

# **Hear All About It: Teaching Listening Strategies and Current Events through CNN News**

This essay reports on an analysis of a group of students who are taking part in an English language course which focuses on developing the skills necessary to understand English language TV news broadcasts in order to increase their knowledge and understanding of different perspectives about current affairs.

It critically discusses the English for Specific Purposes approaches, materials and adaptations that could help students increase their chances of comprehension and learning, and provides examples of materials for use in the class.

## ***The learners, the context, the goals***

The students are in their third year of senior high school in Osaka, Japan. As is common throughout Japan they are starting to prepare intensely for University entrance exams. The class for which these materials have been adapted is a part of the curriculum which the Japanese Government has mandated as a kind of General Studies class in order to provide some extra rounding for students in subjects they may not necessarily be exposed to. Schools are given independence to choose what they teach and how. This class, which is one 50 minute session a week in the regular timetable, was chosen by the school's English department as a specialist course in developing students' knowledge of current affairs through English language news broadcasts. It was argued that such a skill is useful as it enables students to find out information that is different from and independent of Japanese media, as well as developing listening ability. In particular the Japanese course leader said that the students generally seem to have little or no interest or much knowledge about the world outside of Japan, so a weekly input of global current events' news would broaden their horizons and hopefully "help them to become normal humans"! (Okuno, 2009).

They have been studying English for at least six years in formal education starting at 12 with entrance to Junior High School. Some may also have had opportunities to study at private language schools, studied abroad for short amounts of time, or visited English speaking countries on school trips. The class is considered to be in the top set of the school with students performing above average in a range of exams throughout their school careers.

However, the Japanese approach to teaching English is, as far as can be ascertained by this observer, largely centered around reading, vocabulary and grammar translation. This prepares students for the University Entrance Exam and provides a sound foundation for reading in English, but often fails in terms of communicative competence when encountering situations where speaking or listening is required.

Consequently, although many students have a fairly large knowledge about English vocabulary and grammar, functional use is impeded through lack of curriculum time devoted to these other skills. Given the homogeneity of Japanese society, chances to encounter Native Speakers (NS), or use English as a common medium when dealing with foreigners, are very limited which makes for low confidence and motivation for students when confronted with tasks or situations that require these skills.

In summary, the course aims are:

- To increase knowledge about general or current affairs in foreign countries from a foreign perspective; Students should have improved their knowledge of current world events.
- To develop awareness and use of cognitive, metacognitive and socioaffective listening strategies, skills which can be retained and refined throughout a lifetime making it useful for future social, business and academic activity. Students will be familiar with a range of strategies to do with listening including affective management, top down and bottom up processing, and self awareness of how they approach listening and how to manage difficulties.
- Principally, use a learner centered approach which enables students to work on their own (perceived) weaknesses at their own pace and notice both language features and learn knowledge at their own pace. This is realized through the supplementary worksheet materials used which focus on students being partially in control of what and how they listen and learn.
- To become familiar with spoken features of English at native speeds. This should help with pronunciations and accents, word boundary discrimination, stress, connected speech, elision etc.
- To increase students' confidence and comprehension when listening to news media, lectures by NS in a learning context, and general communicative situations in English.

- To improve vocabulary and grammatical knowledge, although this will not be given much explicit focus, but be a by product of language exposure (cf Krashen's Input Hypothesis (Ellis 1994:273).

## ***Syllabus***

The syllabus is a broad blend of content and skills. The class time has two focuses: content - text as a vehicle for information; and skills - students' understanding and practice of strategies while listening. It is also hoped that the range of activities, like individually done analysis of students' own listening styles, and peer interaction about the listening tasks, cater to a range of learning styles and support learners in a way suited to their ability (Ellis 1994:499-508).

The following sections are an outline of the syllabus explaining the materials, teaching methods and lesson plans. Initially most of the materials have been culled from the research literature and used with minor modifications, however a critical analysis points out some weaknesses and offers further recommendations and adaptations.

