

Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners

**Gloria Shu-Mei Chwo¹ Andrew Jonas¹
Chin-Hsin Tsai^{1*} Cho-Ming Chuang²**

¹Department of Applied English, Hungkuang University

²Department of Nursing, Hungkuang University

Received 10 November 2009 ; accepted 11 January 2010

Abstract

This study investigates if supplementary materials can be adopted to enhance college EFL learners' listening and speaking strategy use. Four sophomore non-English major classes were randomly chosen for this study. Two of them served as experimental groups (EG), and the other two control groups (CG). Recycling vocabulary, read-aloud, and oral presentation materials were used with EG to supplement the regular textbook. Data were collected via three instruments: (1) pre and post Chinese versions of Oxford's Strategy Inventory for Language Learning (Yang, 1992), (2) pre and post tests from both groups, and (3) quizzes from EG. T-test was used to analyze the data. The findings indicate the effectiveness of adopting supplementary materials to enhance strategy use as well as learning outcomes. It is then suggested that in order to expand students' learning capacity, more and diverse materials should be used to supplement the existing textbook in the listening and speaking course.

Key words: supplementary materials, listening and speaking strategy, college EFL learners

*Corresponding author

- Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

Introduction

When Taiwan was accepted as an official member of the World Trade Organization (WTO), it was a significant event serving as a catalyst for promoting English as a second language across different levels of educational system in Taiwan. However, prevalently low English proficiency in Taiwan's technology college students can be reflected in the national assessment results.

Started in 2001 and followed for three consecutive years, the Language Training and Testing Center (LTTC) was entrusted by the Ministry of Education (MOE) with the task of launching a nationwide assessment based on the elementary level General English Proficiency Test (GEPT) threshold. A total of 58 technology universities were involved in the study. The assessment result was far from satisfactory: the pass rate of the GEPT was 1.123%, 1.416% and 2.026% (LTTC, 2003). Based on the Common European Framework of Reference (CEFR), the elementary level of GEPT is equivalent to the Key English Test (KET) level of Cambridge Main Suite, 115-135 level of Computer (CBT) TOFEL test, 3.0-4.0 level of IELTS and 400-450 level of TOEIC. This indicates a low English proficiency level for technology university students in general. Listening and speaking, among the four language skills, are the most fundamental communicative skills that need to be mastered by Asian learners but least achieved (Chapelle & Curtis, 2000).

On the other hand, several studies reported that Asian students' use of language learning strategies remained idiosyncratic and centered on compensation and metacognitive strategies rather

than flexible ones that may be more effective to the tasks they encounter (Altan, 2004; Bremner, 1999; Chen, 2004; Goh & Kwah, 1997; Griffiths, 2007; Oxford, 1990).

Little attention, however, has been paid to a gap on whether strategy use can be instrumental to promote language proficiency or enhanced by purposely designed instruction (Dörnyei, 2005). Not to mention how adapting supplementary materials into existing textbooks can promote speaking and listening proficiency. Here we would like to review textbook usage, adopting supplementary materials and learning strategy as to how students' listening and speaking proficiencies can be upgraded with the interplay of the above three crucial variants.

Literature Review

2.1 Textbook Use

Textbooks are regarded as the core of teaching materials in the university levels in Taiwan and serve as pivotal role to facilitate the instructors' teaching in the classroom setting (Tsai et. al., 2008). A textbook was defined by Ur (1996) as a principal basis for instructors to follow on a systematic manner to carry out teaching in a language course. In selecting a textbook for a listening and speaking class, there are various elements to consider. But the starting point should be to ask questions as Lazaraton (2001, p.104) did: Who are the students? Why are they there? What do they expect to learn? What am I expected to teach? In what manner am I expected to teach the class?

Teachers use textbooks to instruct students (De Matos, 2000). This is something that many

people accept as a fact. There are, however, a lot of teachers out there that dispute the need for a textbook (Ansary& Babaii, 2002, p. 2). One argument against the use of textbooks is that the textbook may have a prearranged structure, which teachers must follow. This structure is usually based on the author's ideas of what is or isn't good. Teachers may feel that the textbook is an external syllabus that has been "imposed on students without any regard for their individual needs" (Yien, 1996, p. 266).

Different groups of students have different styles of learning and different needs, both on a personal level, and a class level. If a teacher follows the structure set out by the author(s) of a textbook, the teacher may be curbed in their creativity as to how best to reach the students in their classes.

Furthermore, the textbook may not be relevant or interesting enough to motivate the students (Ansary& Babaii, 2002, p. 2). Some teachers even assume that the textbook "should take the responsibility for students' low motivation, poor attitude, high levels of anxiety, or lack of effort in learning ... because they turn learners off" (Yien, 1996, p. 265). In other words, students get bored in class if they are not provided interesting material (Klinghoffer, 2008, p 9).

The teacher must realize that the textbook is not the only tool in the classroom; it is a tool to be used. It may be the major tool, but there are other material that may be used (Biemer, 1992, p. 25).

2.2 Adopting Supplementary Material

As Biemer (1992) points out, in the classroom, the final decision maker is the teacher

(p. 21). If a teacher is issued a textbook to use in the classroom, first the teacher needs to be flexible and use the book creatively (Yien, 1996, p. 271). Second, the teacher needs to decide how much of what to teach, namely, "which parts of the book to focus on and to enrich" (Biemer, 1992, p. 21). Lastly, the teacher needs to supplement materials to promote motivation, which is one of the key factors in learning (Brown, 1994, p. 152).

