

國立政治大學英國語文學系碩士在職專班碩士論文

指導教授：余明忠博士

Advisor: Dr. Ming-chung Yu

教師對聽力教學之信念與實踐研究：

以桃園市高中英文教師為例

Teachers' Beliefs and Practices in Listening Instruction:

A Study of Senior High School English Teachers in Taoyuan City

研究生：程燕鈴撰

Name: Yen-ling Cheng

中華民國一百零六年五月

May 2017

Teachers' Beliefs and Practices in Listening Instruction:
A Study of Senior High School English Teachers in Taoyuan City



A Master Thesis
Presented to
Department of English,
National Chengchi University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

by
Yen-ling Cheng
May 2017

To Prof. Ming-chung Yu

獻給我的恩師余明忠教授



Acknowledgements

Many people have significantly contributed to this thesis and without their help, it would never have been completed. First and foremost, I would like to express my indebtedness to my advisor, Dr. Ming-chung Yu. He not only provided constructive feedback on the earlier versions of the questionnaire, but also offered invaluable guidance throughout the entire process of my thesis writing. With his support and positivity, I had the courage to achieve this difficult task. I would also like to acknowledge the insightful suggestions of my thesis committee members, Dr. Hsueh-ying Yu and Dr. Chieh-yue Yeh. Their efforts are greatly appreciated.

Second, I feel an immense gratitude to my dear classmates in the ETMA program, Ruby Shen, Vita Hsu, Cindy Lai, Mavis Tang, Huei-wen Tu, Chin-hung Wang and Lucian Chuang, for their immeasurable assistance and sincere encouragement. In addition, many thanks are owed to Paul Dai, who gave me ample advice on the statistical analyses.

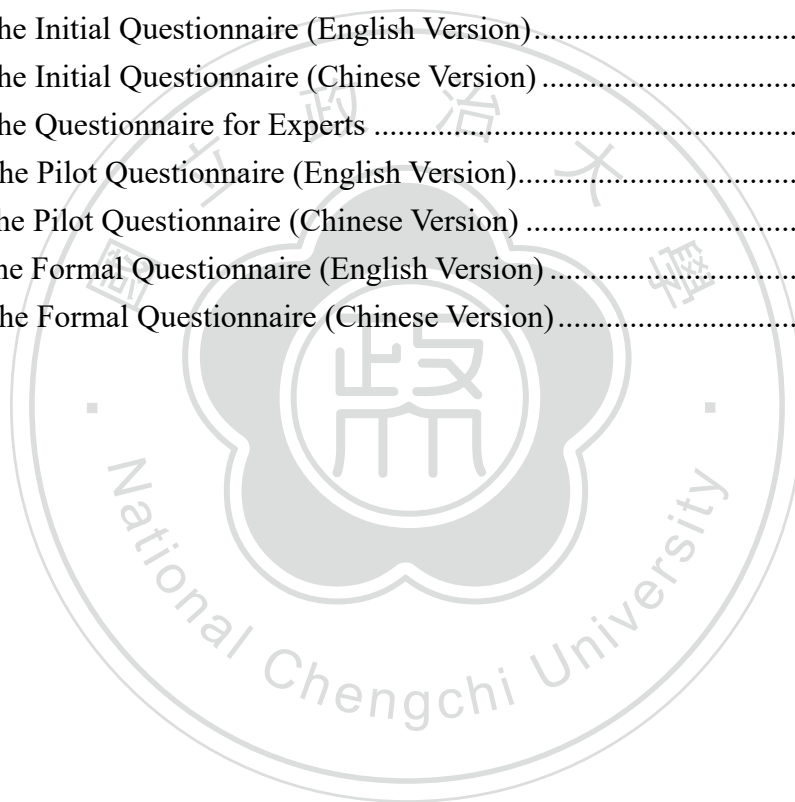
Further, I want to thank the senior high school English teachers in Taoyuan City who chose to participate in this survey despite the demands on their precious time. I am especially grateful to those teachers at each high school who administered the questionnaires for assisting me with their diligence and cooperation.

Last, my deepest gratitude goes to my beloved husband, Randy Lin. He has always been there for me and had faith in me that I can accomplish this thesis.

TABLE OF CONTENTS

Dedication	iii
Acknowledgements	iv
Chinese Abstract	ix
English Abstract	x
Chapter 1: Introduction	1
Background and Motivation	1
Purpose of the Study	4
Chapter 2: Literature Review	5
Listening Instruction	5
<i>Significance of Teaching Listening Strategies</i>	5
<i>Strategies Enhancing Listening Comprehension</i>	6
<i>Research on Teaching Listening Strategies</i>	8
Teachers' Beliefs	12
<i>Importance of Teachers' Beliefs</i>	12
<i>Studies on Teachers' Beliefs and Practices</i>	13
<i>Possible Factors Influencing Teachers' Beliefs and Practices</i>	15
Research on Teachers' Beliefs and Practices in Listening Instruction	17
Research Questions	17
Chapter 3: Methodology	19
Participants	19
Instrument	22
<i>Content of the Initial Questionnaire</i>	22
<i>Validity and Reliability</i>	25
Procedures	30
Data Analysis	31
Chapter 4: Results	35
Teachers' Beliefs and Practices in Listening Instruction	35
Differences between Teachers' Beliefs and Practices in Listening Instruction ...	40
Background Factors Affecting Teachers' Beliefs and Practices in Listening Instruction	41
<i>Factors Affecting Teachers' Beliefs</i>	41
<i>Factors Affecting Teachers' Practices</i>	47
Chapter 5: Discussion	57
Senior High School English Teachers' Beliefs and Practices in Listening	

Instruction	57
Differences between Senior High School English Teachers' Beliefs and Practices in Listening Instruction	63
Background Factors Affecting Senior High School English Teachers' Beliefs and Practices in Listening Instruction.....	67
Chapter 6: Conclusion.....	71
Summary of the Study	71
Limitations	72
Implications.....	73
Recommendations for Further Research.....	74
References.....	77
Appendix A: The Initial Questionnaire (English Version).....	89
Appendix B: The Initial Questionnaire (Chinese Version)	95
Appendix C: The Questionnaire for Experts	99
Appendix D: The Pilot Questionnaire (English Version).....	107
Appendix E: The Pilot Questionnaire (Chinese Version)	113
Appendix F: The Formal Questionnaire (English Version)	117
Appendix G: The Formal Questionnaire (Chinese Version).....	123



LIST OF TABLES

Table 3.1 Background Information of the Participants in the Formal Study	21
Table 3.2 The Overall Framework of the Questionnaire	23
Table 3.3 The Framework of the Questionnaire—Part One	24
Table 3.4 The Framework of the Questionnaire—Part Two	24
Table 3.5 The Framework of the Questionnaire—Part Three.....	25
Table 3.6 Cronbach’s Alpha for Teachers’ Beliefs in Listening Instruction	27
Table 3.7 Cronbach’s Alpha for Teachers’ Practices in Listening Instruction.....	27
Table 3.8 Cronbach’s Alpha if Item Deleted along with Cronbach's Alpha for Beliefs about the Bottom-up Listening Strategy Dimension	28
Table 3.9 Cronbach’s Alpha if Item Deleted along with Cronbach's Alpha for Practices about the Bottom-up Listening Strategy Dimension.....	28
Table 3.10 Cronbach’s Alpha if Item Deleted along with Cronbach's Alpha for Practices about the Top-Down Listening Strategy Dimension.....	29
Table 3.11 Cronbach’s Alpha if Item Deleted along with Cronbach's Alpha for Beliefs about the Top-Down Listening Strategy Dimension.....	29
Table 3.12 The Overall Procedure	31
Table 3.13 Data Analysis for Research Questions	33
Table 4.1 Descriptive Statistics of Teachers’ Beliefs Related to Listening Instruction	36
Table 4.2 Means and Ranks of the Items Regarding Teachers’ Beliefs	37
Table 4.3 Descriptive Statistics of Teachers’ Practices Related to Listening Instruction.....	38
Table 4.4 Means and Ranks of the Items Regarding Teachers’ Practices	39
Table 4.5 Paired-samples T-test of Teachers’ Beliefs and Practices	40
Table 4.6 One-way ANOVA for Years of English Teaching in Teachers’ Beliefs in Listening Instruction	43
Table 4.7 Independent-samples T-test for Academic Major Chosen in Teachers’ Beliefs in Listening Instruction.....	44
Table 4.8 Independent-samples T-test for Workshop Attendance in Teachers’ Beliefs in Listening Instruction	45
Table 4.9 Summary of the Results for Background Variables in Teachers’ Beliefs in Listening Instruction	46
Table 4.10 One-Way ANOVA for Age in Teachers’ Practices in Listening Instruction	48

Table 4.11 One-Way ANOVA for Years of English Teaching in Teachers' Practices in Listening Instruction	50
Table 4.12 Independent-samples T-test for Highest Degree Obtained in Teachers' Practices in Listening Instruction	51
Table 4.13 Independent-samples T-test for Workshop Attendance in Teachers' Practices in Listening Instruction	53
Table 4.14 Independent-samples T-test for Domain-related Paper Access in Teachers' Practices in Listening Instruction	54
Table 4.15 Summary of the Results for Background Variables in Teachers' Practices in Listening Instruction	55



國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：教師對聽力教學之信念與實踐研究：以桃園市高中英文教師為例

指導教授：余明忠 博士

研究生：程燕鈴

論文提要內容：

本研究旨在探討高中英文教師對於聽力教學的信念及實踐。研究也試圖了解教師的信念和實踐是否有不一致的情形以及影響教師信念與實踐的背景因素。研究方法為調查法，採用調查教師聽力教學信念及實踐之問卷。研究對象為台灣桃園市 13 所公立高中共 175 位英文教師。問卷的量化分析方法包含描述性統計、成對樣本 T 檢定、獨立樣本 T 檢定、單因子變異數分析、雪費事後檢定。

研究結果顯示儘管總體而言教師對於聽力教學抱持正面的信念，但教師似乎不常實施聽力教學活動，特別是社會情意策略方面的聽力活動。統計結果也發現教師的信念及實踐有顯著之差異。此外，本研究顯示教師英語教學之年資、主修與參加研討會之經驗會影響教師的信念；教師的年齡、學歷、參加研討會之經驗及閱讀相關報告則會影響教師的教學實踐。本研究希冀能有助於進一步了解高中英文教師教授聽力之信念與實施情形。最後，研究者根據研究發現提出能增進台灣英語聽力教學的一些建議及未來研究可以參考的方向。

關鍵字：教師信念、教師實踐、聽力教學

Abstract

The present study attempted to investigate senior high school English teachers' beliefs and practices in listening instruction. Additionally, efforts were made to determine whether differences between their beliefs and practices existed and what background factors affected those beliefs and practices.

This research involved a survey, utilizing a questionnaire concerning teachers' beliefs as well as practices in teaching listening. 175 English teachers from 13 public senior high schools in Taoyuan City, Taiwan participated in the study. The quantitative analysis of the questionnaires was conducted through descriptive statistics, paired-samples t-tests, independent-samples t-tests, and one-way ANOVA along with Scheffe's post-hoc test whenever necessary.

Results of this study indicated that the respondents generally held positive attitudes toward listening instruction, while they seemed to infrequently implement listening activities in the classroom, especially listening activities regarding socio-affective listening strategies. Significant differences between teachers' beliefs and practices were also found to exist. In addition, years of English teaching, academic major chosen, and workshop attendance experience were influential to how teachers' beliefs were formed; age, highest degree obtained, workshop attendance experience and domain-related paper access were likewise influential to teachers' practices. It is hoped that this study can provide a further understanding of teachers' beliefs and practices concerning listening instruction. Finally, based on the findings, the researcher presented some pedagogical implications to improve English listening education in Taiwan and some recommendations for future research.

Keywords: teachers' beliefs, teachers' practices, listening instruction



CHAPTER 1

INTRODUCTION

Background and Motivation

Listening, speaking, reading and writing: These are four major skills that every language learner should master. Among the four skills, listening is of vital importance for it assists learners to gain a great amount of input, which is necessary for second language acquisition to occur. Besides, listening is a skill used the most in communicating with others. Despite the fact that the listening skill is pivotal, many Taiwanese teachers place little emphasis on it. As a result, many students are still unable to listen effectively.

Factors which influence learning the listening skill may often be divided into internal and external components. The internal factors are those regarding learners themselves, and the external factors are those beyond the learners' control. Among all of the external factors, teaching is of greatest prominence. What teachers may believe will directly influence their instructional methods in language classrooms. Teachers' beliefs thus deserve more attention because they affect teachers' practices, and then their students' progress in listening effectively.

Research has shown that teachers' beliefs have a great impact on their instructional practices. Pajares (1992) pointed out that studies on teachers' beliefs "suggest a strong relationship between teachers' educational beliefs and their planning, instructional decision, and classroom practices" (p. 326). Teachers' beliefs tend to become evident in teachers' styles throughout any period of the teacher's

development (Kagan, 1992). According to K. E. Johnson (1992), teachers enter the field of education with preconceived notions that will ultimately affect how they perform their duties. Teachers' beliefs reflect the instructional nature that teachers will eventually provide for their students (Hampton, 1994). Teachers' beliefs related to teaching and learning may continuously influence those teachers' instructional practices (Crawley & Salyer, 1995). Martinez (2000) claimed that teachers' beliefs are to inform the instructional decisions that are made in the classroom.

It should be noted that teachers' practices are not always based upon their beliefs; in fact, discrepancies may exist between one's beliefs and one's practices in any profession. A. G. Thompson (1984) and Raymond (1997) described inconsistencies between professed beliefs and observed practices, with an implication that teachers were sometimes oblivious to any gap between beliefs and practices. Likewise, Richards, Gallo, and Renandya (2001) suggested that a gap existed between teachers' stated beliefs and actual classroom practices.

Teachers' beliefs have been attracting greater interest in English as a Second Language (ESL) and English as a Foreign Language (EFL) education communities over the past few years. In an ESL context, Farrell and Bennis (2013) conducted a case study that compared the stated beliefs and observed classroom practices of one experienced and one novice English teacher. Kartchava (2006) examined novice ESL teachers' stated beliefs and instructional practices in corrective feedback. Thomson (2013) also investigated the extent to which ESL teachers were able to critically self-evaluate their own beliefs and teaching practices during pronunciation instruction.

In an EFL context, Phipps and Borg (2009) explored tensions between grammar teaching beliefs and practices of three in-service English teachers in Turkey.

Khanalizadeh and Allami's (2012) study examined Iranian teachers' beliefs about

writing instruction using a questionnaire. Pan and Block (2011) administered a questionnaire and face-to-face interview to explore teachers' and students' beliefs about English being a "global language" in China. Particularly, it investigated the status of English, learners' motivation, and the teaching and learning of English in China.

In the Taiwanese EFL context, there have been a few studies which cover teachers' beliefs in a classroom setting. Kuo (2008) conducted a case study to investigate an English teacher's beliefs and classroom practices. Hsu (2007) examined beliefs of English teachers regarding multiple assessment methods. Hung (2012) studied students' and English teachers' beliefs in grammar instruction and error correction. R. Y. Wang (2013) aimed to explore EFL teachers' beliefs and practices in differentiated instruction, the correlation between these beliefs and practices, and the influential factors governing such beliefs and practices.

Some research specifically focuses on teachers' beliefs related to one of the four major skills. Wu (2006) explored what beliefs senior high school English teachers held toward writing instruction and the practices related to those beliefs. B. H. W. Chen (2010) performed a case study on two Taiwanese EFL College writing teachers' beliefs and their personal teaching practices. Kao (2009) investigated Taiwanese elementary school English teachers' beliefs in reading instruction. Further, Su (2014) conducted a descriptive study of beliefs regarding reading instruction of five English teachers from two Taiwanese junior high schools.

Nevertheless, few studies have been dedicated to teachers' beliefs and practices in listening instruction, and even fewer studies have been concerned with the context of teaching listening in Taiwanese senior high school classrooms. H. R. Chang (2005) surveyed English teachers' beliefs and practices in listening instruction in junior high

schools. Senior high school classrooms, for a considerable time, have been a place where listening has been commonly viewed as a less valuable skill than reading and writing, and as such it has remained understudied. Therefore, a major motivation for the study was to uncover the nature of Taiwanese English teachers' beliefs and practices in a high school listening instruction context.

Purpose of the Study

The purpose of this study was to examine whether high school English teachers' current beliefs and practices would follow academic principles proven by research, whether differences between beliefs and practices would exist, and what factors could determine those teachers' beliefs and practices. It is hoped that the findings of this study may provide some insight for language practitioners as well as the authorities concerned to bridge the gap between beliefs, practices and theories. In the long term, the instructional outcomes of listening would improve and students would become equipped with better listening capability.