## ***Materials***

The primary source material for the class was chosen by the Japanese teacher in charge of the class. It is a monthly magazine, called English Express (Asahi Press, 2009), of selected news broadcasts from CNN (which are fully translated into L1 Japanese and accompanied by the original spoken news dialogue on CD (sometimes also re-recorded and spoken slightly slower and made clearer). An unmodified page used for source material can be seen in Appendix G. The guidelines given were to take a subject each week to give students a chance to listen to more natural English and improve their world knowledge. This, then, serves as both carrier content (in terms of learning listening strategies), and real content as it delivers knowledge about the world.

Given the students' ability at the start of the course, measured formally through various formal required tests and informally through chatting to the students, this would be too hard for them to comprehend and so the materials had to be supplemented for use in class. The following section explains how, what, and why this happened.

## ***Materials evaluation and adaptation***

One CNN news report has been selected for use and analysis (appendix A “Graphic Motivation”, and audio file 1). During the year about 10 to 12 items will be used but they will be presented as part of a skills training/ listening strategy package, and supplemented with other materials. The CNN reports present a strong challenge to students, but the one of the main aims of the course is to explain ways of dealing with difficult listening, so the reports were not altered when presented.

Listening, it seems, is a poor relation in L2 skills research. Santos et. al. (2008:112, also Zhang and Goh, 2006:199) complain of a deficit relative to the other, perhaps more measurable, skills. Among some recent research that has been done into listening (e.g. Abdelhafez 2006, Harris 2007, Zhang & Goh 2006, Vandergrift in Graham et. al. 2008, Graham 2006) it has been found that “better” learners are more likely use cognitive and metacognitive strategies, although Santos et. al. (2008) highlight some problems of definitions and measurement. In terms of teaching, Field comments that “we test listening rather than teaching it” (2003:326), perhaps due to a lack of agreement on what strategies are, as well as a lack of methodical implementation of teaching strategies in classroom materials (Moore, in Abdelhafez 2006:10-11, Chand 2007:2, Santos et al. 2008:115).

However, it does seem overall that knowledge and use of strategies in general are a positive force for learning, as well as helping during real communicative situations. Several researchers have defined and listed the types of listening strategies that can be taught in the classroom (Zhang 2007, Vandergrift 2002a & b, Goh & Taib 2006, Oxford & Crookall 1989, Li 2007, Graham & Macaro 2007, Harris 2007, Graham et. al. 2008, Chand 2007). From this several key themes emerge:

- Students, especially weaker ones, need directed time to learn and practice new strategies.
- Not all strategies suit all students
- Top down and bottom up strategies need learning
- Strategy learning and use is a gradual process and should be integrated into classroom activities and practiced frequently with several methods that address the types of problems students have.

There is also some well thought out practical advice and examples of how to teach strategies in the literature. The supplementary materials developed here are based on a combination of some ideas, and there follows a description of what and why these have been produced.

There are several parts to the supplementary materials so there follows a brief explanation of each one.

**Appendix C Strategies Worksheet** (Wilson 2003:342-343). This adapted, multipart, class worksheet incorporates the processes of developing listening strategies.

**Appendix D - Listening Tips** (Harris 2007:203). A slightly modified list of different strategies that students are asked to check and see if they do or not, and are encouraged to try during listening tasks.

**Appendix E - Weak Form Chart** (Field 2003:334). Used to help identify problematic spoken English forms.

## ***Listening Strategies***

For the purposes of classroom learning, listening can be broken down the task into three stages - before, during and after listening. In the pre- stage (Graham & Maraco 2007:156-157) students activate current knowledge by looking at any pictures, a title or other clues and make predictions, not only of words but also themes and topics, of what is coming. This preparation should help them to integrate the input in a top down strategy way and perhaps make guesses about parts not understood and so comprehend more. The supplementary materials approach this in two ways. First, in the listening tips checklist (Harris 2007:203) a “before” section gets students to think about what they do before listening. Second, in the strategies worksheet a “before” section gets students to actively think about and produce, in L1 or L2, language and ideas based on the given topic.

The materials repeat this pattern for the “during” and “after” listening periods. For the “during” section three chances are given at the listening task, and each time students go through a different strategy section. For example, after completing Part 1 of the worksheet, students then listen and try to get an idea of the general topic or theme and make short notes in Part 2. They then compare this to their ideas in Part 1 which closes a loop of following up on assessing the correctness of predictions (Graham & Maraco 2007:157, Graham et. al. 2008:66).