The question is what can be done to supplement the book and motivate the students. The first step in motivating the students is to understand how they learn. Then, supplements may be designed to help the students learn better.

Drills, for example, when used sparingly may enhance a lesson. If they are overused, or emphasized over content, they become useless. However, if they are used to supplement other contextual activities, they become beneficial in introducing and reinforcing lessons (Lazaraton, 2001, p. 109).

One of the supplemental activities that should be a must in EFL classes is the teaching of vocabulary. "Without an adequate list of words it will be difficult for students to produce the target language focus of the lesson" (Drakos, 2009, p. 5). The same concern is shared by You (2007), who believed that the overall design of curricula in technology universities are mainly geared towards specialized field technician training; therefore, the general basic courses such as language skills were often ignored or considered less important. This lack of English competency in technology universities can be observed from low vocabulary skills. Taiwan's technology students are estimated to have word banks limited to 2,000 high-

· Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

frequency vocabulary when normally 10,000 vocabulary words are required before they can be fluent readers of English textbooks (ibid). A similar vocabulary issue was also acknowledged in Johnson & Heffernan (2006), "...students need to receive language input that builds upon their current lexicon. Doing so makes them more amenable to language of a higher caliber, thus allowing them to comprehend words they previously would not have been able to."

Vocabulary list can be done in class or as homework before the lesson takes place. By taking the responsibility of previewing new vocabulary they will be using in the class, students tend to become more independent learners, and come to class better prepared for the lesson.

Other books and readings besides the class textbook can be supplemental materials inside and outside the classroom. Griffiths points out that the highest proficiency language learners look for things to read in English, "This adds support to the possibility that reading in the target language is a useful strategy for the development of proficiency" (2002, p. 7).

By reading aloud to students, and having them read along, teachers can model the language. The sounds of English, the sentence structures, and background knowledge may all be attained by the students from listening to stories (Trelease, 2001, p. xi-xii, 6). Using picture books, the students can easily learn to associate words and images to strengthen and build their vocabulary (Nickell, 2003, p 30; Trelease, 2001, p. 6).

In reading aloud, it is not enough to read the text once. Repeated readings are needed to reinforce the learning process (Trelease, 2001,

p. 11-12, 67; Koskinen et al., 1995, p 3). The repetition allows the student to imitate what they hear and what they see (Trelease, 2001, p. 11-12). With imitation comes practice, with practice comes understanding, and with understanding comes comprehension; hence the internalization of language.

The supplemental readings do not have to be used only in class. Many books, especially children's books and graded readers, come with an audio tape or CD. Teachers may assign books as homework and let students check out books and audio components from the class or the library (Koskinen et al., 1995, p 1).

Koskinen et al. notes that there are indications that being able to practice reading the same text repeatedly with an audio component boosts students' confidence in their own reading skills and may motivate them to further reading. What is also indicated in the research about EFL learners is that the improvement of these students' reading abilities increases their reading accuracy and fluency (1995, p 3).

The out of class supplementary materials don't need to be limited to audio, video, or readings but can also include computer programs commonly known as e-learning. According to Asandului and Ceobanu (2008, p. 170), students spend, on average, ten hours per week doing work on the computer (that's working, not playing). So students could use computers, if they are properly motivated.

2.3. Learning Strategies

Whether at home or in class, students need to know how to direct their own learning process,

else all is lost (Oxford, 1990, p.1). By teaching the students different learning strategies, teachers increase the students' repertoire enabling students to acquire knowledge in a manner that suits them best. And, research results show the positive impact of teaching learning strategies to language learners (Tutunis, 2001; Huang, 2001, 2003; Chen & Jonas, 2005).

"Language learning strategies have an explicit goal of assisting learners in improving their knowledge of a target language" (Cohen, 1995, p. 1). A learning strategy can be defined as how people approach a learning task (Brown, 1994; Jonas, 2007). Having written with Oxford on the subject of language learning strategies, Cohen (1995) describes four subsets of language learning strategies: metacognitive, cognitive, affective, and social. The metacognitive strategies are those strategies for "planning, organizing, and evaluating ... [the] learning process." Cognitive strategies that deal with "the identification, retention, storage ... [and] retrieval of words, phrases, and other elements of the second language." Affective strategies concern the regulation of "emotions, motivation, and attitudes." Social strategies involve interacting with others for the learning task or tasks (Cohen, 1995, pp. 1-2).

When teaching metacognitive strategies, a student can set up an improved leaning environment. To teach cognitive strategies allows students to better direct their own studies. Knowing about affective strategies may increase a student's self-awareness of their own motivations for learning. Knowledge of social strategies gives students better tools to communicate with their classmates. And if students learn memory

strategies, it can give students enhanced options in using their minds (Oxford, 1990, pp. 14-15).

Most students in Taiwan are taught learning strategies as they grow up, though many of them don't internalize these strategies. By the time they reach university, the "strategies used by Taiwanese students [are largely] influenced by the cultural background and the educational system" relying heavily on the traditional reading and memorizing to take a test (Chen & Jonas, 2005). The majority of cognitive and socioaffective strategies that the Taiwanese students do use seem to be largely self acquired. A recent study by Yen and Chou (2009) specifically explored the instructional effect applying to enhance Taiwanese EFL college learners' strategy use for English proficiency. The results found significant increase on both EFL Chinese college learners' use of memory strategy and English proficiency. This indicates the efficacy of instructional effect when appropriate methodology and supplementary materials were integrated into the instruction. A wider application was suggested to extend other language skills.