CHAPTER 2

LITERATURE REVIEW

This chapter provides an overall review of related literature to support the present study, comprised of four sections. Section one concerns listening instruction; section two is about teachers' beliefs; section three provides research on teachers' beliefs and practices in listening instruction; finally, the basis for this study and the research questions employed in it are presented in section four.

Listening Instruction

Significance of Teaching Listening Strategies

There is agreement by researchers on the crucial role of language input in language learning (Dunkel, 1991; Feyten, 1991; Krashen, 1982). Research has recognized the primacy of listening, since it provides the initial input in second language acquisition (Long, 1985; Rost, 2006; Vogely, 1999; Wolvin & Coakley, 1996).

Although listening is vital for language learning to take place, many second or foreign language learners face great difficulty while trying to improve their listening ability. The difficulties that listening comprehension in the L2 poses for students have long been a significant issue in the literature (Anderson & Lynch, 1988; Richards, 1983). One reason stems from the ephemeral nature of listening. Unlike reading activities, in which learners have the choice to return to a previous sentence which they fail to comprehend, learners are seldom able to do so in listening ones. They

need to determine the meaning of what they hear immediately, which often makes learners anxious. Listening comprehension can cause a lot of stress for learners since it involves serious time constraints on cognitive processing (Arnold, 2000).

Another reason why learners have difficulty in acquiring listening skills can be attributed to the lack of opportunities to know how to obtain listening skills in an effective manner (Vandergrift, 2007). Most ESL and EFL students learn a language in a classroom setting, so the instruction of the language teacher is pivotal. However, teachers often fail to teach listening as a discrete topic. Instead of teaching learners how to listen, teachers employ a “comprehensive approach” (Field, 2008, p. 26). Teachers place an overemphasis on learners attaining correct answers rather than on those learners gaining further insights into how to listen better (Field, 2008). Mendelsohn (2006) pointed out that teachers teach listening merely by asking learners to listen without ever teaching them how to do it. He concluded that teachers can ensure students are taught how to listen through the use of a strategy-based approach. Therefore, to help students listen effectively, teachers need to incorporate various listening strategies into their classroom listening instruction.

Strategies Enhancing Listening Comprehension

Studies have identified a number of strategies that enhance listening comprehension, and listeners use top-down and bottom-up strategies most frequently. When using top-down strategies, listeners rely on their own schemata to comprehend what they might hear (Lynch, 2006). When using bottom-up strategies, learners decode the sounds that they may hear in a more linear fashion, from phonemes (the smallest meaningful units) all the way to complete textual passages (Nunan, 2002). Top-down strategies are concerned with activating schemata, deriving meaning,

understanding global inferences, and interpreting texts; on the other hand, bottom-up strategies are principally concerned with the components of speech such as sounds, words, intonation, grammatical structures, and so on (Brown, 2007).

A general consensus seems to exist in the literature that listening instruction has been in favor of the development of top-down strategies, which has undermined the development of bottom-up strategies (Vandergrift, 2004). Nevertheless, some authors have called attention to the critical roles played by both bottom-up and top-down strategies in terms of listening comprehension. Vandergrift (1999) supported a multi-dimensional view where both bottom-up and top-down strategies have equal application. Lynch (2006) felt that it is necessary for teachers to assist learners to exploit both top and bottom clues to achieve effective listening. Ultimately, he considered that this “marriage,” or synthesis, of top-down and bottom-up should be encouraged.

In addition to top-down and bottom up strategies, strategic listeners use cognitive, metacognitive, and socio-affective strategies for developing listening skills. Cognitive strategies are used to enhance listening comprehension during the completion of a task. Examples of cognitive strategies are note-taking and using available information to guess unknown words (O’Malley & Chamot, 1990). Metacognitive strategies are employed by listeners to reflect on their own listening process. These strategies are used to plan, to monitor, and to evaluate a task before, during, and after its completion (Chamot, 1995). Metacognitive awareness related to listening tasks has been promoted for some time (Berne, 2004; Mendelsohn, 2006). Listening journals and discussions about listening offer an opportunity for useful and reflective classroom activities to elicit and develop awareness of the listening process (Vandergrift, 2007). Socio-affective strategies for learners may possibly include

working on a listening task with peers, asking for clarification to avoid misunderstanding, and employing affective controls, such as self-affirmation, in order to become less anxious (Chamot, 1995).

Research on Teaching Listening Strategies

A number of studies have recognized that teachers can lead students to effective listening behaviors by introducing them to a variety of listening strategies in the classroom setting. Rubin, Quinn, and Enos (1988) conducted a study in which high school Spanish teachers used listening strategies to aid in students' video comprehension. This study also used different amounts of information that students received about the efficacy and transferability of the strategies. In the study, no significant differences were found between the treatment groups that were given different amounts of strategy information. However, it was found that video listening comprehension was significantly improved for the treatment groups when compared to the control group receiving no strategy training.

Rost and Ross (1991) carried out a two-part study of listening strategies involving Japanese EFL college students. The researchers began by identifying listening strategies that high-proficiency students used to achieve successful video listening. Then, they taught those effective strategies to the lower-proficiency students. Results indicated that "specific listening strategies for specific tasks can be taught to learners of all proficiency levels" (Ross & Rost, 1991, p. 266).

Kiany and Shiramiry (2002) examined if frequent dictation had a positive effect on the listening comprehension ability of basic-level EFL learners, proving that dictation, a bottom-up approach, improved the listening performance of the experimental group participants. Results from this study demonstrated that listening

through the use of dictation increased learners' listening ability. As for the top-down approach to the teaching of listening, Elkhafaifi (2005) affirmed the importance of pre-listening activities (i.e., question preview and vocabulary preview) for learners of Arabic who were listening via video-texts. In the experiment, both of the treatment groups outperformed the control group. Further, the question preview (multiple-choice) group was able to outperform the vocabulary preview group. This means that certain treatments related to strategy-use can in fact have a definite positive effect on listening development.

O' Malley and Chamot (1990) performed a study in which high school ESL students were taught metacognitive and cognitive strategies for use in listening comprehension. One of the listening instructions provided for the students was to listen carefully to key words that may signal the presence of a main idea or a certain detail before listening to the passage. One of the primary findings of this study was that strategy training could be effectively integrated into language tasks such as listening and speaking.

I. Thompson and Rubin's (1996) longitudinal study of foreign language learners provided evidence that strategy training and strategy use are effective in aiding language learners in understanding spoken input. Researchers taught university students learning Russian as a foreign language to use both metacognitive and cognitive listening strategies. Those students placed in the experimental group showed a significant improvement in their comprehension of the video text when compared to those in the control group that were not given listening strategy instruction. Interviews conducted during this study reported that metacognitive strategies assisted students to manage their listening. I. Thompson and Rubin determined that systematic listening strategy instruction improves a learner's ability to

comprehend oral input.

Y. Chen (2007) studied Taiwanese junior college students who were enrolled in an eight-week program, with a weekly two-hour class, where they were taught target strategies and asked to reflect on personal strategy use in their listening journals. The strategies introduced were as follows: listening for gist, identifying key words, using context, grouping, inferring, linking the text to background knowledge, self-monitoring, and note-taking. After the program, students reported feeling comfortable with complex texts, being more considerate about their strategy use, becoming more focused and organized about their listening, and being able to choose strategies better and to comprehend more of what they listened to in the lesson.

S. Graham and Macaro (2008) measured the effects of strategy instruction on the listening performance of lower-intermediate learners of French in England. Focus was placed on teaching predicting, confirming prediction, identifying key words, inferring and separating words of what was said. There were two experimental groups which received different amounts of scaffolding and a control group which received no strategy training. The high scaffolding group (HSG) used a strategy diary, provided written feedback on strategy use, and engaged in group discussion, which was an effort made to organize a higher degree of reflection about the training, compared to the low scaffolding group (LSG). Results showed that strategy training was effective and more of the HSG felt improvement in their listening ability.

Hamzah, Shamshiri, and Noordin (2009) explored the effects of socio-affective strategy training on the use of other strategies (memory, cognitive, metacognitive, and compensation). A modified version of the Listening Strategy Inventory was administered to 56 Malaysian college students. The students were assigned to control and experimental groups randomly based on their pre-test scores. The experimental

group received socio-affective strategy training before, during and after performing the listening tasks for a period of six weeks. The control group accomplished the same tasks without training. The results of the post-test showed that both groups did significantly better in comparison to the pre-test at the end of training. The experimental group outperformed the control group in the post-test. This study confirmed the importance of socio-affective strategy training since it enhanced L2 listening comprehension.

C. L. Chen's (2014) study investigated whether Taiwanese junior high school students' listening anxiety could be alleviated and listening ability would be improved through the use of cooperative learning (CL). CL "is the instructional use of small groups so that students work together to maximize their own and each other's learning" (D. W. Johnson, Johnson, & Holubec, 1993, p. 6), and it is "one of the socio-affective strategies" (C. L. Chen, 2014, p. 21). In C. L. Chen's research, a total of 54 students were recruited and then divided into a control group and a treatment group. Students in the control group received traditional listening instruction, and students in the treatment group obtained listening instruction based on CL. The post-test scores from the Foreign Language Listening Anxiety Scale and the listening comprehension test were compared between the two groups twelve weeks later. Quantitative data showed that although the treatment group scored higher than the control group on the listening test, the result did not reach significant differences. That is, CL seemed not to improve the learners' listening comprehension. Nevertheless, the result of the study revealed that significant differences occurred in learners' listening anxiety, suggesting CL can reduce learners' listening anxiety. Since listening anxiety is one of the factors leading to eventual inadequate listening ability (S. Wang, 2010), CL, which lowers students' listening anxiety, can lessen the harmful effect on

students' listening comprehension.

In his research, C. L. Chen (2014) did not prove that CL promised a successful outcome in listening comprehension ability, although a number of earlier studies have shown that CL has positive effects in different teaching fields (Alghamdi & Gillies, 2013; D. W. Johnson & Johnson, 1989; Zakaria, Solfitri, Daud, & Abidin, 2013). Within the context of his study, C. L. Chen considered that the students' inability to acquire listening skills was due to the absence of Slavin's (1991) two elements: group goals and individual accountability in group work, Herreid's (1998) three potential barriers to CL, and part of Salomon and Globerson's (1989) five debilitating effects to CL. In other words, these three varied aspects resulted in the inadequacy of promoting the learners' listening comprehension ability. Additionally, C. L. Chen pointed out problems specific to Asian countries which accounted for CL's ineffectiveness to improve the students' listening.

Research has acknowledged the benefit of teaching listening strategies; however, whether or not teachers believe it should be part of listening instruction remains in question. It is necessary to investigate teachers' beliefs since they will determine if teachers will follow the approach suggested by pedagogical theories.

Teachers' Beliefs

Importance of Teachers' Beliefs

Teachers' beliefs often lead to their decisions about how pedagogical practices are carried out in classrooms. At the beginning of their careers, teachers often rely on their own set of beliefs and experiences in order to deal with instructional problems they may encounter (Ashton & Webb, 1986; Rosenholtz, 1989; Smylie, 1989). When teachers choose to accept information from outside sources (e.g., colleagues or

university or in-service courses), they filter it through their own personal belief systems, translating and absorbing it as part of their unique instruction methods (Berliner, 1987; Carter & Doyle, 1989). Dobson and Dobson (1983) claimed that teachers' conscious or unconscious instructional decisions reflect their teaching beliefs.

Woods (1996) considered that there are two key aspects of the language teaching/learning process that must be deliberated upon. The first one regards the teachers' planning process. The second one concerns teachers' perceptions and interpretations of the classroom events that their behavior is part of (i.e. the teachers' current behavior reflects background knowledge, assumptions, beliefs, goals, and prior understanding). Kagan (1992) concluded "the more one reads studies of teacher belief, the more strongly one suspects that this piebald of personal knowledge lies at the very heart of teaching" (p. 85).

Studies on Teachers' Beliefs and Practices

Recent educational studies have identified the importance of teachers' beliefs, and this has generated a considerable amount of research. The aim of this research into teachers' beliefs has been varied. Some research has attempted to investigate certain similarities and differences between teachers' and students' beliefs (M. G. Graham, 2011; Hung, 2012; Ta'amneh, 2015). Some research has sought to understand the sources of teachers' beliefs. A review by Borg (2003) found that teachers' language learning backgrounds formulate their learning and language learning beliefs. This experience is the basis for teachers' preliminary ideas of language teaching and influences future teaching practices. Lai (2004) studied high school English teachers' beliefs in grammar teaching in Taiwan, finding that teachers'

previous learning experiences influenced their beliefs. Moodie (2016) examined the prior language learning experiences of South Korean English teachers and the influence of that experience on their teaching beliefs. In contrast, this study showed that a teacher's personal public school English learning experience actually formed an example of what instructional path not to follow in the classroom setting.

Other research has tried to explain the relationship between teachers' beliefs and practices. Cundale (2001) investigated two experienced teachers. In the classroom observation, the teachers asked more referential questions and open-ended questions, showing their practices in line with their beliefs in Communicative Language Teaching (CLT). Kim (2006) studied three elementary school teachers and found that a majority of teachers' beliefs about teaching writing were consistent in their writing instruction.

Nevertheless, a few studies have indicated that there is little consistency between teachers' beliefs and practices. Choi (2000) conducted a statistical study, surveying 97 Korean EFL teachers about their CLT beliefs and classroom practices of CLT methods. The results showed that although Korean EFL teachers had positive beliefs about CLT, there were some differences between their personal beliefs and their instructional practices of CLT. Farrell and Lim (2005) compared the beliefs and actual classroom practices of two experienced English language teachers in Singapore regarding elementary school grammar teaching. It was suggested that teachers actually did have a set of complex belief systems that were not necessarily reflected in their classroom practices for many complicated reasons, some of which may have been directly related to context of teaching.

Possible Factors Influencing Teachers' Beliefs and Practices

Some researchers have sought to identify key influential factors that affect teachers' beliefs and practices. The claim that teacher education changes student teachers' belief systems is supported by Cabaroglu and Roberts (2000). A sequence of three in-depth interviews was used to analyze students' subjective processes, rather than the content, of belief development in 20 modern language student teachers. Data indicated that only one participant's beliefs remained unchanged during the program, while the others changed. Subsequent change was evident from an analysis of the interview data. Borg (2011) found that in-service teacher education has a bearing on language teachers' beliefs. His study investigated how an intensive eight-week in-service teacher education training in the UK was linked to the beliefs of six English language teachers. Information from a database of semi-structured interviews, coursework, and feedback revealed that there was a substantial influence on teachers' beliefs after the program's completion.

There are several similar studies related to the beliefs and practices of Taiwanese teachers from elementary school to high school. In Chiou's (2012) study on elementary teachers' beliefs related to CLT, five variables including gender, taking classes in English teaching methodology, school location, class size and teachers with adjunct administrative responsibilities, were identified to influence teachers' beliefs related to CLT's teaching dimension.

H. R. Chang's (2005) study of junior high school teachers showed that age, years of English teaching, the grade-level of students taught, listening experience, and channels to receive new information about listening instruction influenced teachers' overall beliefs in EFL listening instruction. Further, age, educational background, years of English teaching, the grade-level of students taught, listening experience, and

channels to receive information about listening instruction influenced teachers' overall teaching practices. In Hung's (2012) study on junior high school English teachers' and students' beliefs in grammar instruction and error correction, gender, seniority, major and degree of formal schooling were identified as factors affecting teachers' beliefs. R. Y. Wang (2013) examined junior high school teachers' beliefs and practices regarding the implementation of differentiated instruction (DI). The data indicated that workshop attendance and the reading of professional literature led to a positive pre-disposition toward DI while reading related literature and smaller class sizes had the effect to motivate teachers to implement DI in their classrooms.

At the senior high school level, Wu (2006) investigated the beliefs and practices in writing instruction of 171 high school teachers. The researcher found that teachers' gender, age, years of English teaching, workshop attendance experience, and knowledge of writing instruction guidelines differentiated their beliefs or practices. Similarly, Liao (2007) surveyed a sample of 201 vocational high school teachers to determine their classroom beliefs and practices in blending vocabulary learning strategies into their instruction. It was found that factors which significantly affected teachers' beliefs or practices were teachers' years of teaching, educational background, instructional time, students' standardized test scores, teachers' workshop attendance and exposure to related research.

Based on a battery of factors suggested by the previous research, a certain number of factors were selected to become independent variables in the present study, including: teachers' gender, age, years of English teaching, highest degree obtained, academic major chosen, pre-service training experience, workshop attendance, and domain-related paper access.