While top down processing is an essential element of L2 language acquisition, which Wilson seems to think all learners do, it cannot be relied on or shouldn't be supported to the neglect of bottom up learning as this “...is not the ideal, and we should keep in mind that the learners' ultimate aim is to rely less on contextual guesswork, and more on hearing what was actually said.” (Wilson 2003: 335-336). Therefore in Part 3 of the worksheet, students listen again and use directed attention to focus on making out either individual words or phrases or get the meaning from the running speech.

Part 4 (Wilson *ibid*:343) is a collaborative effort which enables students to discuss what they have heard and try to build the words and understand the meanings by writing as much of a complete sentence as they can. Wilson (*ibid*: 338-340) comments that Part 3 and 4's aims are to highlight the problems students have had and show what errors they are making at a micro level. If they focus on these bottom up activities and then have an opportunity to categorize their errors in Part 5, and then compare to the original then they can learn specific knowledge (i.e. a word's pronunciation) or see a pattern of errors they make and use that awareness to check their listening in future (e.g. mistaking a word and not reflecting on it if it doesn't make sense). Part 5 is an after listening reflective task that adds another layer of checking and comparison that students choose, and so addressing individual's interests and weaknesses in a learner centered manner.

One more bottom up learning and teaching activity (Appendix F) which supplements this material has been researched by Field (2003) who has produced a useful table of weak forms of words. These have been spoken onto CD and the activity in class is to run through a section of particular words and then get students to see how many of the weak forms they can hear in the running speech and write what word it is.

## ***Lesson Plan***

A typical lesson plan will be illustrated by example material for a lesson which can be found in Appendix A and audio file 1. "Graphic Motivation" is a news report about a recent policy in the UK of putting graphic images of smokers' diseases on cigarette packs to encourage quitting. Appendix A and audio file 1 are the CNN news materials, and Appendix B is a short pre-listening talk about the subject in general. In each lesson the topic will change although the process and activities will remain largely the same (i.e. listening strategy practice and world knowledge learning).

The purpose of the pre-listening presentation (Appendix B) is to offer students a warm up to listening to English, teach some topic knowledge, stimulate existing schematic knowledge, and give some potential vocabulary they may hear. Appendix B shows a picture that students are invited to speculate on (related to Part 1 on the worksheet) and a list of bullet points that are enlarged and put onto the board and discussed by the NS teacher in an unscripted lecture style.

After this brief talk students then engage in a number of steps:

Step 1) Part 1 of the worksheet ("Before Listening", Appendix C).

Step 2) they then listen and do Part 2 (“First Listen”)

Step 3) listen again and do Part 3 (“Second Listen”)

Step 4) listen and do Part 4 and 5 (“What sentences did you hear” and “After Listening”)

Between each step some time is given for them to complete writing and if they want, ask questions or talk to their partner. Once they have completed these steps students have to answer three or four questions about the content of the report (e.g. “Where is the campaign taking place?”). This gives students a purpose for listening, and hopefully contributes to their world knowledge. At this point the weak form training (appendix F) may be done.

The news report transcription (Appendix A) may be handed out during step 3 or 4 above, but depending on the assumed level of difficulty, the vocabulary may be given after step 1 or during one of the other steps. This is designed to help negate some frustration students may feel, and maintain interest. Students listen and read another two or three times depending on time and then answers are given. After, any general questions are taken.

### ***How adaptation meets goals***

A critical review of the chosen methods and materials now follows. As these materials are actually in use in a class I have had the opportunity to get feedback from students. A short survey revealed that many students found they could understand the written report much more easily than when spoken which justifies the need for a listening course. The survey also showed that they seemed to have some awareness of metacognitive strategies and how to use them, although only a couple of lessons have been given so it is too early to tell if any new strategies being tried are working.

In general I believe that the dual use of the reports as carrier and real content serves students’ needs as it not only fulfils the aim of the course (to teach about current news events) but also introduces in a systematic way methods for developing listening skills and strategies using the worksheet (Appendix C) and other activities. It also will serve them well at University in compulsory English classes as they will have the benefit of not only listening for information but also some experience of strategy use to fill in some gaps of understanding.