This study would like to continue investigating the pedagogical concern on potential instructional effects on strategy use for language proficiency. It specifically explores if adopting supplementary materials can improve strategy use so Taiwanese EFL college learners' listening and speaking proficiency can be enhanced.

Methodology

3.1 Participants

Four Sophomore Listening and Speaking Classes were randomly chosen from non-English major classes to participate in our study in

- Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

Fall Semester, 2008-2009. They were students majoring in Childcare (CC), Environmental Engineering (EE), Nursing (NR) and Computer Technology (CT). The former two classes served as experimental groups (EG) while the latter served as control groups (CG). CC was taught by a local Taiwanese instructor and EE by a foreign instructor from an English speaking country; both instructors coordinated their teaching, applying interventional mode to contrast our CG, taught by another foreign instructor, following the departmental syllabus.

Data analysis only included those who completed both pre and post tests as well as pre and post SILL surveys. The same criteria also apply to three quizzes. As a result, we obtained a total of 89 EG's and 79 CG's pre and post tests data. A total of 183 pre and post SILL surveys were collected from both EG and CG. As far as the three quizzes are concerned, 43 EE and 47 CC from the first quiz, 43 EE and 45 CC from the second quiz, and 43 EE and 48 CC data from the third quiz were collected.

3.2 Data Collection

The classes were held throughout the semester in accordance to the dictates of the department syllabus based on the LiveABC learning package (LLP). A standard syllabus was used for the Listening and Speaking classes designed by representative teachers from the Applied English Department (AE Dept.) of HungKuang University. The main mode of teaching was promoting teaching via modeling and practice in order to achieve listening and speaking proficiency.

LLP and grading policy were introduced at

the beginning of the term. The aim was to inform students about the textbook resources available and the assessment criteria. It included English corner participation, pre- and post-test scores and eLearning practice hours. However, oral assessment was not included in the formal test and subject to instructors' choice. The subject groups generally followed the syllabus as designed by the AE Dept., but the strategies that the LLP was trying to instill was deductively taught by individual instructor.

The main mode of teaching maintained as modeling and practicing to promote listening and speaking proficiency. The interventional mode of instruction imposed by the EG is detailed in the following: purposed designed homework was given to the EG inside and outside of class based on the learning strategies to help actualize the strategy in listening and speaking skills, and a progressive vocabulary syllabus was given to master key vocabulary. Each unit lesson was also followed by a quiz to evaluate the learning result.

Our EG adopted phonological awareness (PA) task and supplementary materials to complement and improve the existing teaching materials providing multi-channel assessment criteria to promote listening and speaking skill. Both CC and EE integrated extra PA task adopting Dr. Seuss' Green Eggs in Ham, Fox in Socks, One Fish, Two Fish, Red Fish, Blue Fish, Go Dog, Go!, Cat in the Hat listening and reciting activity in the course. The purpose was to enhance listening and speaking skills.

Furthermore, vocabulary memory skills such as homophones, homographs, and homonyms were purposely taught to enhance strategy use

on learning key words for each unit. Information gap and reading aloud activity were constantly implemented into the course activities to enhance interaction in practice activities.

Nevertheless, the above vocabulary memory skill, information gap activity, together with oral presentation were only applied in CC, but not requested in EE, NR and CT classes. The pedagogical decisions made by the CC and EE instructors were based on their personal knowledge of the students' preference for learning mode, and they both agreed to distinct this variation for any potential instructional effect difference caused by the oral presentation. Moreover, oral presentation was implemented in CC class where students were required to respond to their designated countries' units by constructing an extensional cultural project in power point format and present in the class as a team work. Role play, interactive activities and other innovating formats are encouraged to meet the diverse learning style of the class. The rationale behind was to promote cultural literacy incorporating and facilitating our intended language skills.

3.3 Instrument

At the beginning of the fall-semester, a GEPT listening pre-test was carried out and a modified Chinese version Strategy Inventory for Language Learning survey (SILL Version 7.0 by Rebecca Oxford, 1990 and translated by Yang, 1992 and adopted by Yie et. al, 2004) was distributed to investigate students' general learning strategy prior to the instruction. The same survey was carried out again at the end of the term to exam whether there

was any change of learning strategy as a result of the supplementary materials implementation.

Oxford's Strategy Inventory for Language Learning (SILL) "has been extensively checked for reliability and validated in multiple ways" (Oxford & Burry-Stock, 1995, p 4). For Taiwanese university students, its internal consistency of its reliability is 94% (Oxford & Burry-Stock, 1995, p 6). In addition, it is easy for students to fill out, and is an inexpensive way of collecting data. It also allows the students to learn about themselves (Oxford & Burry-Stock, 1995, p 2).

A quiz focusing on listening comprehension was given to EG alone after the completion of each unit to assess our participants' progress. A post test was delivered at the end of the term to exam the general learning results. Our data only included those who participated in both pre-post tests. As a result, a total of 89 EG and 79 EFL learners in CG were analyzed for their progress results; while 183 SILL Chinese version pre-post survey were collected for reference. The principal researcher also traced any item where the answer was missing in the survey via e-mail address, or requested English instructor or departmental class mentor's help to collect answer directly from the students.

3.4 Data analysis

SPSS 11.0 version was adopted using t-test to analyze group difference on pre-post test results and survey outcomes. Pair t-test was also applied to further exam correlation between pre-post tests and pre-post survey results on strategy use. The purpose was to see whether any significant difference existed in strategy use as a result of

- Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

adopting supplementary materials in relation to listening and speaking proficiency.

