) and **compensation** (0.917), specifically, by offering e-tasks that develop meta-cognitive strategies, e.g., using the English words I know in different ways, looking for opportunities to read as much as possible in English, trying to relax whenever I feel afraid of using English, which prepare students to function effectively in the target language and other General Education courses.