However, there are several weaknesses in the materials and activities. First, general weak points are that it is difficult to get through an entire listening topic in 50 minutes which means a week break between classes that distracts concentration and means time spent on perhaps needless repetition

of material. Also, there is no analysis of genre or explicit teaching of structure or specific language which may weaken students' ability to listen on their own as this top down knowledge could help with understanding.

With regard to the materials there are several key points that need improvement. The listening tips needs to be broken down into clearly labeled sections on strategies for listening for meaning, and listening for sounds or phrases. More explicit instruction and practice of these activities needs to take place before starting listening tasks so the lesson plan would be revised to practice one or two tips before the main task. This would require a selection of suitable listening materials which highlight the strategies, and development of structured worksheet activities perhaps similar in nature to the weak form activity (Appendix F). Another gap is a lack of note taking skills practice which would greatly help students to retain information in a structured way, and this could also be added as an additional structured practice activity.

Another point is the development of vocabulary which is related to meaning / learning about world events. While the weak form activity helps with understanding listening there is no place in the process for students to pick up and review vocabulary so perhaps a short vocabulary test could be introduced as part of a review procedure.

The worksheet (Appendix C) is very cognitively intense requiring a lot of concentration and thinking which may be exhausting, so a revised approach would cut the process down into fewer steps, perhaps three (a new version can be seen in Appendix H).

- 1) **Before listening** - would be combined into one part looking at the topic title and brainstorming in small groups or pairs in a kind of free association words and knowledge known.
- 2) **During listening** - First, make students consciously choose and focus on a listening strategy from the listening tips list. Part 2 and 4 would be combined into a new Part 2 to focus on listening for meaning where students would try and write down what they understood. A new Part 3 would focus on listening for sounds or phrases and be combined with reading of the transcript to show how pronunciation changes when words are spoken in sentences, as well as the weak form (or similar pronunciation activity) worksheet.
- 3) **After Listening** - Part 5, which would become Part 4, needs a review so students can make notes on what current affairs knowledge they have gained, as well as what new language features they have learned (e.g. noticing how a particular word is pronounced). This section could also include a reference to listening tips that could help them overcome the problems they encountered, and encourage them to use the tips next time.


Finally, there is no way for students to judge their progress and development either through formal assessment (none is required for this class) or self assessment. A new activity needs to be introduced which gives students the chance to judge their progress and help them with motivation and confidence. Such an activity could be using made-for-EFL listening tasks as opposed to authentic materials which perhaps tend to have clearer speech and more “hygienic” listening experiences (e.g. slower, no hesitations, repeats etc.). If students are progressing then such texts would probably become easier to understand, therefore showing progress.

In summary the syllabus and materials go some way to meeting the needs of the students by offering them, in a learner centered manner, a chance to raise their awareness of, and practice, listening strategies, as well as learning more about the world. The supplementary materials produced help towards that goal, but need refining and development to meet the ability of the target group and fit into the class time available.

# Appendix A - Graphic motivation

English Express, Asahi Press 2009:70.

## CNN NEWS SELECTION 4

 Most people know that smoking is bad for your health, but it's not easy to quit. Well, here's some motivation. It's called "The Grim Reality Campaign." These pictures will now be featured on the packaging of tobacco products sold in the UK—

photos designed to shock and horrify. "Seeing the...the...the mouth cancer, seeing the lung cancer, seeing the diseases of the arteries of the legs leading to gangrenous feet—those sorts of things, I think, bring it home to people that we're...they're actually dicing not just with death but with very serious illness whenever they continue to smoke." (Liam Donaldson, UK Chief Medical Officer)