Results and Discussions

Based on table 1, EG significantly outperformed CG in their progress results, which show significant improvement as a result of implementing supplementary materials into classroom instruction. A further analysis was carried out to exam CC and EE classes' quiz results in CG group to verify potential progress in between unit lessons besides pre and post tests outcome

Based on Table 2, we found CC significantly outperformed EE on three unit quiz score ($p < .000$). With extra oral presentation task promoting learning style in the team work, CC appeared to progress better than EE. However, we were interested to exam how the different results could

be related to our participants' strategy use. Our second research question concerns the strategy use change as a result of supplementary materials in relation to the tests results. The findings are as follows:

As far as the SILL survey is concerned, Table 3 shows that the post survey was generally significantly higher than the pre survey. It indicates an increase of strategy use in general as a result of the instruction. However, when separately examining our contrasting groups, EG and CG, the significance disappears. Thus, a further analysis was carried out to specifically investigate the relationship between the progress results and strategy use by the target EG groups. The results in Table 4 show that EE pretest was significantly positively correlated to pre and post surveys; whereas CC's post test was significantly positively

Table 1. Contrasting groups' progress score on pre-post test results

test	Group	n	mean	SD [§]	t	p
*	EG	89	13.70	15.95	4.867	0.000
	CG	79	0.61	18.91		

§ SD= standard deviation ; * progress scores =posttest-pretest

Table 2. Comparison on quiz score between EE and CC by t-test

test	department	n	mean	SD [§]	t	p
quiz1	EE	43	43.26	15.57	-3.900	0.000
	CC	47	55.79	14.90		
quiz2	EE	43	46.05	14.57	-8.384	0.000
	CC	45	69.53	11.60		
quiz3	EE	43	53.80	13.54	-3.436	0.000
	CC	48	63.10	12.29		

§ SD= standard deviation

Table 3. Pre and post survey results by pair t-test

Group	pair	n	mean	SD [§]	t	p
Both	Pre-post	183	61.68	4.56	-2.518	0.013
EG	Pre-post		-9.57	53.69	-1.701	0.092
CG	Pre-post		-13.37	68.92	-1.861	0.066

§ SD= standard deviation

Table 4. Correlation analysis on major, pre and post tests, and pre and post surveys

Major	test	pretest	posttest	pre-survey
EE	pretest			
	posttest	-0.0249		
	Pre-survey	0.4926**	0.1023	
	Post-survey	0.3255*	0.1473	0.1400
CC	pretest			
	posttest	0.5407**		
	Pre-survey	0.1989	0.3601*	
	Post-survey	-0.1238	0.1714	0.0681

* p<0.05 * p<0.001

correlated with pre but not post survey results. However, we found CC's pre and post tests results were significantly positively correlated.

When further comparing our non-major English participants' pre-post survey on strategy use based on the six classifications specified in Figure 1-6, we found that TE displayed the least change in their strategy use, followed by NR in CG, compared to EE and CC in EG. Again we observed the top one increasing strategy use by CC and secondly by EE. Based on Figure 1 and 2, CC increased their strategy use on "remembering more effectively" by 0.2, and "using all your mental processes" by 0.1 comparing to EE. However, EE increased strategy on "learning with others" compared to CC (Figure 6). Nevertheless, both employed "compensating for missing knowledge," "organizing and evaluating your learning" and

"managing emotion" strategies equivalently. This might indicate that three types of strategy were well developed and maintained as preferring choice for our EG where they found confidence in their learning process to promote learning outcomes.

Generally speaking, CG did not reflect more strategy use compared to EG where purposely designed supplementary materials components were implemented in the teaching and an increase of strategy increase was identified.

- Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

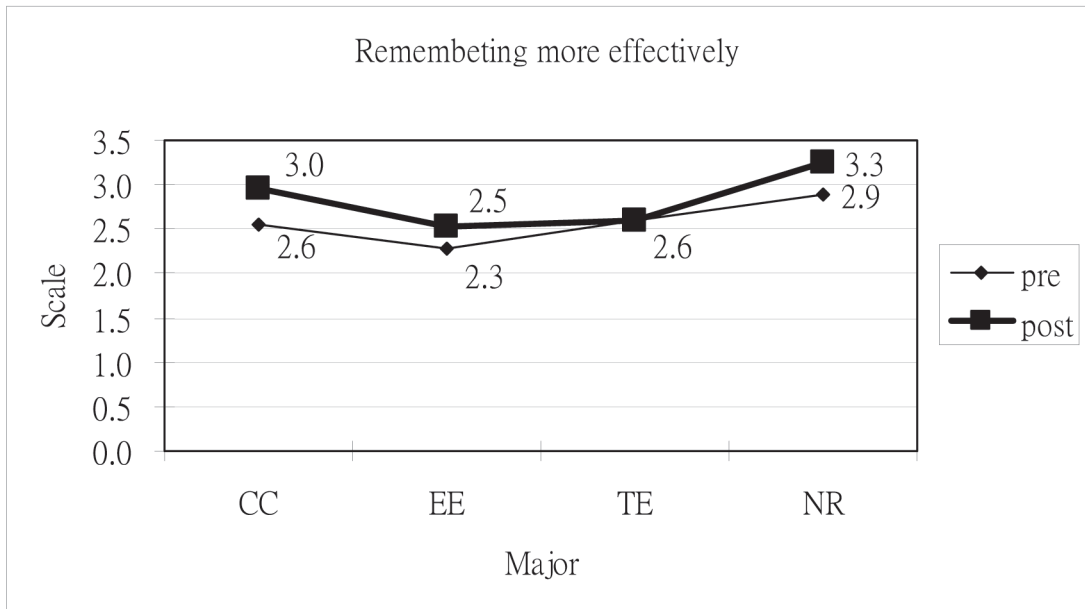


Figure 1. Remembering more effectively strategy

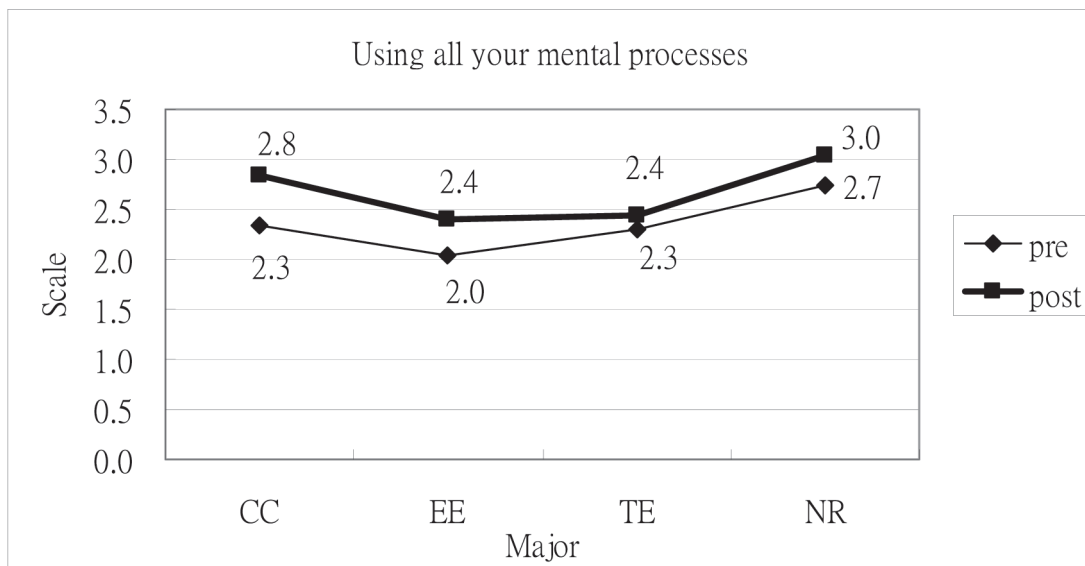


Figure 2. Using all your mental processes strategy

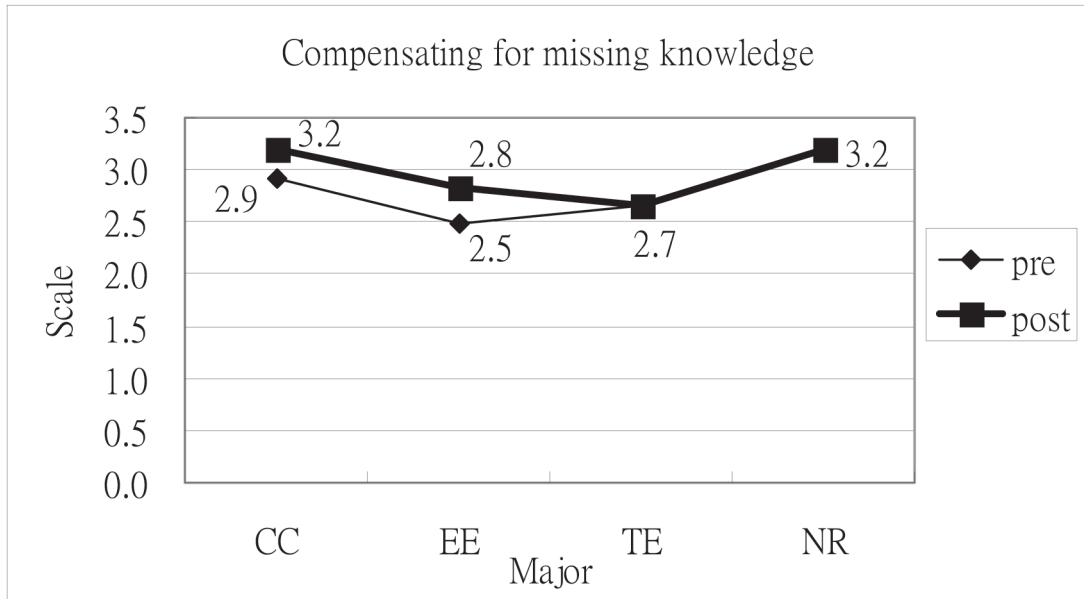


Figure 3. Compensating for missing knowledge strategy

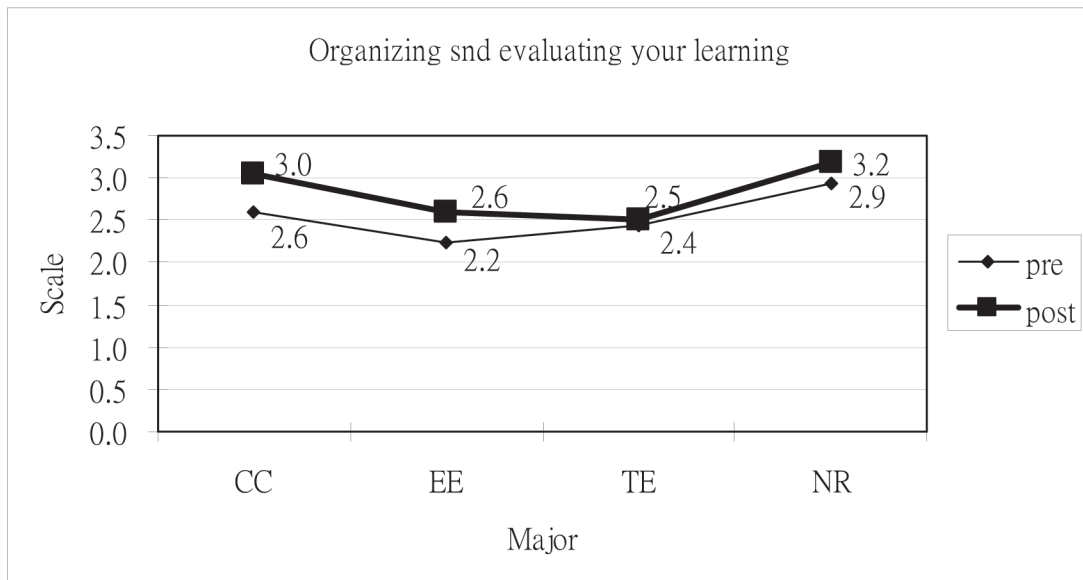


Figure 4. Organizing and evaluating your learning strategy

- Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