Research on Teachers' Beliefs and Practices in Listening Instruction

Listening instruction plays a crucial role in the development of effective listening skills in learners. Yet, teachers' beliefs regarding the teaching of listening in relation to their classroom practices have received limited attention in the literature. In the area of second language listening, S. Graham, Santos, and Francis-Brophy (2014) investigated, by means of a questionnaire, the stated beliefs and practices of 115 foreign language teachers who taught students aged 11 to 14 in the UK regarding listening pedagogy. Findings showed a gap existed between teachers' beliefs and practices in the importance of teaching learners how to listen more effectively, with a focus placed instead on task completion.

In the Taiwanese EFL context, H. R. Chang (2005) studied junior high school English teachers' beliefs and practices in listening instruction. Data were collected from questionnaires administered to 297 English teachers, and further semi-structured interviews with 20 participants selected randomly from the sample. Generally speaking, responses indicated that the participants in this particular study held positive attitudes toward listening instruction, and they employed different teaching techniques at different stages of listening comprehension instruction. The research investigated teachers' beliefs and practices; however, it did not examine whether teachers' actual practices were consistent with their stated beliefs.

Research Questions

It appears that little research is available concerning senior high school language teachers' beliefs and practices in listening instruction. There is even less research focusing on the state of consistency between high school English teachers' beliefs and

actual practices related to the teaching of listening. To get a fuller picture of Taiwanese high school English teachers' beliefs and practices in listening instruction, the researcher conducted the current study, addressing the research questions as follows:

1. What are Taiwanese senior high school English teachers' beliefs and practices in listening instruction?
2. Is there any statistically significant difference between teachers' beliefs and their classroom practices?
3. What background factors, if any, affect teachers' beliefs and practices?



CHAPTER 3

METHODOLOGY

The aim of the present study was to explore Taiwanese senior high school English teachers' beliefs and instructional practices in their listening instruction as well as the differences between their beliefs and practices, and to ascertain the background factors influencing their beliefs and practices. The quantitative method was adopted in the present study with a questionnaire as the main instrument of investigation. In this chapter, the participants, instrument, procedures, and data analysis are presented.

Participants

The target population for this research was public senior high school English teachers in Taoyuan City, Taiwan. The researcher is interested in exploring English teachers' beliefs and practices during listening instruction in classrooms located in Taoyuan City, where the researcher serves as a teacher and has convenient access to participants. Public school teachers were chosen to make sure that the shared working environments were similar in class size, teaching method, assessment method, classroom materials, and teachers' and students' backgrounds.

In 2016, there were a total of 14 public senior high schools with 231 English teachers in Taoyuan City (C. M. Hsu, personal communication, August 5, 2016). The survey used purposive sampling to solicit participation from respondents based upon a particular characteristic. In this study, the respondents' employment status as public

senior high school English teachers in Taoyuan City served as the characteristic being examined. A sample of 202 public high school English teachers in Taoyuan were selected, and then they were sent the survey materials. The final sample consisted of 175 participants, of which data from their surveys were coded and entered for data analysis.

Table 3.1 (the following page) provides the participants' background information. Among the 175 participants making up the final sample for this study, the majority (78.9%) were female and the balance (21.1%) were male. Since the number of respondents in the fourth group of the age category (51 or over) was quite low (17), the latter two age groups "41 to 50" and "51 or over" were combined for analysis. As a result, the aggregate group of teachers aged 41 or over approximated 50%, the 31 to 40 group was 36%, and the 30 or under group was 14.3%, respectively. Percentage distribution for the respondents in terms of the number of years of English teaching was as follows: 5 or under (17.7%), 6 to 10 (18.9%), 11 to 15 (20.0%), 16 to 20 (24.0%), and 21 or over (19.4%).

As for the participants' highest degree obtained, it is worth noting that over three-quarters (75.4%) held a master's degree or completed a 40-credit program, with two teachers obtaining a doctorate. This seemed to indicate that the public high school English teachers in Taoyuan were highly educated. Given that the respondent counts were quite low in the third group of the category "Highest degree obtained", the third group "Doctorate" was combined with the adjacent group "Master or completion of a 40-credit program" to permit analysis. As shown in Table 3.1 (the following page), 23.4% held a bachelor's degree and 76.6% finished a 40-credit program, or earned a master's degree or above. For analysis, the latter two respondent groups "English minor" and "Other" in the category "Academic major chosen" were combined. Most

(97.1%) of the participants majored in English, with a minority (2.9%) majoring in other subjects.

Table 3.1

Background Information of the Participants in the Formal Study

Category	Group	Number	Percentage (%)
Gender	Male	37	21.1
	Female	138	78.9
Age	30 or under	25	14.3
	31-40	63	36.0
	41-50	70	40.0
	51 or over	17	9.7
Age	30 or under	25	14.3
	31-40	63	36.0
	41 or over (Combined)	87	49.7
Years of English Teaching	5 or under	31	17.7
	6-10	33	18.9
	11-15	35	20.0
	16-20	42	24.0
	21 or over	34	19.4
Highest Degree Obtained	Bachelor	41	23.4
	Master (or completion of a 40-credit program)	132	75.4
	Doctorate	2	1.1
Highest Degree Obtained	Bachelor	41	23.4
	Master (or completion of a 40-credit program)	134	76.6
	or Doctorate (Combined)		
Academic Major Chosen	English major	170	97.1
	English minor	3	1.7
	Other	2	1.1
Academic Major Chosen	English Major	170	97.1
	Other (Combined)	5	2.9
Pre-service Training Experience	Yes	95	54.3
	No	80	45.7
Workshop Attendance	Yes	123	70.3
	No	52	29.7
Domain-related Paper Access	Yes	100	57.1
	No	75	42.9

Concerning teachers' access to teaching listening, more than half (54.3%) of the participants reported having taken a course dedicated to English listening instruction. Nearly 70% of the respondents claimed attendance at a workshop regarding the teaching of listening. Finally, 57.1 % reported having read papers concerned with

listening instruction. These results revealed that there were actually quite a few teachers who had access to professional knowledge and training related to listening instruction.

Instrument

Numerous researchers examined teachers' beliefs and practices using questionnaires (H. R. Chang, 2005; S. Graham et al., 2014; Paiva, 2011; R. Y. Wang, 2013; Wu, 2006). Additionally, questionnaires make it possible to gather a large amount of data in a short time (Creswell, 2012), which allows the researcher to gain knowledge about a great number of teachers' beliefs and practices quickly. Further, surveys are of an anonymous nature so that anonymity is assured. Participants tend to share information of a sensitive nature more easily when they are anonymous (Seliger & Shohamy, 1989). According to the scope and objectives of the current study, a closed-response questionnaire was used to gather data, in addition to participants' background information.

Content of the Initial Questionnaire

The questionnaire was adapted from S. Graham et al.'s (2014) study and previous studies concerned with English teachers' beliefs or attitudes in Taiwan (C. Y. Chang, 2014; H. R. Chang, 2005; R. Y. Wang, 2013). Additional items were created based on literature related to learning strategies and listening comprehension. Modifications were made in order to fit the needs and objectives of the present study. Moreover, the language in the survey items was kept clear and direct, without any acronyms, abbreviations, colloquialisms, technical terms, etc. (Dörnyei & Taguchi, 2009).

The initial questionnaire (See Appendix A for the English version) consisted of three parts: (1) background information, (2) listening instruction beliefs scale, and (3) listening instruction practices scale. The questionnaire's items written in English were translated into Chinese, the Taiwanese participants' native language, to ensure that participants could answer the items fluently and comfortably (See Appendix B for the Chinese version). In total, there were 66 items constructed. The overall questionnaire framework is shown in Table 3.2.

Table 3.2

The Overall Framework of the Questionnaire

Part	Category	Number of Items
I	Teachers' background information	8
II	Listening instruction beliefs scale	29
III	Listening instruction practices scale	29

The first part of the survey elicited teachers' background information. Eight items were designed to obtain information related to teachers' gender (with two levels: male and female), age (with four levels: 30 or under, 31-40, 41-50, and 50 or over), years of English teaching (with four levels: 5 or under, 6-10, 11-20, and 21 or over), highest degree obtained (with four levels: Bachelor's Degree, Master's Degree, Doctorate, and Other), academic major (with three levels: English major, English minor, and Non-English-language related), pre-service listening instruction training experience (with two levels: Yes and No), workshop attendance (with two levels: Yes and No), and domain-related paper access (with two levels: Yes and No). Table 3.3 (the following page) displays the framework of Part One of the questionnaire.

Table 3.3

The Framework of the Questionnaire—Part One

Category	Subcategory	Number of Items	Item Number
Background Information	Gender	1	1
	Age	1	2
	Years of English teaching	1	3
	Highest degree obtained	1	4
	Academic major chosen	1	5
	Pre-service training experience	1	6
	Workshop attendance	1	7
	Domain-related paper access	1	8

The second part, containing 29 items, probed teachers' beliefs regarding bottom-up, top-down, cognitive, and meta-cognitive listening strategy instruction. A 5-point Likert scale was used to indicate to what extent the teachers agreed, or disagreed, with the items provided. The five possible response options describing degrees of agreement were: "Strongly agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly disagree" (1). Table 3.4 portrays the framework of Part Two of the questionnaire.

Table 3.4

The Framework of the Questionnaire—Part Two

Category	Subcategory	Number of Items	Item Number
Teachers' Beliefs	Top-down strategy	7	1-6, 13
	Bottom-up strategy	7	17-23
	Cognitive strategy	7	7-10, 14, 15, 16
	Metacognitive strategy	5	11-12, 24-26
	Socio-affective strategy	3	27-29

The third part, also containing 29 items, asked teacher participants to provide information related to their current classroom practices. The reported practices described top-down, bottom-up, cognitive, meta-cognitive, and socio-affective listening strategy instruction. A 5-point Likert scale was similarly adopted in this part to show how frequently teachers chose to implement the activities stated by the items.

Participants had five response options describing degrees of frequency. The options included the following: “Almost always” (5), “Often” (4), “Sometimes” (3), “Seldom” (2), and “Never” (1). Table 3.5 delineates the framework of Part Three of the questionnaire.

Table 3.5

The Framework of the Questionnaire—Part Three

Category	Subcategory	Number of Items	Item Number
Teachers’ Practices	Top-down strategy	7	1-6, 13
	Bottom-up strategy	7	17-23
	Cognitive strategy	7	7-10,14,15,16
	Metacognitive strategy	5	11-12, 24-26
	Socio-affective strategy	3	27-29

Validity and Reliability

This section details validity and reliability, which are elements that should be guarded to ensure that the instrument used in this study is both valid and reliable. To establish expert validity in this study, six experts were invited to advise the researcher on the initial questionnaire. Copies of a questionnaire for experts (See Appendix C) were sent for evaluation in October to validate content and all collected in November. According to the expert suggestions, a number of modifications were made to improve items in the questionnaire.

In Part One of the questionnaire, teachers’ background information, some words were altered to prevent respondents from misunderstanding the options related to items regarding “Age” , “Years of English teaching” , and “Academic major”. Additionally, the options related to years of English teaching were changed from “5 or under, 6-10, 11-20, and 21 or over” to “5 or under, 6-10, 11-15, 16-20, and 21 or over” so as to make the intervals more equal. Moreover, an additional space was offered to allow respondents who chose the option “Other” for the item related to

one's academic major to provide further information regarding their majors.

In Part Two regarding teachers' beliefs and Part Three related to teachers' practices, five dimensions were approved. The five dimensions in the listening instruction beliefs scale and the listening instruction practices scale were top-down, bottom-up, cognitive, meta-cognitive, and socio-affective listening strategy instruction. In addition, the translation of some of the items' wording from English-to-Chinese was amended to make it more appropriate. More examples were added in the hope that statements would be simpler for respondents to perceive. On the other hand, the fifteenth item in both the beliefs scale and the practices scale was deleted because of its overlapping nature with the ninth item located in each scale. The order of the fifth and the sixth items was exchanged. Finally, in order for participants' responses to the items about instructional practices not to be influenced by the items regarding teachers' beliefs, the part related to teachers' practices was placed in front of the beliefs scale.

After expert validity was constructed, the questionnaire (See Appendix D for the English version and Appendix E for the Chinese version) was pilot tested with English teachers at a public senior high school in Taoyuan. The participants in the pilot study had similar backgrounds to the respondents in the formal study. Next, Cronbach's alphas were calculated to measure internal reliability of each dimension. Table 3.6 (the following page) indicates that the Cronbach's alpha for the first dimension regarding teachers' beliefs was .87, for the second dimension was .65, for the third dimension was .77, for the fourth dimension was .71, and for the fifth dimension was .86. Table 3.7 (the following page) shows that the Cronbach's alpha for the first dimension regarding teachers' practices was .68, for the second dimension was .71, for the third dimension was .70, for the fourth dimension was .72, and for the

fifth dimension was .74.

Table 3.6

Cronbach's Alpha for Teachers' Beliefs in Listening Instruction

Dimension	Cronbach's Alpha for Each Dimension
1. Top-down Strategy	.87
2. Bottom-up Strategy	.65
3. Cognitive Strategy	.77
4. Metacognitive Strategy	.71
5. Socio-affective Strategy	.86

Table 3.7

Cronbach's Alpha for Teachers' Practices in Listening Instruction

Dimension	Cronbach's Alpha for Each Dimension
1. Top-down Strategy	.68
2. Bottom-up Strategy	.71
3. Cognitive Strategy	.70
4. Metacognitive Strategy	.72
5. Socio-affective Strategy	.74

According to Devellis (2012), a scale having a Cronbach's alpha coefficient above .70 is considered to have an acceptable level of internal consistency. As the value of Cronbach's alpha should be above .70 for a research scale to be accepted, then the second dimension regarding teachers' beliefs had to be altered. Therefore, Item 16 was deleted to enhance the Cronbach's alpha for the bottom-up listening strategy dimension from .65 to .70, as shown in Table 3.8 (the following page). Item 16 in the bottom-up listening strategy dimension regarding teachers' practices was also removed since the equivalent item in the beliefs scale was deleted. This deletion increased the Cronbach's alpha for the bottom-up listening strategy dimension regarding teachers' practices from .71 to .75, as can be seen in Table 3.9 (the following page).

Table 3.8

Cronbach's Alpha if Item Deleted along with Cronbach's Alpha for Beliefs about the Bottom-up Listening Strategy Dimension

Dimension	Item	Cronbach's Alpha if Item Deleted	Cronbach's Alpha for the Dimension
Bottom-up Strategy	16	.70	.65
	17	.63	
	18	.58	
	19	.56	
	20	.65	
	21	.59	
	22	.56	

Table 3.9

Cronbach's Alpha if Item Deleted along with Cronbach's Alpha for Practices about the Bottom-up Listening Strategy Dimension

Dimension	Item	Cronbach's Alpha if Item Deleted	Cronbach's Alpha for the Dimension
Bottom-up Strategy	16	.75	.71
	17	.65	
	18	.67	
	19	.65	
	20	.65	
	21	.68	
	22	.66	

In a similar fashion, an item had to be deleted in the first dimension regarding teachers' practices. The researcher deleted item 13 so that the Cronbach's alpha for the top-down listening strategy dimension increased from .68 to .72, as shown in Table 3.10 (the following page). Item 13 in the top-down listening strategy dimension regarding teachers' beliefs was also removed, for its equivalent was taken out, leading the alpha for the top-down listening strategy dimension regarding teachers' beliefs to increase from .89 to .90, as seen in Table 3.11 (the following page).

Table 3.10

Cronbach's Alpha if Item Deleted along with Cronbach's Alpha for Practices about the Top-Down Listening Strategy Dimension

Dimension	Item	Cronbach's Alpha if Item Deleted	Cronbach's Alpha for the Dimension
Top-down Strategy	1	.64	.68
	2	.66	
	3	.65	
	4	.66	
	5	.58	
	6	.57	
	13	.72	

Table 3.11

Cronbach's Alpha if Item Deleted along with Cronbach's Alpha for Beliefs about the Top-Down Listening Strategy Dimension

Dimension	Item	Cronbach's Alpha if Item Deleted	Cronbach's Alpha for the Dimension
Top-down Strategy	1	.87	.89
	2	.87	
	3	.85	
	4	.85	
	5	.86	
	6	.87	
	13	.90	

Finally, 60 items were retained (i.e., Teachers' background information: 8 items; listening instruction practices scale: 26 items; listening instruction beliefs scale: 26 items). The beliefs and practices scales had good internal consistency, with the Cronbach's alpha coefficients reported to be .92 and .84, respectively. Consequently, the final version of the questionnaire, which was the formal questionnaire (See Appendix F for the English version, and Appendix G for the Chinese version) could be viewed as a valid and reliable instrument to measure Taiwanese high school English teachers' beliefs and practices in listening instruction.