喫煙警告に使われる写真の例その1。これらの写真は、たばこのパッケージの下半分に大きく表示される

**smoking:**  
たばこを吸うこと、喫煙

**quit:**  
(習慣などを)やめる

**grim:**  
残酷な、恐ろしい

**campaign:**  
(政治的・社会的)運動、キャンペーン

**feature A on B:**  
AをBで取り上げる、目立つように扱う

**packaging:**  
(商品を入れる)箱、パッケージ

**(be) designed to do:**  
~することを目的としている

**shock:**  
ショックを与える

**horrify:**  
ぞっとさせる、怖がらせる

**mouth cancer:**  
口腔(こうくう)がん

**lung cancer:**  
肺がん

**disease:**  
病気、疾患

**artery:**  
動脈

**lead to:**  
~の原因となる、~を引き起こす

**gangrenous:**  
壊疽(えそ)にかかった

**bring A home to B:**  
AをBに正しく理解させる、痛感させる

**actually:**  
実際は、実は

**dice with death:**  
命を危険にさらす、大きな危険を冒す

**not A but B:**  
AではなくB

**illness:**  
(特定の)病気

**whenever:**  
~するたびに

**continue to do:**  
~し続ける

**smoke:**  
たばこを吸う、喫煙する

**medical officer:**  
保健所員、医療技官

## Appendix B - Topic Knowledge

These bullet points and picture are reference for the pre-listening topic knowledge teaching. The picture is given first and keywords are elicited. Then the points are put up in large font posters on the board and referenced while each point is expanded upon by the teacher.



By 2010 there will be 1.3 billion smokers in the world

Two million people die each year from smoking

Smoking causes heart, lung and other diseases and many types of cancer

Half of male smokers will die of smoking related disease

Smoking is more addictive than heroin and cocaine

In Japan about 40% of men and 13% of women smoke

## Appendix C - Strategies Worksheet

### Part 1: Before Listening

1 Look at the title: What is the topic? What do you already know about the topic? Write two short sentences about what you know about this topic (English or Japanese is ok).	<i>Summary of what you know:</i>
2 What words do you think you will hear. Are there other words that mean the same thing?	<i>Words I think I will hear:</i>
3 Look at the report title. What do you think the report will be about. Write your idea.  <i>Compare this after you listen in part 2.</i>	<i>I think the report will be about:</i>

### Part 2: First listen – General Topic or Theme

Don't worry about details, listen for words you understand and try to understand what the general topic or theme is about (e.g. President Obama's new pet, an accident, a famous person etc).

Write two or three short sentences of what you think the report is about.

*Summary:*

Compare your idea to part 1 number 3. Is it the same? What is different?

## Part 3: Second Listen – Listen for Sounds/words or Meaning

*Look at your listening tips sheet. Choose a listening tip to try this week*

Before you listen again, decide what you want to listen for. You can choose to listen to sounds/words, or think about the meaning. Check (✓) only one.

Sounds:

- Try to understand specific sounds / words
- Try to understand specific sounds / phrases

Meanings:

- Try to understand the meaning of what one person is saying
- Try to guess the meaning of what someone is saying
- Try to understand the meaning of one part of the report (for example: beginning, middle or end)

Write what sounds/words you hear, or the meaning you understand here (Japanese is ok). Compare with your ideas in part 2.

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## Part 4: What sentences did you hear?

In your group try to write down as many complete sentences as you can. Don't worry if they are not perfect.

1
2
3
4

## Part 5: After Listening

What problems did you have?

### Sounds / Words

Look at part 3 and 4 above. What problems did you have with listening? Choose from the options below and write a,b,c,d,e next to the part you couldn't understand.

- a) I couldn't hear which sound it was
- b) I couldn't separate the sounds into words
- c) I heard the words but I couldn't remember the meaning quickly
- d) This was a new word
- e) I heard and understood the words but not the meaning of the sentence

### Meanings

Write the words or phrases that stopped you from understanding the meaning of the sentence?  
If you read the sentence do you understand it?

## Appendix D - Listening Tips

These ideas can help improve your listening. Think about the ones you don't. In this class we will be practising some of these ways of listening.