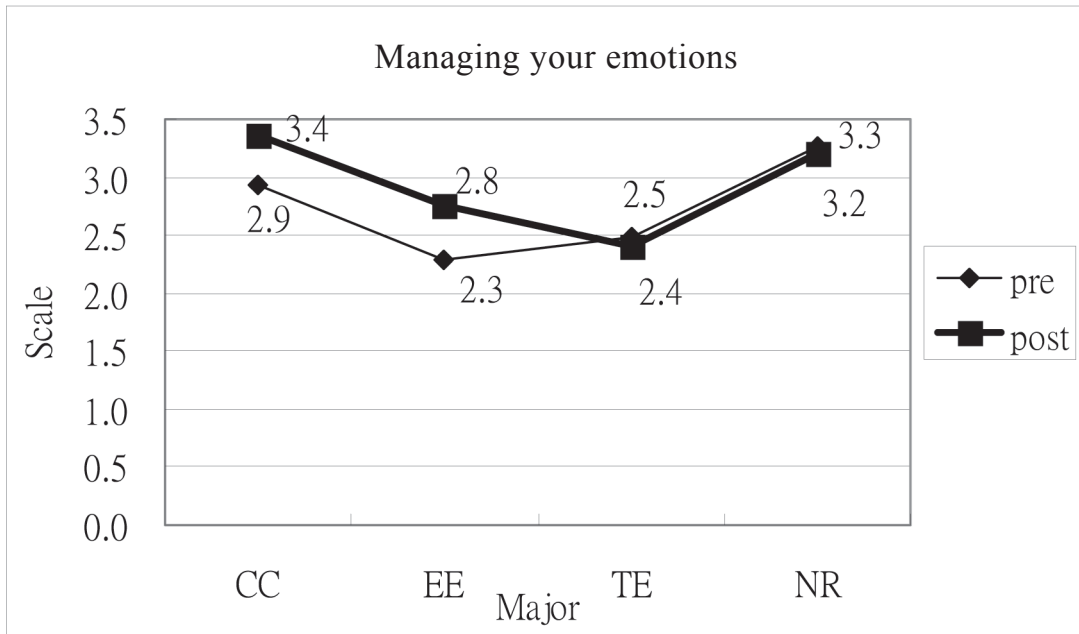


Figure 5. Managing your emotions strategy

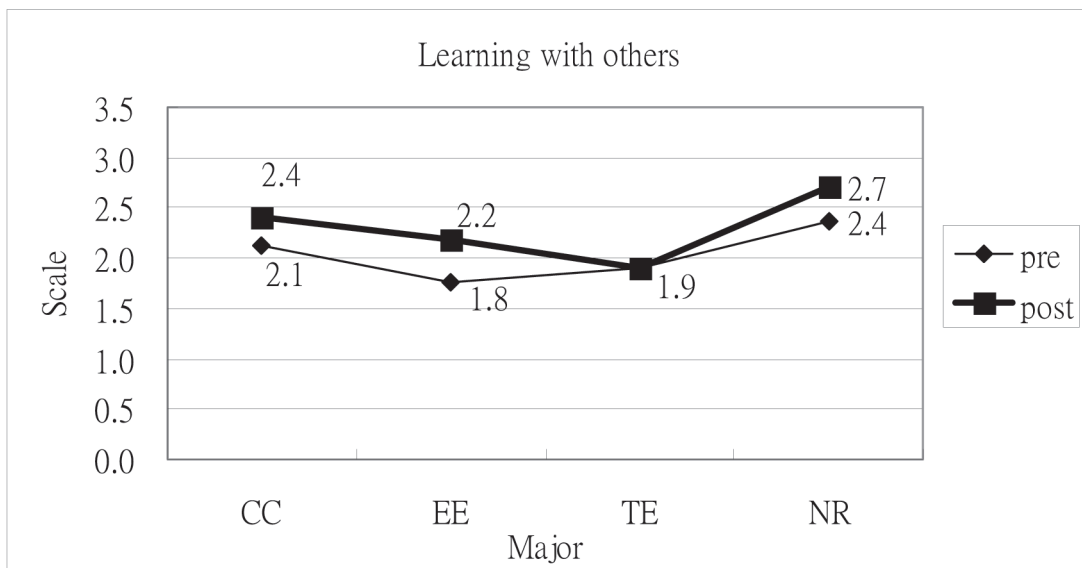


Figure 6. Learning with others strategy

Conclusions

Generally speaking, the finding indicates significant difference existing between our contrasting groups, EG and CG, concerning listening and speaking proficiency results. Among them we also observe distinct difference within EG where CC outperformed EE in unit quiz and strategy performance results.