Procedures

The researcher developed the initial questionnaire based on existing scales and related literature. In order to ensure expert validity, the initial questionnaire was reviewed by experts, including one statistician, two professors in the field of EFL, and three experienced high school English teachers. Based on their feedback, the initial questionnaire was modified.

After the validity of the questionnaire was established, a pilot study was conducted on November 7th, 2016 to discover any problematic items, and to measure and enhance the reliability of the questionnaire. Participants were selected using a convenience sampling method. The participants were from a public school located in Taoyuan. All of the pilot questionnaires were retrieved on November 11th, 2016, and then they were analyzed using Statistical Package for the Social Sciences 22.0 (SPSS 22.0). The responses to the items in Part Two and Part Three were converted into 5-point scales ranging from “1” to “5”, with higher scores indicating the participants’ increased frequency of classroom practices and stronger adherence to listening instruction. The internal reliability of the questionnaire was assessed using Cronbach’s alphas. The items which diminished reliability were considered to be candidates for omission. Once the results were deemed satisfactory, the modified questionnaire was therefore used in the formal study.

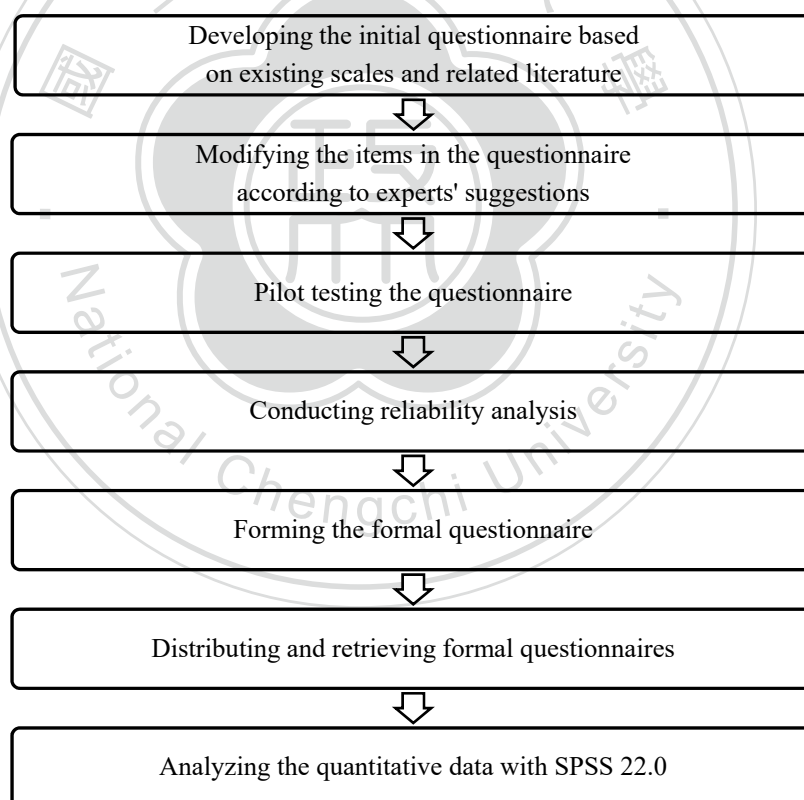
In the formal study, one representative teacher from each sample school was contacted to administer the questionnaires. Then, according to the actual number of teachers at each school, 202 formal questionnaires along with self-addressed stamped envelopes were delivered to 13 representative teachers on November 17th, 2016. Aware of the obvious drawbacks of using a self-reported scale, such as incurring social desirability bias, the researcher assured the participants that the information

provided would be both anonymous and confidential. A total of 177 surveys were then obtained on December 8th, 2016, resulting in an 87.6% return rate. Of the 177 surveys returned, two were eliminated from analysis given the large number of missing responses.

All the quantitative data were then analyzed using SPSS 22.0, similar to what was done to the data from the pilot study. Inspection of the data revealed that there were a few missing values overall. Therefore, the missing values were replaced with the expectation maximization method prior to data analysis.

Table 3.12

The Overall Procedure



Data Analysis

To describe high school English teachers' beliefs and practices in listening instruction as stated in research question 1, descriptive statistics were employed. The

mean scores (M) were calculated to report teachers' agreement level with beliefs regarding listening instruction and the frequency level of practices regarding listening instruction. In addition, standard deviation (SD) was computed to measure the amount of variation or dispersion of the data.

For research question 2, paired-samples t-tests were applied to the data from the questions on the listening instruction beliefs scale and the listening instruction practices scale to determine whether there were significant differences between teachers' beliefs and their practices. When the results of the t-tests were significant ($p < .05$), then one might suppose that differences existed between teachers' beliefs and practices.

For research question 3, independent-samples t-tests and one-way ANOVA were conducted to identify what, if any, background factors influenced teachers' beliefs and practices.

There were eight different kinds of independent variables (referred to as background factors): teachers' gender, age, years of English teaching, highest degree obtained, academic major chosen, pre-service training experience, workshop attendance, and domain-related paper access. Independent-samples t-tests were used to determine what variables having two levels influenced teachers' beliefs and practices. These variables included gender, highest degree obtained, academic major chosen, pre-service training experience, workshop attendance, and domain-related paper access. One-way ANOVA was employed to determine what variables having three or more levels affected teachers' beliefs and practices. Those variables included teachers' age and years of English teaching. When significant differences were found, Scheffe's post-hoc test was used to ascertain where the differences lie.

Table 3.13 (the following page) summarizes the data analysis for this study. The

table includes the statistical analyses used for each research question. The independent and dependent variables for the third research question are also included.

Table 3.13

Data Analysis for Research Questions

Research Question	Statistical Analysis	Independent Variable	Dependent Variable
1 st Research Question	Descriptive statistics (mean, standard deviation)		
2 nd Research Question	Paired-samples t-test		
3 rd Research Question	Independent-samples t-test	Gender, highest degree obtained, academic major, pre-service training experience, workshop attendance, and domain-related paper access	Teachers' beliefs Teachers' practices
	One-way ANOVA and Scheffe's post-hoc test	Age, and years of English teaching	



CHAPTER 4

RESULTS

This chapter reports the results obtained from an analysis of the data collected through the questionnaires to answer the research questions specified earlier. Data analysis techniques included descriptive statistics, paired-samples t-tests, independent-samples t-tests and one-way ANOVA along with Scheffe's post-hoc test when needed.

Teachers' Beliefs and Practices in Listening Instruction

Research Question One: What are Taiwanese senior high school English teachers' beliefs and practices in listening instruction?

To answer the first research question, descriptive statistics were used. The possible scores of teachers' overall beliefs and beliefs in each dimension ranged from 1 to 5. This was also the case when it came to the scores of teachers' overall practices and practices in each dimension.

Table 4.1 (the following page) displays the descriptive statistics of the listening instruction beliefs scale. The mean scores of the teachers' overall beliefs and beliefs in each dimension were all higher than three points, indicating that the teachers held positive perceptions toward listening instruction, top-down listening strategy instruction, bottom-up listening strategy instruction, cognitive listening strategy instruction, metacognitive listening strategy instruction and socio-affective listening strategy instruction. The mean score of the cognitive listening strategy dimension was

the highest, while the mean score of the bottom-up listening strategy dimension was the lowest.

Table 4.1

Descriptive Statistics of Teachers' Beliefs Related to Listening Instruction

Dimension	N	M	SD	Rank
Top-down Strategy	175	3.83	0.61	3
Bottom-up Strategy	175	3.51	0.51	5
Cognitive Strategy	175	4.01	0.50	1
Metacognitive Strategy	175	3.85	0.48	2
Socio-affective Strategy	175	3.59	0.59	4
Overall Beliefs	175	3.77	0.38	

Note. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The participants' responses to each item on the beliefs scale were also examined. As shown in Table 4.2 (the following page), the top 3 items were Item 13 "Teachers should ask students when they don't understand a word, they should work out its meaning from the context", Item 9 "Teachers should ask students to focus on key words while listening", and Item 12 "After listening, teachers should advise students how to deal with difficulties next time". Items 13 and 9 belonged to the cognitive listening strategy dimension, while Item 12 was related to the metacognitive listening strategy dimension. The bottom 3 items were Item 15 "Teachers should ask students to transcribe (i.e. write down in English everything they hear)", Item 17 "Teachers should ask students to listen for verb endings (e.g. -s, -ing, -ed)", and Item 25 "Teachers should ask students to listen cooperatively (in groups of three or more)". Items 15 and 17 were both grouped around the bottom-up listening strategy dimension, while Item 25 was concerned with the socio-affective listening strategy dimension.

Table 4.2

Means and Ranks of the Items Regarding Teachers' Beliefs

No.	Item	M	SD	Rank
Top-down Strategy				
1	Before listening, teachers should ask students to look at pictures linked to the topic.	3.91	0.71	11
2	Before listening, teachers should ask students to watch video clips linked to the topic.	3.67	0.79	18
3	Before listening, teachers should remind students of vocabulary linked to the topic.	4.02	0.76	6
4	Before listening, teachers should give students vocabulary items that will be used in the passage.	3.89	0.87	12
5	Before listening, teachers should guide students to think of ideas/facts etc. that might be discussed in the passage.	3.94	0.77	9
6	Before listening, teachers should ask students to discuss possible answers to the questions.	3.54	0.87	20
Bottom-up Strategy				
15	Teachers should ask students to transcribe (i.e. write down in English everything they hear).	2.98	0.90	26
16	Teachers should ask students to listen out for specific details (e.g. names, places, dates).	3.99	0.70	8
17	Teachers should ask students to listen for verb endings (e.g. -s, -ing, -ed).	3.18	0.87	25
18	Teachers should ask students to listen out for how individual words change in connected speech (e.g. If the words "go" and "up" are said together, there is a new /w/ sound between the two words, to become "go-wup").	3.46	0.77	22
19	Teachers should ask students to focus on intonation patterns.	3.60	0.74	19
20	Teachers should ask students to make sound-spelling links.	3.86	0.74	13
Cognitive Strategy				
7	Before listening, teachers should ask students to predict vocabulary they might hear (e.g. verbs, nouns).	3.82	0.83	15
8	Teachers should ask students to verify their predictions while listening.	3.74	0.82	17
9	Teachers should ask students to focus on key words while listening.	4.21	0.63	2
10	Teachers should ask students to take notes while listening.	4.10	0.76	4
13	Teachers should ask students when they don't understand a word, they should work out its meaning from the context.	4.23	0.64	1
14	Teachers should ask students to listen out for marker phrases, e.g. "For example", "First of all".	3.94	0.70	10
Metacognitive Strategy				
11	After listening, teachers should ask students what they did to complete the listening task.	3.77	0.65	16
12	After listening, teachers should advise students how to deal with difficulties next time.	4.13	0.67	3
21	Teachers should ask students to monitor listening comprehension.	3.85	0.67	14
22	Teachers should ask students to think about how to work out/deal with unknown words.	4.01	0.64	7
23	Teachers should ask students to keep a listening log about how they approach listening tasks (i.e. what they do).	3.51	0.79	21
Socio-affective Strategy				
24	Teachers should ask students to listen cooperatively (in pairs).	3.40	0.70	23
25	Teachers should ask students to listen cooperatively (in groups of three or more).	3.30	0.73	24
26	Teachers should teach students to ask for clarification when they do not understand.	4.07	0.84	5

N=175

Table 4.3 presents the descriptive statistics of the listening instruction practices scale. The mean score of the teachers' overall practices was 2.99, and the mean scores of each dimension ranged from 2.69 to 3.37. Only the mean scores of the top-down listening strategy dimension and the cognitive listening strategy dimension were higher than three points, suggesting that the teachers implemented bottom-up, metacognitive, and socio-affective listening strategy instruction in classrooms less often than the previous two dimensions. The mean score of the cognitive listening strategy dimension was the highest. This result was similar to that in the beliefs scale. However, the lowest mean score was held by the socio-affective listening strategy dimension.

Table 4.3

Descriptive Statistics of Teachers' Practices Related to Listening Instruction

Dimension	N	M	SD	Rank
Top-down Strategy	175	3.13	0.69	2
Bottom-up Strategy	175	2.76	0.59	4
Cognitive Strategy	175	3.37	0.66	1
Metacognitive Strategy	175	2.84	0.68	3
Socio-affective Strategy	175	2.69	0.81	5
Overall Practices	175	2.99	0.50	

Note. 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Almost Always

The participants' responses to each item on the practices scale were further explored. As can be seen in Table 4.4 (the following page), the top 3 items were Item 9 "I ask students to focus on key words while listening", Item 13 "I ask students when they don't understand a word, they should work out its meaning from the context", and Item 10 "I ask students to take notes while listening". These items were all categorized under the cognitive listening strategy dimension. The bottom 3 items were Item 23 "I ask students to keep a listening log about how they approach listening tasks (i.e. What they do)", Item 25 "I ask students to listen cooperatively (in groups of three

or more)”, and Item 24 “I ask students to listen cooperatively (in pairs)”. Item 23 was related to the metacognitive listening strategy dimension, while the other two items were both grouped around the socio-affective listening strategy dimension.

Table 4.4

Means and Ranks of the Items Regarding Teachers’ Practices

No.	Item	M	SD	Rank
Top-down Strategy				
1	Before listening, I ask students to look at pictures linked to the topic.	3.20	0.98	9
2	Before listening, I ask students to watch video clips linked to the topic.	2.83	0.99	16
3	Before listening, I remind students of vocabulary linked to the topic.	3.55	0.97	6
4	Before listening, I give students vocabulary items that will be used in the passage.	3.45	1.00	7
5	Before listening, I guide students to think of ideas/facts etc. that might be discussed in the passage.	3.14	0.99	12
6	Before listening, I ask students to discuss possible answers to the questions.	2.59	0.97	20
Bottom-up Strategy				
15	I ask students to transcribe (i.e. write down in English everything they hear).	2.40	1.02	21
16	I ask students to listen out for specific details (e.g. names, places, dates).	3.66	0.83	4
17	I ask students to listen for verb endings (e.g. -s, -ing, -ed).	2.36	0.91	22
18	I ask students to listen out for how individual words change in connected speech (e.g. If the words “go” and “up” are said together, there is a new /w/ sound between the two words, to become “go-wup”).	2.33	0.89	23
19	I ask students to focus on intonation patterns.	2.72	0.93	18
20	I ask students to make sound-spelling links.	3.09	0.97	13
Cognitive Strategy				
7	Before listening, I ask students to predict vocabulary they might hear (e.g. verbs, nouns).	2.78	1.01	17
8	I ask students to verify their predictions while listening.	2.86	1.07	15
9	I ask students to focus on key words while listening.	3.93	0.84	1
10	I ask students to take notes while listening.	3.68	1.04	3
13	I ask students when they don’t understand a word, they should work out its meaning from the context.	3.81	0.90	2
14	I ask students to listen out for marker phrases, e.g. “For example”, “First of all”.	3.18	0.98	11
Metacognitive Strategy				
11	After listening, I ask students what they did to complete the listening task.	2.69	0.98	19
12	After listening, I advise students how to deal with difficulties next time.	3.36	0.91	8
21	I ask students to monitor listening comprehension.	2.90	0.98	14
22	I ask students to think about how to work out/deal with unknown words.	3.19	0.93	10
23	I ask students to keep a listening log about how they approach listening tasks (i.e. What they do).	2.06	0.99	26
Socio-affective Strategy				
24	I ask students to listen cooperatively (in pairs).	2.32	1.01	24
25	I ask students to listen cooperatively (in groups of three or more).	2.17	1.03	25
26	I teach students to ask for clarification when they do not understand.	3.57	1.07	5

N=175

Differences between Teachers' Beliefs and Practices in Listening Instruction

Research Question Two: Is there any statistically significant difference between teachers' beliefs and their classroom practices?

To answer the second research question, paired-samples t-tests were calculated. The results can be seen in Table 4.5. There was a significant difference observed between the teachers' overall beliefs and their overall practices regarding listening instruction. Differences were also apparent between the teachers' beliefs and their practices in top-down, bottom-up, cognitive, meta-cognitive, and socio-affective listening strategy dimensions.

All the differences were statistically significant ($p < .001$) between not only the teachers' overall beliefs and overall practices but also their beliefs and practices in each dimension. These results indicated that the teachers' instructional practices in listening instruction did not actually reflect their stated beliefs.