	Yes No
<b>Before listening</b>	
1 I try to understand from the pictures, instructions or the title what I will hear.	Y N
2 I think what words and information I might hear	Y N
3 I think about key words to listen for	Y N
<b>While listening</b>	Y N
4 I don't panic and stop listening but I try to keep listening even if the talking is fast	Y N
5 I try to get the main ideas when the CD is first played, and then I listen again for details	Y N
6 I try to understand from the tone of voice (questions? feelings?)	Y N
7 I forget words that I do not understand so that I can hear what is said next	Y N
8 I don't try to write and listen at the same time	Y N
9 I listen and try to imagine pictures in my head from what I understand	Y N
10 I listen for words that I do understand from when the teacher said them in class	Y N
11 I listen out for possible English words and think about how they may sound different in Japanese	Y N
12 I listen out for the names of people or places and think about how they may sound different in Japanese	Y N
13 I listen to the sounds and try to think of words they could be, and then try writing them down to see if I can recognize them	Y N
14 I think about all the possible words the sounds could be and things the sounds could mean	Y N
15 I double-check words because a word could be a loan word from English to Japanese but not mean the same thing	Y N
16 If I don't understand, I use my common sense to guess the meaning from the rest of the words in the sentence and what I have worked out so far	Y N
17 I say in Japanese what I have worked out so far and substitute 'something' for the words I don't know	Y N
18 I try to use grammatical clues to spot what kind of a word it is—a noun, verb, etc	Y N
19 If I don't understand one part, I listen out for it when the CD is played again	Y N
<b>After listening</b>	Y N
20 I try to remember everything I have heard and then fit it all together so that it makes sense	Y N
21 I check back to see if my first guesses still make sense	Y N

### *Try new ways of listening*

Write down the numbers of four ways of listening you do not do now but want to try. Each week try a different way of listening. \_\_\_\_\_

## Appendix E - Weak Form Chart

From Field (2003:334)

word	weak form	word	weak form
a	ə	am	əm
an	ən	are	ə
any	nɪ	be	bɪ
some	səm sm	been	bɪn
the	ðə	was	wəz
at	ət	were	wə
for	fə	can	kən kn
from	frəm	could	kəd kd
of	əv ə	do	dʊ də
to	tə	does	dəz dz
and	ənd nd n	had	həd əd
but	bət	has	həz əz
as	əz	have	həv əv
than	ðən ðn	must	məst
that	ðət	shall	ʃəl ʃl
who	u hu	should	ʃəd ʃd
there	ðe ðə (+r)	will	wəl əl l
he	ɪ hɪ	would	wʊd wəd d
her	ə hə	-n't	n
him	ɪm	Saint	sənt snt
his	ɪz	Sir	sə
I	ɪ		
me	mɪ		
we	wɪ		
she	ʃɪ		
them	ðəm ðm		
us	əs		
you	jə		
your	jə		
our	ɑ: ʌ		

## Appendix F - Weak form listening activity:

### Pronunciation of Weak Forms

#### *Before listening*

Look at the list of words and their pronunciations. Check these words. How are they pronounced?

<u>Formal</u>	<u>Spoken weak form</u>
the	thə
to	tə
are	ə
and	n

#### *While listening*

Now listen to the news report and write what words you hear. Write the normal English word and how many times you heard it.

Word	Number of times	Word	Number of times
the		thə	
to		tə	
are		ə	
and		n	

#### *After listening*

Now read the news report and listen again. How many did you hear?



Weapons dealers in the United States are reporting sharply higher sales since Barack Obama won the presidency. The surge is being attributed to worries that Obama and a Democratic-controlled Congress will move to restrict firearm ownership. However, Obama campaign aides say the president-elect supports gun rights and considers the issue a low priority.

# Appendix G

Unmodified example page from English Express (Asahi Press 2009).

## 3 Gun Sales Rise after Election U.S.A.

米銃器店に意外なオバマ景気 ▶▶ オーストラリア英語

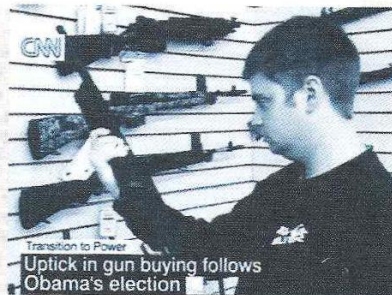


Weapons dealers in the United States are reporting sharply higher sales since Barack Obama won the presidency. The surge is being attributed to worries that Obama and a Democratic-controlled Congress will move to restrict firearm ownership. However, Obama campaign aides say the president-elect supports gun rights and considers the issue a low priority.