When further gauging into the test results in relationship to strategy use, EE's pretest consistently and significantly relates to both of their pre and post strategy survey. This might indicate that certain types of strategy use are crucial factors contributing to successful learning in Listening and Speaking class (i.e., there was a noticeable increase in "learning with others" in EE). To achieve effective learning outcomes on listening and speaking course, "learning with others" might be a useful alternative strategy when the mother tongue cannot be available in a foreign instructor's class. Instructors may consider resorting to a cooperative strategy to encourage EFL learners to apply "learning with others" strategy to enhance their listening and speaking proficiency.

Moreover, we also speculate that with a foreign instructor in the class, students increase their reliance on "learning with others," thus create more student-centered atmosphere in the class compared to the class where a local instructor can be approached with the students' mother tongue. Having a foreign instructor in the class then serves as a positive factor not only for L2 input, but also for more interdependence and student-centered learning when supplementary materials are implemented.

However, CC's pre and post tests are significantly correlated. Then why is CC's posttest only related to pre-survey? This can be the case that CC's strategy use had undergone certain change and their strategy use became so distinct on individual level so a more consistent relationship was hard to be located in relation to the posttest. Despite that, a significant relationship was still found between CC's pre and posttest results which outperformed CG, even EE in EG. Such strategy change appeared to facilitate progress and nothing negative to their language learning performance had emerged to hinder the learning results.

Overall, supplementary materials applied into our target non-major English Listening and Speaking classes promoted students' language skills. It enhanced strategy use, with which students' learning results were also upgraded. We observed strategy teaching via PA tasks such as reading aloud, vocabulary recycling skills, oral presentation such as role play, Q & A (question and answer) activity promoted learning outcomes via multi-channel assessment opportunity compared to CG.

For future pedagogical implication, more and a variety of supplementary materials can be encouraged in English Speaking and Listening course besides standard syllabus to enhance strategy use and facilitate learning results. If possible, formal assessment should include oral test in order to assess not only listening skills but also speaking skills that are ever so crucial for the pragmatic purpose of language learning. Without incorporating assessing speaking skills into Listening and Speaking lesson, our EFL learners are deprived of opportunity to exercise

· Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

their listening skills for authentic and genuine communication purpose. However, the format should not be restricted to one-on-one basis since oral presentation in team work presents to be effective and motivating for CC class in EG.

Overall, instructor should apply diverse teaching models, practices and assessments to cater to individual difference so as to expand our EFL learners' learning capacity. Further research can also explore how strategy type of supplementary materials can be adopted not only to general English course, but also to ESP course, a trend that current technology university are facing for its transformational power for global competitiveness.

Acknowledgement

This project, HK 96-055, was kindly sponsored by the Live ABC publisher. Our thanks must go to the three instructors who not only participated in our project, but also took time getting together to reflect, discuss, and examine students' progress. We are grateful for all the support received.

References

Altan, M.Z. (2004). Nationality and language learning strategies of ELT-Major University Students. *Asian EFL Journal*, 6(2), 1-11.

Ansary, H., & Babaii, E. (2002). Universal Characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 8(2). Retrieved June 23, 2004 from <http://iteslj.org/Articles/Ansary-Textbooks/>

Asandului, L., & Ceobanu, C. (2008). E-learning in Romanian higher education: A study case. *Turkish Online Journal of Distance Education*, 9 (3). Retrieved September 7, 2008 from <http://www.eric.ed.gov/>.

Biemer, L. B. (1992). The textbook controversy: The role of content. In J.G Herlihy (Ed.), *The textbook controversy: Issues, aspects and perspectives* (pp.17-25). USA: Ablex Publishing Corporation.

Bremner, S. (1999). Language learning strategies and language proficiency: Investigating the relationship in Hong Kong. *Canadian Modern Language Review*, 55(4), 490-514.

Brown, H.D. (1994). *Principles of language learning*. Third Edition, NJ: Prentice Hall Regents. Englewood Cliffs

Chapelle, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28, 419-423.

Chen, M.H. (2004). Language learning strategies and English language proficiency: Correlations and comparisons. *Proceeding of 1st Annual Conference of Cross Strait Institute of Foreign Languages* (pp.349-371). Kaohsiung: Kuan Tang International Publications Ltd.

Chen, K., & Jonas A. (March, 2005). *Understanding strategic self-study English language learning*. Paper presented at the 2005 CATESOL Conference, Long Beach, CA.

Cohen, A.D. (1995). Second language learning and use strategies: Clarifying the issues. Center for Advanced Research on Language Acquisition, *Research Report*. Retrieved July 31, 2009 from <http://www.>