Table 4.5
Paired-samples T-test of Teachers' Beliefs and Practices

Dimension	Teachers' Beliefs		Teachers' Practices		t	p
	M	SD	M	SD		
Top-down Strategy	3.83	0.61	3.13	0.69	-15.19***	<.001
Bottom-up Strategy	3.51	0.51	2.76	0.59	-16.30***	<.001
Cognitive Strategy	4.01	0.50	3.37	0.66	-14.84***	<.001
Metacognitive Strategy	3.85	0.48	2.84	0.68	-20.27***	<.001
Socio-affective Strategy	3.59	0.59	2.69	0.81	-15.88***	<.001
Overall	3.77	0.38	2.99	0.50	-22.04***	<.001

* $p < .05$. ** $p < .01$. *** $p < .001$.

Background Factors Affecting Teachers' Beliefs and Practices in Listening Instruction

Research Question Three: What background factors, if any, affect teachers' beliefs and practices?

Independent-samples t-tests, and one-way ANOVA along with Scheffe's post-hoc test were computed to answer the third research question. Background factors were the independent variables; and, teachers' beliefs and practices formed the dependent variables.

Independent-samples t-tests were performed on independent variables having two levels, including gender, highest degree obtained, academic major chosen, pre-service training experience, workshop attendance, and domain-related paper access. One-way ANOVA was conducted on independent variables with three or more levels, which included age and years of English teaching.

Factors Affecting Teachers' Beliefs

Gender

Independent-samples t-tests were used to compare the mean scores of the male and female teachers. The results showed no significant differences between the male and female teachers with regard to teachers' overall beliefs and their beliefs in each dimension.

Age

One-way ANOVA was calculated to determine whether any significant difference existed between the respondents from different age groups. ANOVA results indicated that there were not any significant differences between the participants of different ages regarding teachers' overall beliefs and their beliefs in each dimension.

Years of English Teaching

Based on one-way ANOVA results, there were no significant differences between the participants having different years of English teaching experience with regard to teachers' overall beliefs and their beliefs in each dimension, except for the bottom-up listening strategy dimension ($p < .05$). Scheffe's post-hoc test was used to identify where differences occurred between the five groups. It can be seen in Table 4.6 (the following page) that a significant difference existed between Group 3 and 5, with the mean score of Group 5 higher than that of Group 3. This indicated that the respondents who had taught English for 21 years or over held more positive attitudes toward teaching bottom-up listening strategies than those who had taught English for 11 to 15 years.

Highest Degree Obtained

Independent-samples t-tests were performed to determine whether a significant difference occurred between the teachers who possessed different highest degrees. There were no significant differences between the group means regarding teachers' overall beliefs and beliefs in each dimension as determined by independent-samples t-tests.

Table 4.6

One-way ANOVA for Years of English Teaching in Teachers' Beliefs in Listening Instruction

Dimension	Group	N	M	SD	Source	SS	df	MS	F	Sig.	Post Hoc Test
Top-down Strategy	(1) 5 or under	31	3.92	0.56	Between Groups	0.71	4	0.18	0.47	.755	
	(2) 6-10	33	3.86	0.52	Within Groups	63.68	170	0.37			
	(3) 11-15	35	3.72	0.57	Total	64.39	174				
	(4) 16-20	42	3.84	0.58							
	(5) 21 or over	34	3.82	0.79							
Bottom-up Strategy	(1) 5 or under	31	3.42	0.47	Between Groups	3.46	4	0.86	3.56**	.008	5>3
	(2) 6-10	33	3.54	0.44	Within Groups	41.32	170	0.24			
	(3) 11-15	35	3.36	0.39	Total	44.77	174				
	(4) 16-20	42	3.47	0.60							
	(5) 21 or over	34	3.77	0.51							
Cognitive Strategy	(1) 5 or under	31	4.08	0.39	Between Groups	1.33	4	0.33	1.35	.252	
	(2) 6-10	33	4.11	0.47	Within Groups	41.85	170	0.25			
	(3) 11-15	35	3.87	0.46	Total	43.19	174				
	(4) 16-20	42	3.96	0.57							
	(5) 21 or over	34	4.03	0.55							
Metacognitive Strategy	(1) 5 or under	31	3.93	0.42	Between Groups	1.35	4	0.34	1.49	.206	
	(2) 6-10	33	3.83	0.44	Within Groups	38.53	170	0.23			
	(3) 11-15	35	3.69	0.46	Total	39.88	174				
	(4) 16-20	42	3.91	0.54							
	(5) 21 or over	34	3.91	0.49							
Socio-affective Strategy	(1) 5 or under	31	3.66	0.48	Between Groups	0.88	4	0.22	0.63	.639	
	(2) 6-10	33	3.63	0.50	Within Groups	58.93	170	0.35			
	(3) 11-15	35	3.46	0.73	Total	59.81	174				
	(4) 16-20	42	3.63	0.51							
	(5) 21 or over	34	3.59	0.68							
Overall Beliefs	(1) 5 or under	31	3.81	0.30	Between Groups	0.96	4	0.24	1.67	.158	
	(2) 6-10	33	3.81	0.33	Within Groups	24.35	170	0.14			
	(3) 11-15	35	3.64	0.35	Total	25.31	174				
	(4) 16-20	42	3.77	0.43							
	(5) 21 or over	34	3.85	0.45							

*p<.05. **p<.01. ***p<.001.

Academic Major Chosen

Independent-samples t-tests were computed to compare the mean scores of the participants with different majors. Table 4.7 indicates that the differences between Group 1 and Group 2 were statistically non-significant with regard to teachers' overall beliefs and their beliefs relating to each dimension, except for the cognitive listening strategy dimension ($p < .05$). The result revealed that the respondents who majored in English better agreed with cognitive listening strategy instruction than those who majored in other subjects.

Table 4.7
Independent-samples T-test for Academic Major Chosen in Teachers' Beliefs in Listening Instruction

Dimension	Group	N	M	SD	t	p
Top-down Strategy	(1) English	170	3.84	0.61	1.07	.285
	(2) Other	5	3.54	0.45		
Bottom-up Strategy	(1) English	170	3.51	0.51	-0.55	.584
	(2) Other	5	3.63	0.38		
Cognitive Strategy	(1) English	170	4.02	0.50	2.02*	.045
	(2) Other	5	3.57	0.35		
Metacognitive Strategy	(1) English	170	3.86	0.48	0.45	.656
	(2) Other	5	3.76	0.55		
Socio-affective Strategy	(1) English	170	3.59	0.58	-0.29	.775
	(2) Other	5	3.67	0.85		
Overall Beliefs	(1) English	170	3.78	0.38	0.89	.376
	(2) Other	5	3.63	0.36		

* $p < .05$. ** $p < .01$. *** $p < .001$.

Pre-service Training Experience

Independent-samples t-tests were used to investigate whether pre-service training experience caused a significant difference in teachers' beliefs. No significant differences were found related to teachers' overall beliefs and their beliefs in each dimension.

Workshop Attendance

The results of independent-samples t-tests, as shown in Table 4.8, indicated that there were significant differences between the participants with and without workshop attendance experience with regard to teachers' overall beliefs and their beliefs in the cognitive listening strategy dimension at the $p < .05$ level; however, no significant differences were found in the other dimensions. The teachers who had attended workshops on teaching listening agreed more with the statements related to listening instruction and the statements regarding cognitive listening strategy instruction.

Table 4.8

Independent-samples T-test for Workshop Attendance in Teachers' Beliefs in Listening Instruction

Dimension	Group	N	M	SD	t	p
Top-down Strategy	(1) Yes	123	3.89	0.55	1.94	.054
	(2) No	52	3.69	0.72		
Bottom-up Strategy	(1) Yes	123	3.55	0.50	1.42	.156
	(2) No	52	3.43	0.51		
Cognitive Strategy	(1) Yes	123	4.06	0.48	2.13*	.035
	(2) No	52	3.88	0.53		
Metacognitive Strategy	(1) Yes	123	3.88	0.46	0.91	.364
	(2) No	52	3.80	0.52		
Socio-affective Strategy	(1) Yes	123	3.61	0.61	0.60	.548
	(2) No	52	3.55	0.53		
Overall Beliefs	(1) Yes	123	3.81	0.36	2.13*	.035
	(2) No	52	3.68	0.41		

* $p < .05$. ** $p < .01$. *** $p < .001$.

Domain-related Paper Access

Independent-samples t-tests were performed to compare the mean scores of the participants who had different domain-related paper access. The differences were statistically non-significant regarding teachers' overall beliefs and their beliefs in each dimension.

In short, years of English teaching, academic major chosen, and workshop attendance influenced teachers' overall beliefs or their beliefs related to one or more of the five dimensions. Table 4.9 summarizes the results.

Table 4.9
Summary of the Results for Background Variables in Teachers' Beliefs in Listening Instruction

Background Factor	Teachers' Beliefs					Overall
	Top-down Strategy	Bottom-up Strategy	Cognitive Strategy	Metacognitive Strategy	Socio-affective Strategy	
Gender	-	-	-	-	-	-
Age	-	-	-	-	-	-
Years of English Teaching	-	21 or over >11-15	-	-	-	-
Highest Degree Obtained	-	-	-	-	-	-
Academic Major Chosen	-	-	English>Others	-	-	-
Pre-service Training Experience	-	-	-	-	-	-
Workshop Attendance	-	-	Y>N	-	-	Y>N
Domain-related Paper Access	-	-	-	-	-	-

Factors Affecting Teachers' Practices

Gender

Independent-samples t-tests were conducted to compare the mean scores of the male and female teachers. The results indicated that there were no significant differences between the male and female teachers' overall practices as well as their practices in each dimension.

Age

One-way ANOVA was used to investigate whether teachers' age caused a significant difference in teachers' practices. As can be seen in Table 4.10 (the following page), ANOVA results revealed that no statistically significant differences were found between the participants of different ages regarding teachers' overall practices and their practices in each dimension, except for the top-down listening strategy dimension ($p < .01$). Post-hoc comparisons using Scheffe's test indicated that the mean scores of Group 1 ($M = 3.37$) and Group 2 ($M = 3.28$) were significantly different from that of Group 3 ($M = 2.95$). The teachers aged 30 or under and the teachers aged 31 to 40 implemented top-down listening activities more frequently than those aged 41 or over.

Table 4.10

One-Way ANOVA for Age in Teachers' Practices in Listening Instruction

Dimension	Group	N	M	SD	Source	SS	df	MS	F	Sig.	Post Hoc
Top-down Strategy	(1) 30 or under	25	3.37	0.46	Between Groups	5.64	2	2.82	6.29**	.002	1>3 2>3
	(2) 31-40	63	3.28	0.63	Within Groups	77.16	172	0.45			
	(3) 41 or over	87	2.95	0.74	Total	82.81	174				
Bottom-up Strategy	(1) 30 or under	25	2.71	0.50	Between Groups	0.10	2	0.05	0.15	.863	
	(2) 31-40	63	2.75	0.48	Within Groups	61.00	172	0.35			
	(3) 41 or over	87	2.78	0.69	Total	61.10	174				
Cognitive Strategy	(1) 30 or under	25	3.55	0.53	Between Groups	2.57	2	1.28	3.98	.053	
	(2) 31-40	63	3.46	0.59	Within Groups	74.12	172	0.43			
	(3) 41 or over	87	3.25	0.73	Total	76.69	174				
Metacognitive Strategy	(1) 30 or under	25	2.94	0.64	Between Groups	0.60	2	0.30	0.64	.530	
	(2) 31-40	63	2.88	0.68	Within Groups	80.29	172	0.47			
	(3) 41 or over	87	2.78	0.70	Total	80.89	174				
Socio-affective Strategy	(1) 30 or under	25	3.01	0.70	Between Groups	3.42	2	1.71	2.68	.071	
	(2) 31-40	63	2.69	0.83	Within Groups	109.51	172	0.64			
	(3) 41 or over	87	2.59	0.80	Total	112.92	174				
Overall Practices	(1) 30 or under	25	3.14	0.38	Between Groups	1.37	2	0.68	2.82	.062	
	(2) 31-40	63	3.05	0.43	Within Groups	41.68	172	0.24			
	(3) 41 or over	87	2.91	0.56	Total	43.05	174				

*p<.05. **p<.01. ***p<.001.

Years of English Teaching

One-way ANOVA was calculated to find out significant differences between the participants with varying years of English teaching. There was a significant difference between the group means at the $p < .05$ level in the top-down listening strategy dimension, while there were no significant differences regarding teachers' overall practices and their practices in the other dimensions. Scheffe's post-hoc test was run to confirm where the differences lay between the five groups. Although the difference was significant, the post-hoc comparison did not reach any significance. The results are presented in Table 4.11 (the following page).

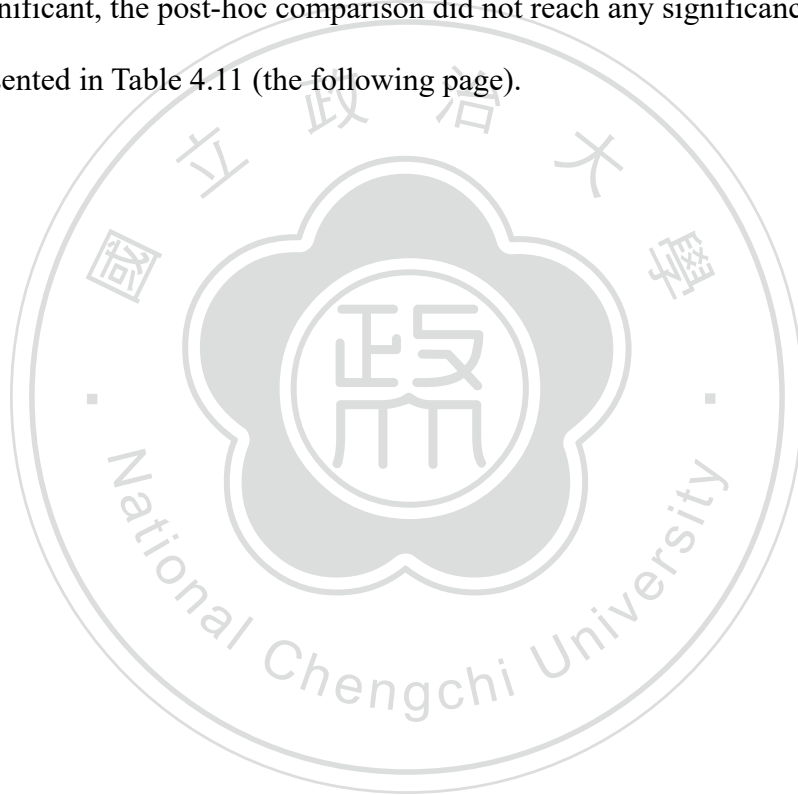


Table 4.11

One-Way ANOVA for Years of English Teaching in Teachers' Practices in Listening Instruction

Dimension	Group	N	M	SD	Source	SS	df	MS	F	Sig.	Post Hoc Test
Top-down Strategy	(1) 5 or under	31	3.37	0.51	Between Groups	4.49	4	1.12	2.43*	.049	N.S.
	(2) 6-10	33	3.21	0.57	Within Groups	78.31	170	0.46			
	(3) 11-15	35	3.18	0.68	Total	82.81	174				
	(4) 16-20	42	3.04	0.76							
	(5) 21 or over	34	2.88	0.80							
Bottom-up Strategy	(1) 5 or under	31	2.78	0.47	Between Groups	0.83	4	0.21	0.58	.676	
	(2) 6-10	33	2.78	0.43	Within Groups	60.28	170	0.35			
	(3) 11-15	35	2.65	0.61	Total	61.10	174				
	(4) 16-20	42	2.74	0.66							
	(5) 21 or over	34	2.86	0.73							
Cognitive Strategy	(1) 5 or under	31	3.55	0.53	Between Groups	2.34	4	0.59	1.34	.258	
	(2) 6-10	33	3.48	0.54	Within Groups	74.34	170	0.44			
	(3) 11-15	35	3.33	0.70	Total	76.69	174				
	(4) 16-20	42	3.31	0.68							
	(5) 21 or over	34	3.23	0.80							
Metacognitive Strategy	(1) 5 or under	31	2.97	0.66	Between Groups	1.41	4	0.35	0.76	.556	
	(2) 6-10	33	2.81	0.53	Within Groups	79.48	170	0.47			
	(3) 11-15	35	2.83	0.75	Total	80.89	174				
	(4) 16-20	42	2.89	0.75							
	(5) 21 or over	34	2.70	0.68							
Socio-affective Strategy	(1) 5 or under	31	3.00	0.80	Between Groups	4.16	4	1.04	1.63	.170	
	(2) 6-10	33	2.72	0.76	Within Groups	108.76	170	0.64			
	(3) 11-15	35	2.63	0.92	Total	112.92	174				
	(4) 16-20	42	2.59	0.77							
	(5) 21 or over	34	2.56	0.74							
Overall Practices	(1) 5 or under	31	3.16	0.39	Between Groups	1.39	4	0.35	1.42	.229	
	(2) 6-10	33	3.04	0.35	Within Groups	41.66	170	0.25			
	(3) 11-15	35	2.96	0.54	Total	43.05	174				
	(4) 16-20	42	2.95	0.55							
	(5) 21 or over	34	2.88	0.58							

Note. N.S.: non-significant

*p<.05. **p<.01. ***p<.001.