(November 12, 2008)

合衆国の銃火器販売業者の報告によると、売り上げが急激に伸びているようだ、バラク・オバマ氏が大統領に選ばれて以来、売り上げの急増は、オバマ氏と民主党優勢の議会が、銃火器の所有を規制する方向に動くのでは、という懸念が原因にあるとされている。しかしながら、オバマ陣営によると、次期大統領は銃を持つ権利を支持しており、(規制するという)方針はそれほど重要ではないと考えているようだ。

weapons dealer: 銃火器販売業者	firearm: 小火器、銃器
sharply: 急に、突然	ownership: 所有、所持
the presidency: 大統領の地位	campaign aide: 選挙運動員
surge: (需要などの)急増	the president-elect: 次期大統領
attribute A to B: Aの原因をBとする	support: (政策などを)支持する
Democratic-controlled: 民主党が多数を占める、民主党が優勢な	gun rights: 銃を持つ権利
Congress: (米国の)連邦議会	consider A (to be) B: AをBと考える
restrict: ~を制限する、規制する	issue: 議題、争点
	priority: 優先事項



年間の売り上げを1カ月で達成した店もあったとか

### 文法・用語解説

米国では、市民は銃器を購入する際、過去の犯罪歴を米連邦捜査局 (FBI) のデータと照会される。その件数が、2008年11月2日から9日、つまりオバマ氏の当選が決まった週だけで、37万4000件に達したという。これは前年同期比49%の増加だ。購入者の多くは、オバマ政権発足後、銃器売買の規制が厳しくなると見ている。

### Quiz

- |   |   |
|---|---|
| <p><b>1 How has the recent election affected gun sales in the U.S.?</b></p> <p>A) Sales have been banned.<br/>         B) Sales are sharply up.<br/>         C) There has been no effect.<br/>         D) Sales have plunged.</p> | <p><b>2 What is the president-elect's opinion regarding guns in the U.S.?</b></p> <p>A) He has no opinion.<br/>         B) He considers gun ownership a serious problem.<br/>         C) He plans to restrict gun ownership.<br/>         D) He is in favor of gun ownership.</p> |
|---|---|

1 B 2 D  
Answer

# Appendix H Reworked listening comprehension worksheet

## Part 1: Before Listening

<b>What do you know?</b>  Look at the picture and title.  What do you know about this topic?  What words do you think you will hear?	<i>Work with a friend. Write what you know and what words you may hear:</i>
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## Part 2: What did you hear?

Listen. What do you understand? (Japanese is ok). Write some words or sentences you hear. Work with a friend or on your own. Check with part 1. Did you guess correctly or wrongly?

<i>Topic / Meaning:</i>
<i>Words, phrases or sentences you heard:</i>

## Part 3: Read and listen

Read the transcript and listen. Some words are not spoken as they are written. Write words that are different when you hear them and when you read them. Write how it sounds.

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## Part 4: After Listening

**What did you learn?** Write three or four things you learnt or thought were interesting:

1
2
3
4

### **Listening problems**

Choose two or three words from part 3 and write them here:

Word	Number

Which problem from the list below did you have when you listened to them? Write the number next to the word.

- 1) I couldn't hear which sound it was
- 2) I couldn't separate the sounds into words
- 3) I heard the words but I couldn't remember the meaning quickly
- 4) This was a new word

**Meaning problems** What problems did you have with the meaning? Tick (✓) the problems you had.

- I didn't understand the grammar
- I didn't understand the words
- I understood the words but not the sentence
- I understood some of the meaning
- I understood the basic idea but not the details

**Listening Tips** Look at these tips. Choose two to try and use next time:

I Try to understand from the pictures, instructions or the title what I will listen to.
Think what words and information I might hear
I think about keywords or main points to listen for
If the talking is fast I don't panic and stop listening
I try to get the main ideas first, and then I listen for details after
I try to listen for questions or feelings in the tone of voice
If I do not understand I don't worry and forget them so that I can hear what is said next
I try to imagine pictures in my head from what I understand
I listen for English words, name or places and think about how they may sound different in Japanese
I listen to the sounds and try to think of words they could be, and write it down to see if I know it
I try to think about what words the sounds could be what they could mean

I say in Japanese what I have worked out so far and substitute 'something' for the words I don't know

I use grammatical hints to understand what kind of a word it is—a noun, verb, etc

If I don't understand one part, I listen out for it when the CD is played again

I try to remember everything I have heard and then fit it all together so that it makes sense

I check to see if my guess is the same as what I heard

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