- eric.ed.gov/.
- De Matos, F.G. (2000). Teachers as textbook evaluators: An interdisciplinary checklist. *IATEFL Issues*, 157. Retrieved August 6, 2004 from http://www.iatefl.org/archives/Texts/157Gomes_Matos.htm.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Drakos, J. (2009). FUEL: Functional and useful English Learning: An EFL teaching system. *Manuscript on Eric Online ED505675*. Retrieved July 30, 2009 from <http://www.eric.ed.gov/>.
- Goh, C., & Kwah, P.F. (1997). Chinese ESL students' learning strategies: A look at frequency, proficiency and gender. *Hong Kong Journal of Applied Linguistics*, 2, 39-95.
- Griffiths, C. (November, 2002). *Using reading as a strategy for teaching and learning language*. Paper presented at the International Conference on First and Second Language Literacy Strategies.
- Huang, S.C. (2001). Effects of language learning strategy training on English learning. *Research Report*. Retrieved July 31, 2009 from <http://www.eric.ed.gov/>.
- Huang, S.C. (2003). Training of foreign language learning strategies: Effects on learning process. *Research Report*. Retrieved July 31, 2009 from <http://www.eric.ed.gov/>.
- Johnson, A & Heffernan, N. (2006, Feb). The short reading project: A CALL reading activity utilizing vocabulary recycling. *Computer Assisted Language Learning*, 19 (1), 63-77.
- Jonas, A.M. (2007). Learning strategies for the acquisition of a foreign language by students with specific learning disabilities. In K. Chang, W. S. Hwang, & A. M. Jonas (Eds.), *Interdisciplinary strategies: Culture, literature and language teaching* (pp. 1-90). Taipei: The Crane Publishing Co., Ltd.
- Klinghoffer, C.L. (2008). *Situational dialogues in a community college English as a second language curriculum*. Unpublished Doctoral Dissertation. Nova Southeastern University, Florida.
- Koskinen, P.S., Blum I. H., Tennant, N., Parker, E. M., Straub, M., & Curry, C. (1995). Have you heard any good books lately? Encouraging shared reading at home with books and audiotapes. *National Reading Research Center. Instructional Resource, No15*.
- Lazaraton, A. (2001). Teaching oral skills. In M. M. Celce (Ed.), *Teaching English as a Second or Foreign Language* (pp. 103 – 115). Heinle & Heinle: Thomson Learning.
- Language Teaching & Testing Center. (2003). The GEPT Report for Students' English Proficiency of Technical University and Colleges. Retrieved on Dec.25, 2004, from <http://www.ltcc.ntu.edu.tw/research>.
- Nickell, B.K. (2003). *Improving oral fluency, written accuracy, and reading comprehension*. Unpublished Master's Thesis. Saint Xavier University, Illinois.
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

· Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners ·

- Oxford, R.L., & Burry-Stock, J.A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System*, 23(1), 1-23.
- Trelease, Jim. (2001). *The read-aloud handbook* (4th Edition). New York: Penguin Books.
- Tsai, C.H., Chwo, G.S.M., & Cheng, C.M. (2008). Investigating college EFL textbook selection concerns. *Studies in English Language and Literature*, 22, 141-154.
- Tutunis, B.T. (2001). Awareness raising on learner's listening strategies and its impact on the listening performance. *Research Report*. Retrieved July 31, 2009 from <http://www.eric.ed.gov/>.
- Ur, P. (1996) *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Yang, N.D.(1992). *Second language learner's beliefs about language learning and their use of learning strategies: A study of college students of English in Taiwan*. Unpublished doctoral dissertation, University of Texas at Austin.
- Yang, S.C. (1999). An overview of research on language learning strategies. *The Journal of National Institute for Compilation and Translation*, 28(1), 307-328.
- Yen, S.C., & Chou, T.W. (2009). The effect of MTI on L2 proficiency and learning strategies. *Asia EFL Journal*, 11, 9-25.
- Yie, S. W.& He, J. S. (Dec, 2004). The relationship between learning strategy and CALL self-access center by EFL college learners. *Zhung-Yen Journal*, 635-651.
- Yien, L.J. (1996). Suggested guidelines on developing material for the English coursebook of a two-year college. *Proceedings of the 13th ROC TEFL* (pp. 265-274). National Tsing-hua University, Hsin-chu, Taiwan
- You, J.F. (2007). *Remedial education in technology universities*. Paper presented in Remedial Education Conference (pp.25-35). Taiwan: Nankai Technology University.

運用補充教材以強化大學生的英文聽說策略

卓淑美¹ 馬哲斯¹ 蔡智欣^{1*} 莊照明²

¹弘光科技大學應用英語系

²弘光科技大學護理系

收到日期：98.11.10 修訂日期：99.1.3 接受日期：99.1.11

摘要

本研究旨在探究補充教材是否有助於提升大學生聽說策略的運用。研究對象為四個隨機選出的非英語系大二班級，其中兩班為實驗組，另兩班為對照組。實驗組於英語聽講練習的課堂中，搭配單字複習、朗誦及口頭報告等補充教材的使用；對照組則無。學期中透過三類研究工具收集相關數據：其一為Oxford所編制的語言學習策略量表（中文版：Yang, 1992），分前測與後測；其二為實驗組和對照組的聽說測驗，亦分前後測；其三為實驗組的平時考試。藉由t-test分析，兩組在各類數據間皆呈現顯著差異，顯示補充教材能有效強化學生英文聽說策略的運用，同時亦對其聽說能力的提升有所助益。

關鍵詞：補充教材、聽說策略、聽說能力、大學生

*通訊作者

Keywords: EFL listening, strategy instruction, college English 1. Introduction Listening to spoken language has been acknowledged theoretically to consist of active and complex processes which determine the level and content of comprehension. Vandergrift (1999) has also explained how L2 listeners can use strategies to enhance their learning processes and how teachers can nurture the development of listening strategies. Some research looked into the listening strategies used by L2 learners of different target languages, such as French (DeFillipis, 1980; Vandergrift, 1997), Italian (Laviosa, 1991), Spanish (Bacon, 1992), ESL (Murphy, 1985; O'Malley et al., 1989), Japanese EFL (Rost & Ross, 1991), and Chinese EFL (Huang & Naerssen, 1987).