Highest Degree Obtained

Independent-samples t-tests were computed to determine whether a significant difference occurred between the teachers who obtained different highest degrees. The results reflected in Table 4.12 indicated that the difference between Group 1 and Group 2 was statistically significant with regard to teachers' practices in the socio-affective listening strategy dimension ($p < .05$), whereas there were not any significant differences regarding teachers' overall practices and their practices in the other dimensions. The respondents with a bachelor's degree seemed to carry out more activities related to socio-affective listening strategies in comparison to those who possessed a master's degree or a doctorate.

Table 4.12
Independent-samples T-test for Highest Degree Obtained in Teachers' Practices in Listening Instruction

Dimension	Group	N	M	SD	t	p
Top-down Strategy	(1) Bachelor	41	3.14	0.61	0.15	.884
	(2) Master or Doctorate	134	3.12	0.72		
Bottom-up Strategy	(1) Bachelor	41	2.86	0.54	1.24	.217
	(2) Master or Doctorate	134	2.73	0.61		
Cognitive Strategy	(1) Bachelor	41	3.31	0.62	-0.66	.511
	(2) Master or Doctorate	134	3.39	0.68		
Metacognitive Strategy	(1) Bachelor	41	3.00	0.67	1.67	.097
	(2) Master or Doctorate	134	2.79	0.68		
Socio-affective Strategy	(1) Bachelor	41	2.96	0.75	2.51*	.013
	(2) Master or Doctorate	134	2.60	0.81		
Overall Practices	(1) Bachelor	41	3.07	0.42	1.08	.280
	(2) Master or Doctorate	134	2.97	0.52		

* $p < .05$. ** $p < .01$. *** $p < .001$.

Academic Major Chosen

Independent-samples t-tests were used to compare the mean scores of the participants with different majors. The results revealed no significant differences regarding teachers' overall practices and their practices in each dimension.

Pre-service Training Experience

Independent-samples t-tests were performed to investigate whether pre-service training experience was a cause for significant differences to occur. No significant differences were found with regard to teachers' overall practices and their practices in each dimension.

Workshop Attendance

The results of independent-samples t-tests, as shown in Table 4.13 (the following page), indicated that there were significant differences between the participants with different workshop attendance experience in teachers' overall practices ($p < .01$) and their practices with regard to bottom-up and cognitive listening strategy dimensions ($p < .05$). Based on the results, however, there were no significant differences found in the other three dimensions. The teachers who had listening instruction-related workshop attendance experience more frequently implemented not only listening instruction but instruction specifically concerned with bottom-up and cognitive listening strategy dimensions.

Table 4.13

Independent-samples T-test for Workshop Attendance in Teachers' Practices in Listening Instruction

Dimension	Group	N	M	SD	t	p
Top-down Strategy	(1) Yes	123	3.19	0.67	1.77	.078
	(2) No	52	2.99	0.71		
Bottom-up Strategy	(1) Yes	123	2.83	0.59	2.34*	.021
	(2) No	52	2.60	0.57		
Cognitive Strategy	(1) Yes	123	3.45	0.66	2.28*	.024
	(2) No	52	3.20	0.66		
Metacognitive Strategy	(1) Yes	123	2.90	0.71	1.68	.094
	(2) No	52	2.71	0.61		
Socio-affective Strategy	(1) Yes	123	2.76	0.81	1.74	.084
	(2) No	52	2.53	0.79		
Overall Practices	(1) Yes	123	3.06	0.51	2.70**	.008
	(2) No	52	2.84	0.45		

*p<.05. **p<.01. ***p<.001.

Domain-related Paper Access

Independent-samples t-tests were conducted to compare the mean scores of the participants with and without domain-related paper access. Table 4.14 (the following page) shows the differences between Group 1 and Group 2 were statistically significant regarding teachers' overall practices ($p<.001$) and their practices in all of the five dimensions: top-down ($p<.01$), bottom-up ($p<.05$), cognitive ($p<.001$), metacognitive ($p<.05$), and socio-affective listening strategy ($p<.05$). Here it can be seen that the reading of academic papers or journals related to listening instruction had a positive effect on teachers' overall practices and their practices related to each dimension.

Table 4.14

Independent-samples T-test for Domain-related Paper Access in Teachers' Practices in Listening Instruction

Dimension	Group	N	M	SD	t	p
Top-down Strategy	(1) Yes	100	3.26	0.63	3.06**	.003
	(2) No	75	2.95	0.72		
Bottom-up Strategy	(1) Yes	100	2.86	0.62	2.58*	.011
	(2) No	75	2.63	0.53		
Cognitive Strategy	(1) Yes	100	3.52	0.64	3.54***	<.001
	(2) No	75	3.17	0.65		
Metacognitive Strategy	(1) Yes	100	2.94	0.68	2.21*	.028
	(2) No	75	2.71	0.67		
Socio-affective Strategy	(1) Yes	100	2.81	0.79	2.35*	.020
	(2) No	75	2.52	0.80		
Overall Practices	(1) Yes	100	3.11	0.48	3.87***	<.001
	(2) No	75	2.83	0.47		

*p<.05. **p<.01. ***p<.001.

In brief, age, highest degree obtained, workshop attendance and domain-related paper access had an impact on teachers' overall practices or their practices in one or more of the five dimensions. The results are summarized in Table 4.15 (the following page).

Table 4.15

Summary of the Results for Background Variables in Teachers' Practices in Listening Instruction

Background Factor	Teachers' Practices					Overall
	Top-down Strategy	Bottom-up Strategy	Cognitive Strategy	Metacognitive Strategy	Socio-affective Strategy	
Gender	-	-	-	-	-	-
Age	30 or under > 41 or over, 31-40 > 41 or over	-	-	-	-	-
Years of English Teaching	N.S.	-	-	-	-	-
Highest Degree Obtained	-	-	-	-	Bachelor> Master or Doctorate	-
Academic Major Chosen	-	-	-	-	-	-
Pre-service Training Experience	-	-	-	-	-	-
Workshop Attendance	-	Y>N	Y>N	-	-	Y>N
Domain-related Paper Access	Y>N	Y>N	Y>N	Y>N	Y>N	Y>N

Note. N.S.: non-significant



CHAPTER 5

DISCUSSION

This chapter presents a discussion of the study findings structured around the three research questions. It is divided into the following sections: (a) senior high school English teachers' beliefs and practices in listening instruction, (b) differences between their beliefs and practices in listening instruction, and (c) background factors affecting their beliefs and practices in listening instruction.

Senior High School English Teachers' Beliefs and Practices in Listening Instruction

The first research question addressed teachers' beliefs and practices in the teaching of listening. This section discusses the key results regarding teachers' stated beliefs, as well as those regarding teachers' instructional practices.

In tune with previous research conducted among Taiwanese English teachers (H. L. Chang, 2003; H. R. Chang, 2005; Yeh, 2013), this survey study indicated on the whole that the EFL teachers agreed with the implementation of listening instruction. One possible reason is that over half of the sample reported having some access to papers or journals regarding listening instruction, and that a great number reported having attended listening instruction-related workshops. According to Y. C. Chang (2003), paper-reading and workshop attendance were two of the primary sources that may affect senior high school EFL teachers' beliefs.

It is worthwhile to note that this study found that the respondents indicated positive attitudes toward metacognitive listening strategy instruction. This finding,

however, goes against S. Graham et al.'s (2014) finding that the participants, who taught secondary school students in England, showed notably less agreement with teaching metacognitive listening strategies. The participant teachers in the present study believed that it was appropriate to introduce metacognitive listening strategies to their students because these teachers probably considered them capable of the metacognitive thought process. This may account for the incongruity between the results from the aforementioned study and the present study.

However, even though the participants agreed with the implementation of listening instruction, based on the finding that the mean score for the overall practices was lower than the average (Table 4.3), they implemented listening instruction in classrooms only below a moderate level. These teachers sometimes adopted top-down and cognitive listening activities. Nevertheless, they did not often carry out bottom-up, metacognitive, and socio-affective listening activities in teaching. This finding is in substantial agreement with that of S. Graham et al.'s (2014) research.

Despite the fact that the abovementioned activities are recommended in the research literature, the results of the present study suggest that bottom-up and metacognitive activities received less attention whenever the teachers carried out listening instruction in classrooms. The results also showed that socio-affective activities were given the least attention (Table 4.3). This echoes H. R. Chang's (2005) and Yeh's (2013) studies, both of which showed that the teachers least frequently enacted pair- and group-work listening activities, thereby suggesting the teachers' least attention toward activities of this type.

In this present study, the teachers seldom carried out bottom-up, metacognitive, and socio-affective listening activities. An explanation for the less emphasis on bottom-up activities may lie in the fact that the teachers had to cover the content

mandated in the curriculum within an allotted time. The teachers rarely adopted bottom-up listening activities because they presumed these were previously covered in students' elementary or junior high schools. Since the teachers had a broad spectrum of areas to cover, it was possible that they seldom made time for bottom-up listening activities to occur. A bottom-up activity, such as transcription, could take a large amount of class time since students may re-visit the texts repeatedly in the process.

The teachers placed less emphasis on metacognitive and socio-affective listening activities partly because of the influence of their prior language learning experiences. According to Borg (2003), teachers' language learning experiences affect their teaching in the future. Teachers' instructional techniques are commonly drawn from their own personal learning experiences (Bailey, Curtis, Nunan, & Fan, 2001). Up until recent times, listening instruction was commonly done through the audio-lingual method, and then through the "question-answer" comprehension approach" (Vandergrift, 2004, p. 3). Students were often told to answer a set of comprehension questions in listening activities. Listening strategies, especially those relating to metacognitive and socio-affective listening strategy dimensions, were rarely introduced to students. Asking students to think about their listening, categorized as a metacognitive activity, was infrequently carried out. As for socio-affective strategy activities, since the teacher-centered teaching method was prevalent, listening tasks were seldom, if ever, done in pairs or in group work. After becoming teachers, the participants were more likely to reproduce the instructional path which they had followed when they were students. This is especially true when the teachers were unfamiliar with a battery of listening activities in which students would learn how to listen effectively. What they had learned at school turned out to be the primary source

which the teachers could resort to in their own teaching.

Even when the teachers knew how to teach listening in a cooperative learning (CL) mode and believed that they should do so, they would probably adopt the traditional lecture-based teaching method, when encountering real situations. Teachers frequently struggle between their own instructional beliefs and reality despite having a strong sense of awareness of the former (Littlewood, 2007).

One of the utmost issues could be the large class size. H. S. Chen (2008) considered large class size a real difficulty when applying the cooperative learning method in an EFL classroom with 47 students at a Taiwanese vocational high school. Finn, Pannozzo, and Achilles (2003) recommended that the number of students in a class should be below 20 for the implementation of CL. Compared to the recommended number, the number of students in H. S. Chen's study was not practical. Taiwanese senior high school classes generally consisted of between 36 to 37 students (Ministry of Education Republic of China, 2016). In a large class situation, there was little possibility that the language instructors who were part of this study opted to carry out group listening activities.

Another problem during the implementation of CL may be that the students were resistant to CL. Herreid (1998) noted barriers for students involved in CL: "Students can be threatened by the new approach to learning", "students can be hostile to cooperative learning", and "students do not have the social skills to survive the stress in small group learning" (pp. 556-557). The first barrier is that CL might threaten students who are unfamiliar with its form. Students may consider that teachers simply move between the groups and are remiss in their duty whenever in a CL mode.

Herreid (1998) continued with the second barrier being that high-achievers often seem to hold adverse opinions towards CL. Many higher-level students prefer

learning through traditional instruction since they have benefited from the system in terms of their own academic achievement. It seems natural that they distrust the new approach. In anecdotal terms, some of the researcher's students, who excelled in English, even asked the researcher to return to the traditional route after the researcher attempted to apply CL in the language classroom.

Herreid's (1998) last assumed barrier regards students' lack of social skills that were necessary for group learning to take place. Herreid further stated that social issues, such as "the personal conflicts over control" should be dealt with in order to successfully implement CL activities (p. 557). The teachers represented in the present study who were struggling with Herreid's three supposed obstacles may have ended up abandoning socio-affective listening activities.

In addition, the teachers' infrequent adoption of CL while teaching listening may be explained by the fact that CL can be unsuccessful due to the problems occurring in an Asian context (C. L. Chen, 2014; Eva, 2003; Sachs, Candlin, & Rose, 2003; Tan, Sharan, & Lee, 2007; to name just a few). Tan et al.'s (2007) study, for instance, revealed how the passive learning culture of Singaporean students partially accounted for the ineffectiveness of CL in their study. These students tended to expect teachers to provide knowledge; they were not accustomed to obtaining information on their own or by working with group members.

This situation is not surprising since learner autonomy is less frequently emphasized in the East. Besides, the prevalent notion in the Asian culture is that the more input the teacher provides students, the better the teacher seems. Bearing this in mind, Asian teachers are prone to "spoon-feed" their students, thus leaving the students to develop passive learning habits as a disservice.

The fact that Asian students are frequently anxious about openly expressing their

viewpoints also contributes to the ineffectiveness of CL. Sachs et al. (2003) examined English teaching in Hong Kong high schools, noticing that the students felt anxiety about sharing their opinions when in groups, which is detrimental to CL.

In Asian countries, some culture-bound obstacles appear to prevent the CL approach from improving the overall academic achievement of students. Taking these impediments into consideration, the Taiwanese participants in the present study were less likely to adopt CL, to say nothing of asking their learners to complete listening tasks in pairs or groups.

The data related to the statements on the beliefs and practices scales were examined to elucidate teachers' beliefs and practices. In accord with S. Graham et al.'s (2014) research, this study found the teachers most strongly believed that if students do not understand a word, then they should work out its meaning from the context. This finding may result from the fact that guessing the meaning from the context is one of the most highly-valued techniques in terms of listening as well as the learning of English. With regard to teachers' practices, the present study determined that asking students to focus on key words while listening was the most frequently carried out activity, which is a result in agreement with S. Graham et al.'s (2014) investigation to a certain degree. This result occurred probably because this activity was prevalent in listening instruction, and it was easy to engage students in the activity.

To conclude, the teachers had positive attitudes toward listening instruction. They also showed approval of top-down, bottom-up, cognitive, metacognitive, and socio-affective listening strategy instruction methods. The instructional activity most agreed upon was for students to guess the meaning of unknown words by the context. As for their practices, the activity the teachers conducted the most was to ask students

to pay close attention to key words. Although they showed agreement with inclusion of teaching listening as part of the four skills, they did not often implement listening instruction as a stand-alone practice. Besides, they placed less emphasis on bottom-up, metacognitive, and the least on socio-affective listening activities. These results may be attributable to a limited number of class hours, teachers' prior learning experiences, and the problems which may prevent teachers from teaching listening by CL mode. According to prior literature, these activities are beneficial to learners' listening ability. In Yeh's (2013) study on senior high school English teachers' practices concerned with listening instruction, the result indicated that the respondents infrequently implemented pair- and group-work activities whenever teaching listening, which could lead to students feeling fatigued and even losing eventual interest. To improve teachers' current listening instruction methods, teachers may consider bringing more bottom-up, metacognitive, socio-affective listening activities into their classrooms.

Differences between Senior High School English Teachers' Beliefs and Practices in Listening Instruction

The second research question addressed whether teachers' practices would differ from their beliefs. Several researchers have claimed that teachers' beliefs are likely to influence their practices (Crawley & Salyer, 1995; Hampton, 1994; K. E. Johnson, 1992; Kagan, 1992; Martinez, 2000; Pajares, 1992), leading the researcher to presume that the participants' listening instruction practices would correspond in some way to their beliefs. The findings of the current study, however, do not agree with these researchers' claims. The results indicated that there were significant differences between teachers' overall beliefs and practices in listening instruction as well as their

beliefs and practices in top-down, bottom-up, cognitive, metacognitive, and socio-affective listening strategy dimensions.

Empirically, there were mixed results of the studies which attempted to examine whether teachers' practices would correspond to their beliefs. While Cundale's (2001) and Kim's (2006) studies showed that the teachers' practices were consistent with their beliefs, a few researchers found some inconsistency (Choi, 2000; Farrell & Lim, 2005; Raymond, 1997; Richards et al., 2001; A. G. Thompson, 1984). This finding is in line with that of the present study.

Research has noted the factors which might lead to a gap between teachers' beliefs and practices (Farrell & Lim, 2005; Liao, 2007; Nien, 2002; R. Y. Wang, 2013). Based on previous research, the possible factors cited in the current study were: teachers' prior learning experiences, lack of professional teachers' training, limited instructional time, and students' learning attitudes, needs and motivation.

As suggested by R. Y. Wang (2013), the inconsistency between teachers' beliefs and practices may be due to teachers' prior learning experiences. Teachers are influenced by what they learned as students. Most teachers in this study received little listening instruction during their own education. Even if listening was taught to some extent, it was often taught by asking students to listen more or by simply giving listening comprehension tests. Students rarely, if ever, received listening strategy instruction, therefore lacking a model for this type of instruction. After entering the teaching profession, the teacher participants simply reproduced the past instruction they underwent in their own education, even when they believed they should teach listening and listening strategies.

Besides teachers' prior learning experiences, insufficient professional training might be a factor responsible for teachers' practices differing from their beliefs (Liao,

2007). Most relevant teacher-training programs and workshops did not place much emphasis on listening instruction. This may have caused the deficiency in practical skills in teaching listening for the teachers in this study. Lacking the practical skills, the teachers were thus less likely to carry out the listening activities they believed in.

Limited instructional time is another factor preventing teachers from engaging in teaching based on their beliefs (Farrell & Lim, 2005; Liao, 2007; Nien, 2002; R. Y. Wang, 2013). Since teachers have to cover the content prescribed in the curriculum within a set period of time, they often fall back on activities which require less time although they believe that other diverse activities, such as inductive grammar teaching, process writing, and learning critical thinking, benefit students more in the long run. When it comes to listening instruction, H. R. Chang (2005) and Yeh (2013) discovered that insufficient time was one of the main factors which hindered the teachers in those studies from teaching listening notwithstanding their positive perceptions toward listening instruction.

On the other hand, student variables, identified by Nien (2002), might hamper teachers' attempts to put their beliefs into practice. In Nien's study, students' learning styles and needs influenced the senior high school English teacher's decisions that were made in regard to classroom practices. The teacher pointed out that because students failed to review what they were taught and to finish the assignments on time, she needed to adjust her expectations about the amount of learning they could possibly achieve. A metacognitive listening activity like "asking students to keep a listening log about how they approach listening tasks" might never have been considered if students exhibited a passive learning style. In addition, the teacher in Nien's study sometimes compromised her own beliefs while trying to address the students' urgent need to score higher on the college entrance exam. In Taiwan, to

achieve good scores on the college entrance exam is of primary importance to high school students. To meet this need, teachers usually choose to allocate a greater proportion of class time in performing activities which might assist students to succeed on the exam. Although listening has begun being tested, the scores have been taken into consideration by only a limited number of college departments to date, and they are therefore nominal. Listening is still not an integral part of the entrance exam, leading to students' lowered sense of urgency to improve their listening ability. Listening training is not seen as a necessity by students.

Yeh (2013) alluded to some of the factors which affected senior high school teachers' classroom practices in relation to their listening instruction. Yeh stated that one of the factors stemmed from students' low learning motivation and negative attitudes toward English listening. A teacher in Yeh's study argued that most students still possessed no interest in learning listening, especially lower-achieving students who considered that such training made little difference to their exam results.

From the results of the present study, one might conclude that the teachers were unable to implement the instructional practices that were consistent with their beliefs when it came to the teaching of listening. Care should be taken not to jump to such a conclusion since these in-service teachers might have decided what would be the most appropriate instruction to be implemented based on the given teaching situation. Nevertheless, since belief-practice congruency is pivotal to achieve good teaching (Dobson & Dobson, 1983), efforts should be made to diminish the gap between teachers' beliefs and practices regarding the teaching of listening.

Background Factors Affecting Senior High School English Teachers' Beliefs and Practices in Listening Instruction

The third research question concerned the background factors influencing teachers' beliefs and practices. Background factors differentiate teachers' beliefs and practices as suggested in related research (H. R. Chang, 2005; Hung, 2012; Liao, 2007; R. Y. Wang, 2013; Wu, 2006). Similar to the findings of the previous research, the results indicated that background factors such as years of English teaching, academic major chosen, and workshop attendance experience affected teachers' beliefs, and factors such as age, highest degree obtained, workshop attendance experience, and domain-related paper access, affected teachers' practices.

The first background factor that affected teachers' beliefs was years of English teaching, which was also identified in previous studies (H. R. Chang, 2005; Hung, 2012; Liao, 2007; Wu, 2006). The teachers who had taught English for 21 years or over showed a stronger approval of bottom-up listening strategy instruction than those who had taught English for 11 to 15 years. One explanation for this could be that the language education which the former group was exposed to underscored bottom-up listening strategies, while the latter group received teaching with a lesser emphasis on bottom-up strategies since the educators then might have been influenced by the literature which advocated top-down strategies as a reaction to the overemphasis on bottom-up strategies. As K. E. Johnson (1994) pointed out, teachers' language learning experiences play a crucial role in their beliefs. Lai (2004) also noted that high school English teachers' prior learning experiences were influential to their beliefs regarding grammar instruction. Since the teachers with at least 21 years of English teaching experience probably received language education stressing bottom-up listening strategies, this may have led them to have a higher level of support for these

strategies.

The second factor that had an influence on teachers' beliefs was their academic major. This finding is consistent with that of Hung (2012) who found that one's major was a differentiator of teachers' beliefs. In the current study, the teachers with an English major were more likely to believe that they should adopt cognitive listening activities than those who were non-English majors. This is attributable in some measure to the fact that the teachers who majored in English possess more training underpinned by ESL and EFL theories to master the language. A number of cognitive listening activities, stressed in their college programs, were constantly introduced by their instructors. Consequently, they tended to have positive perceptions toward these activities.

The third factor affecting teachers' beliefs was workshop attendance experience. This corresponds to R. Y. Wang's (2013) study in which prior workshop attendance had a positive influence on teachers' beliefs. In the present study, the teachers who had attended workshops on listening instruction held more positive attitudes toward listening instruction and cognitive listening strategy instruction. This is probably because the importance of teaching listening and introducing cognitive listening activities was stressed in the workshops.

With respect to the factors that affected teachers' practices, the first one was age. This result coincides with H. R. Chang's (2005) and Wu's (2006) studies. The teachers aged 40 or under were more active in implementing top-down listening activities than those aged 41 or over. A possible reason for this is that the latter placed more emphasis on bottom-up activities than on top-down ones. Another reason may be that the younger teachers were more willing to try out newer teaching practices suggested by research than their senior counterparts.

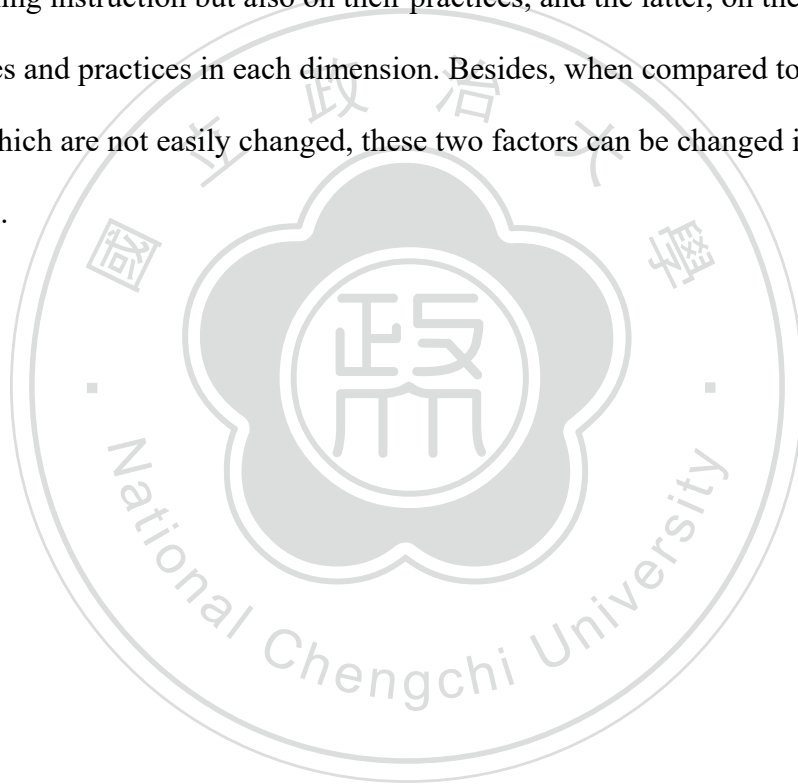
The second factor that affected teachers' practices was the highest degree obtained. An unexpected result of the current study was that graduate level education seemed to have a negative bearing on the teachers' implementation of socio-affective listening strategy instruction. This finding is inconsistent with the study by Liao (2007), who found that the teachers possessing a master's degree engaged students in extensive reading activities more frequently than those holding a bachelor's degree. One possible explanation for the surprising finding of the present research may lie in the fact that the graduate education reported was not TEFL-related. In addition, when it came to the matter of practices, the teachers without a master's degree or a doctorate typically spent more time on teaching rather than on research.

The third influential factor was workshop attendance experience, which had a positive effect on teachers' practices. This result supports Wu's (2006) and Liao's (2007) studies. In the present study, the teachers who had workshop attendance experience were more likely to put listening instruction into practice. They also carried out more bottom-up and cognitive listening activities when compared to the teachers without workshop attendance experience. It appeared that they actually learned the skills to teach not only listening but also bottom-up and cognitive listening strategies by receiving others' experiences and teaching tips, and doing practical exercises in the workshops.

The last but not the least factor that affected teachers' practices was domain-related paper access, which was also identified by Liao (2007) and R. Y. Wang (2013). In fact, it has been shown to have a positive impact on the teachers' overall practices in listening instruction and their practices in top-down, bottom-up, cognitive, metacognitive, and socio-affective listening strategy dimensions. By reading literature related to listening instruction, the teachers had access to the latest information about

listening instruction; consequently, it was more probable for them to teach in accordance with those ideas.

Age, years of English teaching, highest degree obtained, academic major chosen, workshop attendance experience, and domain-related paper access were identified as the factors that affected teachers' beliefs or practices in listening instruction. Among these factors, workshop attendance experience and domain-related paper access were of vital importance because the former had a positive bearing not only on teachers' beliefs in listening instruction but also on their practices, and the latter, on their overall practices and practices in each dimension. Besides, when compared to the other factors which are not easily changed, these two factors can be changed in a short amount of time.



CHAPTER 6

CONCLUSION

Summary of the Study

This research attempted to investigate (a) what English teachers' beliefs and practices pertaining to listening instruction were, (b) whether differences occurred between their beliefs and practices, and (c) what factors affected their beliefs and practices. The questionnaire used in this study was mainly adapted from the research of S. Graham et al. (2014). The formal questionnaires were completed by 175 English teachers from 13 public senior high schools in Taoyuan City. Quantitative data were analyzed using the following statistical methods: descriptive statistics, paired-samples t-tests, independent-samples t-tests, and one-way ANOVA along with Scheffe's post-hoc test as needed. The major findings of the study are summarized as follows.

1. The senior high school English teachers held positive perceptions toward the implementation of listening instruction. The teachers' beliefs were basically in line with the principles of teaching listening. Moreover, they agreed with top-down, bottom-up, cognitive, metacognitive, and socio-affective listening strategy instruction. On the other hand, it seemed that the teachers chose to infrequently implement listening instruction suggested by the literature on listening. In addition, they did not adopt many of the activities categorized as bottom-up, metacognitive, and socio-affective listening strategy dimensions. As for each statement, the teachers most strongly believed that they should ask students when they do not understand a word, they should derive its meaning from the context,

while the teachers believed the least in asking students to transcribe; the teachers reported asking students to focus on key words when listening the most often, while asking students to keep a listening log about how they approach listening tasks the least often.

2. Significant differences were observed between the teachers' overall beliefs and overall practices regarding listening instruction as well as their beliefs and practices in top-down, bottom-up, cognitive, meta-cognitive, and socio-affective listening strategy dimensions. In other words, teachers' practices were not in accordance with their beliefs in terms of the teaching of listening.
3. The background factors—years of English teaching, academic major chosen, and workshop attendance experience—caused significant differences on teachers' overall beliefs or their beliefs regarding one or more of the five dimensions. On the other hand, the background factors—age, highest degree obtained, workshop attendance experience and domain-related paper access—resulted in significant differences on teachers' overall practices or their practices regarding one or more of the five dimensions.

Limitations

The current research provides a better picture of Taiwanese high school English teachers' beliefs and practices in listening instruction. However, the following limitations were acknowledged in the scope of this study.

The first limitation concerns the instrument used in the present study. Despite the advantages of using the questionnaire format to perform research, the questionnaire is not without its disadvantages. To begin with, since the questionnaire was pre-determined by the researcher, some items that were of primary importance to the

participants, such as teaching learners to tolerate ambiguity while listening, might have been missed in the questionnaire. Second, the items belonging to the socio-affective dimension were scarce and those covering listening materials were not included as part of the survey. Moreover, the questionnaire touched upon listening instruction without going into significant depth, so a further investigation may be merited. Lastly, the participants' responses related to practices that were solicited by the questionnaire could be subjective, which would not reflect the actual practices demonstrated in the classroom.

Another limitation is rooted in the sampling method. Due to the researcher's interest in the listening instruction of public high school English teachers in Taoyuan, purposive sampling was adopted in this study. The study results of the participants who worked in Taoyuan may not be generalized to the teachers in other parts of Taiwan. As Huang (2013) stated, teaching practices are different according to various contexts, let alone in regard to the diversity of different areas in Taiwan. Hence, when applying the results of a regional study to other populations, caution should be taken.

Implications

The study found that in spite of the positive attitudes toward bottom-up, meta-cognitive, and socio-affective listening strategy activities, the teachers' infrequent implementation of these activities was identified. To deal with this infrequency, the first pedagogical implication is that language teachers should attempt to implement more bottom-up, metacognitive, and socio-affective listening strategy activities in order to help EFL students learn to listen in English efficiently and effectively. As for the authorities concerned, the reduction in class size may be taken into account because it is one of the primary conditions for the least emphasized socio-affective

listening strategy instruction to occur.

A gap between the teachers' beliefs and practices relating to listening instruction was evident in this study. The second implication is that an effort should be made to diminish this gap. For high school English teachers, being aware of this gap is an important first step. Trying to narrow this gap is the second. Instead of merely repeating the listening activities they did in their prior learning experiences, teachers can introduce practices that are more congruent with their beliefs. For administrators, making listening tests a part of the college entrance exam would be a positive step to boost students' motivation for learning listening; as a result, teachers will then implement more listening instruction to meet the perceived needs.

According to the results, workshop attendance experience and the reading of literature yielded a positive influence on teachers' beliefs or practices regarding listening instruction. The third implication is that the authorities and school administration can choose to hold more workshops related to listening instruction, especially the teaching of listening in a CL approach, and to encourage in-service teachers to attend them in order to keep abreast of current educational trends and put what they learn into real practice. Teachers should take the initiative to access listening-related papers or journals to become more knowledgeable in implementing listening instruction.

Recommendations for Further Research

Based on the findings and limitations of the present study, some recommendations for further research are made. First, since tolerating ambiguity is also an essential listening strategy, it should be added to future questionnaires. Second, multiple methods are recommended to improve the quality of this mono-

method research. To gain a more in-depth examination of teachers' beliefs and practices regarding listening instruction, interviews can be carried out. To complement the data regarding teachers' practices obtained by the questionnaire, classroom observation of the teaching of listening can be conducted. Third, to make results more generalizable to the overall population of teachers, random sampling is required. Fourth, given that teachers' beliefs and practices were found significantly different in terms of teaching listening, future research should discern the factors that are associated with the inconsistency between teachers' beliefs and practices.





REFERENCES

- Alghamdi, R., & Gillies, R. (2013). The impact of cooperative learning in comparison to traditional learning (small groups) on EFL learners' outcomes when learning English as a foreign language. *Asian Social Science*, 9(13), 19.
- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- Arnold, J. (2000). Seeing through listening comprehension exam anxiety. *TESOL Quarterly*, 34(4), 777-786.
- Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.
- Bailey, K. M., Curtis, A., Nunan, D., & Fan, D. (2001). *Pursuing professional development: The self as source*. Boston, MA: Heinle & Heinle.
- Berliner, D. C. (1987). Knowledge is power: A talk to teachers about a revolution in the teaching profession. In D. C. Berliner & B. V. Rosenshine (Eds.), *Talks to teachers* (pp. 3-33). New York: Random House.
- Berne, J. E. (2004). Listening comprehension strategies: A review of the literature. *Foreign Language Annals*, 37(4), 521-531.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teacher think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.

- Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System*, 28(3), 387-402.
- Carter, K., & Doyle, W. (1989). Classroom research as a resource for the graduate preparation of teachers. In A. Woolfolk (Ed.), *Research perspectives on the graduate preparation of teachers* (pp. 51-68). Englewood Cliffs, NJ: Prentice Hall.
- Chamot, A. U. (1995). Learning strategies and listening comprehension. In D. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of second language listening* (pp. 13-30). San Diego, CA: Dominie Press.
- Chang, C. Y. (2014). *A correlational study of elementary school English teachers' attitudes toward computer assisted language learning in Taoyuan County*. (Unpublished master's thesis). National Taipei University of Education, Taiwan, ROC.
- Chang, H. L. (2003). *The attitudes toward teaching and testing listening comprehension*. Paper presented at the 20th International Conference on English Teaching and Learning in the R.O.C.
- Chang, H. R. (2005). *A study of junior high school EFL teachers' beliefs and practices on listening instruction in Taiwan* (Unpublished master's thesis). National Changhua University of Education, Taiwan, ROC.
- Chang, Y. C. (2003). *A study of senior high school EFL teachers' beliefs in methodological decision-making* (Unpublished master's thesis). National Changhua University of Education, Taiwan, ROC.
- Chen, B. H. W. (2010). *A case study on two Taiwanese EFL college writing teachers' beliefs and teaching practices: An activity theory perspective* (Unpublished master's thesis). National Chiao Tung University, Taiwan, ROC.

- Chen, C. L. (2014). *Exploring the reduction of listening anxiety and promotion of listening comprehension ability under the teaching mode of cooperative learning* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Chen, H. S. (2008). *Motivational issues of Taiwanese vocational high school students in an English as a foreign language classroom: An action research study* (Unpublished doctoral dissertation). Kent State University.
- Chen, Y. (2007). Learning to learn: The impact of strategy training. *ELT Journal*, 61(1), 20-29.
- Chiou, S. M. (2012). *Teachers' beliefs on communicative language teaching: A study of elementary school English teachers in Taichung county* (Unpublished master's thesis). National Chung Cheng University, Taiwan, ROC.
- Choi, S. (2000). Teachers' beliefs about communicative language teaching and their classroom teaching practices. *English Teaching*, 55(4), 3-32.
- Crawley, F. E., & Salyer, B. A. (1995). Origins of life science teachers' beliefs underlying curriculum reform in Texas. *Science Education*, 79(6), 611-635.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Cundale, N. (2001). What we preach? Stated beliefs about communicative language teaching and classroom questioning strategies. *The Language Teacher*, 25(5), 3-9.
- DeVellis, R. F. (2012). *Scale development: Theory and applications*. Thousand Oaks, CA: SAGE Publications.
- Dobson, R. L., & Dobson, J. E. (1983). Teacher beliefs-practice congruency. *Viewpoints in Teaching and Learning*, 59(1), 20-27.
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. (2nd ed.). Routledge.

- Dunkel, P. (1991). Listening in the native and second/foreign language: Toward an integration of research and practice. *TESOL Quarterly*, 25(3), 431-457.
- Elkhafaifi, H. (2005). The effect of prelistening activities on listening comprehension in Arabic learners. *Foreign Language Annals*, 38(4), 505-513.
- Eva, C. E. W. (2003). *The application of cooperative learning in a remedial classroom in Hong Kong-A case study* (Unpublished dissertation). Hong Kong Baptist University, Hong Kong.
- Farrell, T. S. C., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practices: A case study. *RELC Journal*, 44(2), 163-176.
- Farrell, T. S. C., & Lim, P. C. P. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*, 9(2), 1-13.
- Feyten, C. M. (1991). The power of listening ability: An overlooked dimension in language acquisition. *The modern language journal*, 75(2), 173-180.
- Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.
- Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2003). The "why's" of class size: Student behavior in small classes. *Review of Education Research*, 73(3), 321-368.
- Graham, M. G. (2011). *Teachers' and students' beliefs about the role of grammar and grammar instruction in the foreign language classroom* (Unpublished doctoral dissertation). Capella University.
- Graham, S., & Macaro, E. (2008). Strategy instruction in listening for lower intermediate learners of French. *Language learning*, 58(4), 747-783.
- Graham, S., Santos, D., & Francis-Brophy, E. (2014). Teacher beliefs about listening in a foreign language. *Teacher and Teacher Education*, 40, 44-60.

- Hampton, S. (1994). Teacher change: Overthrowing the myth of one teacher, one classroom. *Teachers thinking, teachers knowing*, 122-140.
- Hamzah, M. S. G., Shamshiri, K., & Noordin, N. (2009). Effects of socio-affective strategy training on listening comprehension. *European Journal of Social Sciences*, 11(4), 690-697.
- Herreid, C. F. (1998). Why isn't cooperative learning used to teach science? *Bioscience*, 48(7), 553-559.
- Hsu, H. F. (2007). *A Study on junior high school English teachers' beliefs in multiple assessments* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Huang, H. C. (2013). *Sense of self-efficacy: A study of nonnative public primary teachers in Taoyuan* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Hung, A. H. (2012). *Similarities and differences between EFL students' and teachers' beliefs in grammar instruction and error correction* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1993). *Circles of learning: Cooperation in the classroom* (4th ed.). Interaction Book Company: Edina, Minnesota.
- Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Literacy Research*, 24(1), 83-108.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice

- English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.
- Kao, H. C. (2009). *A study on elementary school English teachers' beliefs in reading and reading instruction* (Unpublished master's thesis). National Changhua University of Education, Taiwan, ROC.
- Kartchava, E. (2006). *Corrective feedback: novice ESL teachers' beliefs and practices* (Unpublished master's thesis). Concordia University, Quebec, Canada.
- Khanalizadeh, B., & Allami, H. (2012). The impact of teachers' beliefs on EFL writing instruction. *Theory and Practice in Language Studies*, 2(2), 334-342.
- Kiany, G. R., & Shiramiry, E. (2002). The effect of frequent dictation on the listening comprehension ability of elementary EFL learners. *TESL Canada Journal*, 20(1), 57-63.
- Kim, T. E. (2006). *Writing instruction for English language learners: Teacher beliefs, writing tasks, and methods* (Unpublished doctoral dissertation). University of Illinois at Urbana-Champaign.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Kuo, S. C. (2008). *Exploring an English teacher's beliefs and classroom practices: A case study in an EFL context* (Unpublished master's thesis). National Chung Cheng University, Taiwan, ROC.
- Lai, S. J. (2004). *High school English teachers' beliefs on grammar instruction in Taiwan* (Unpublished master's thesis). National Taiwan Normal University, Taiwan, ROC.

- Liao, I. H. (2007). *Vocational high school English teachers' beliefs and practices in integrating vocabulary learning strategies into their instruction* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249.
- Long, M. H. (1985). Input and second language acquisition theory. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 377-393). Rowley, MA: Newbury House.
- Lynch, T. (2006). Academic listening: Marrying top and bottom. In E. Usó-Juan & A. Martínez-Flor (Eds.), *Current trends in the development and teaching of the four language skills* (pp. 91-100). Berlin: Mouton de Gruyter.
- Martinez, C. (2000). *Constructing meaning: A study of a teacher's educational beliefs and literacy practices in a first grade bilingual classroom* (Unpublished doctoral dissertation). University of California.
- Mendelsohn, D. (2006). Learning how to listen using learning strategies. In E. Usó-Juan & A. Martínez-Flor (Eds.), *Current trends in the development and teaching of the four language skills* (pp. 75-90). Berlin: Mouton de Gruyter.
- Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System*, 60, 29-41.
- Nien, Y. H. (2002). *Teacher beliefs and their influence on classroom practice: A case study of a senior high school English teacher* (Unpublished master's thesis). National Taiwan Normal University, Taiwan, ROC.
- Nunan, D. (2002). Listening in language learning. In J. Richards and W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp.

- 238-241). Cambridge: Cambridge University Press.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Paiva, K. S. F. D. M. (2011). *Brazilian English as foreign language teachers' beliefs about grammar-based feedback on L2 writing* (Unpublished master's thesis). Iowa State University.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Pan, L., & Block, D. (2011). English as a "global language" in China: An investigation into learners' and teachers' language beliefs. *System*, 39(3), 391-402.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Raymond, A. M. (1997). Inconsistency between a beginning elementary school teacher's mathematics beliefs and teaching practice. *Journal for Research in Mathematics Education*, 550-576.
- Richards, J. C. (1983). Listening comprehension: Approach, design, and procedure. *TESOL Quarterly*, 17(2), 219-240.
- Richards, J. C., Gallo, P. B., & Renandya, W. A. (2001). Exploring teachers' beliefs and the processes of change. *PAC Journal*, 1(1), 41-58.
- Rosenholtz, S. J. (1989). *Teachers' workplace: The social organization of schools*. New York: Longman.
- Rost, M. (2006). Areas of research that influence L2 listening instruction. In Usó-Juan, E. & A. Martínez-Flor (Eds.), *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 47-74). Berlin: Mouton de Gruyter.

- Rost, M., & Ross, S. (1991). Learner use of strategies in interaction: Typology and teachability. *Language Learning*, 41(2), 235-273.
- Rubin, J., Quinn, J., & Enos, J. (1988). *Improving foreign language listening comprehension*. Report prepared for the U.S. Department of Education, International Research and Studies Program, Washington, DC. (Project No. 017AH70028)
- Sachs, G. T., Candlin, C. N., & Rose, K. R. (2003). Developing cooperative learning in the EFL/ESL secondary classroom. *RELC journal*, 34(3), 338-369.
- Salomon, G., & Globerson, T. (1989). When teams do not function the way they ought to. *International Journal of Educational Research*, 13(1), 89-99.
- Seliger, H. W., & Shohamy, E. G. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Slavin, R. E. (1991). Synthesis of research of cooperative learning. *Educational Leadership*, 48(5), 71-82.
- Smylie, M. A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal*, 25(1), 1-30.
- Su, M. H. (2014). *A descriptive study of English teachers' beliefs on reading instruction in junior high school* (Unpublished master's thesis). National Chung Cheng University, Taiwan, ROC.
- Ta'amneh, M. A. A. A. (2015). Exploring the harmony between Jordanian EFL teachers' and students' beliefs about vocabulary learning strategies. *Journal of Language Teaching and Research*, 6(1), 78-84.
- Tan, I. G. C., Sharan, S., & Lee, C. K. E. (2007). Group investigation effects on achievement, motivation, and perceptions of students in Singapore. *The Journal*

- of Educational Research*, 100(3), 142-154.
- Thompson, A. G. (1984). The relationship of teachers' conceptions of mathematics and mathematics teaching to instructional practice. *Educational Studies in Mathematics*, 15(2), 105-127.
- Thompson, I., & Rubin, J. (1996). Can strategy instruction improve listening comprehension? *Foreign Language Annals*, 29(3), 331-342.
- Thomson, R. I. (2013). ESL teachers' beliefs and practices in pronunciation teaching: Confidently right or confidently wrong. In *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference*. Aug. 2012 (pp. 224-233). Ames, IA: Iowa State University.
- Vandergrift, L. (1999). Developing metacognition in L2 listening comprehension in Grades 4-6. In *annual conference of the American Association for Applied Linguistics*, Stamford, CT.
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language teaching*, 40(3), 191-210.
- Vogely, A. (1999). Addressing listening comprehension anxiety. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, (pp. 106-123). Boston: McGraw-Hill.
- Wang, R. Y. (2013). *A Study on teachers' beliefs and practices in the implementation of differentiated instruction in junior high school regular English classrooms* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Wang, S. (2010). An experimental study of Chinese English major students' listening

- anxiety of classroom learning activity at the university level. *Journal of Language Teaching and Research*, 1(5), 562-568.
- Wolvin, A., & Coakley, C. G. (1996). *Listening* (5th ed.). Boston, MA: McGraw Hill.
- Woods, D. (1996). *Teacher cognition in language teaching: beliefs, decision-making and classroom practice*. Cambridge: Cambridge University Press.
- Wu, M. M. (2006). *Taiwan's high school English teachers' beliefs and practices in writing instruction* (Unpublished master's thesis). National Chengchi University, Taiwan, ROC.
- Yeh, C. H. (2013). *A study of senior high school teachers' and students' perspectives regarding practices related to English listening instruction in Taiwan* (Unpublished master's thesis). National Pingtung University of Education, Taiwan, ROC.
- Zakaria, E., Solfitri, T., Daud, Y., & Abidin, Z. Z. (2013). Effect of cooperative learning on secondary school students' mathematics achievement. *Creative Education*, 4(2), 98-100.

中文參考文獻

中華民國教育部 (Ministry of Education Republic of China) (2016)。高級中等學校

平均每班學生人數及生師比【原始數據】。未出版之統計數據。取自

http://stats.moe.gov.tw/files/important/OVERVIEW_H06.pdf



Appendix A

The Initial Questionnaire (English Version)

I. Teachers' Background Information

Directions: Please check the most suitable response.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 30 or under ☐ 31-40 ☐ 41-50 ☐ 51 or over
3. Years of English teaching: ☐ 5 or under ☐ 6-10 ☐ 11-20 ☐ 21 or over
4. Highest degree obtained:
☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate
☐ Other _____
5. Major: ☐ English major ☐ English minor ☐ Non-English-language related
6. Have you ever taken any courses dedicated to English listening instruction as a student?
☐ Yes ☐ No
7. Have you ever attended any workshops or seminars related to teaching English listening?
☐ Yes, around _____ times ☐ No
8. Have you ever read papers on teaching English listening?
☐ Yes ☐ No

II. Teachers' Beliefs

Directions: For each of the following statements, please check the response that best fits your belief in listening instruction. Response options range from "Strongly agree", "Agree", "Neutral", "Disagree", and "Strongly disagree".

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Before listening, teachers should ask students to look at pictures linked to the topic.					

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2. Before listening, teachers should ask students to watch video clips linked to the topic.					
3. Before listening, teachers should remind students of vocabulary linked to the topic.					
4. Before listening, teachers should give students vocabulary items that will be used in the passage.					
5. Before listening, teachers should ask students to discuss possible answers to the questions.					
6. Before listening, teachers should ask students to think of ideas/facts etc. that might be discussed in the passage.					
7. Before listening, teachers should ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. Teachers should ask students to verify their predictions while listening.					
9. Teachers should ask students to focus on key words while listening.					
10. Teachers should ask students to take notes while listening.					
11. After listening, teachers should ask students what they did to complete the task.					
12. After listening, teachers should advise students how to deal with difficulties next time.					
13. Teachers should ask students to listen out for the gist of the passage.					
14. Teachers should ask students when they don't understand a word, they should work out its meaning from the context.					
15. Teachers should ask students to listen out for key words.					
16. Teachers should ask students to listen out for linguistic markers, e.g. "For example", "First of all".					
17. Teachers should ask students to listen out for words they predict they may hear.					
18. Teachers should ask students to transcribe (i.e. write down in English everything they hear).					

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. Teachers should ask students to listen out for specific details.					
20. Teachers should ask students to listen for verb endings.					
21. Teachers should ask students to listen out for how individual words change in connected speech (e.g. If the words “go” and “up” are said together, there is a new /w/ sound between the two words, to become “go-wup”).					
22. Teachers should ask students to focus on intonation patterns.					
23. Teachers should ask students to make sound-spelling links.					
24. Teachers should ask students to monitor listening comprehension.					
25. Teachers should ask students to think about how to work out/deal with unknown words.					
26. Teachers should ask students to keep a listening log about how they approach listening tasks (i.e. what they do).					
27. Teachers should ask students to listen cooperatively (in pairs).					
28. Teachers should ask students to listen cooperatively (in groups of three or more).					
29. Teachers should teach students to ask for clarification when they do not understand.					

III. Teachers' Classroom Practices

Directions: For each of the following statements, please check the response that best fits your classroom practice in listening instruction. Response options range from “Almost always”, “Often”, “Sometimes”, “Seldom”, and “Never”.

Statement	Almost always	Often	Sometimes	Seldom	Never
1. Before listening, I ask students to look at pictures linked to the topic.					

Statement	Almost always	Often	Sometimes	Seldom	Never
2. Before listening, I ask students to watch video clips linked to the topic.					
3. Before listening, I remind students of vocabulary linked to the topic.					
4. Before listening, I give students vocabulary items that will be used in the passage.					
5. Before listening, I ask students to discuss possible answers to the questions.					
6. Before listening, I ask students to think of ideas/facts etc. that might be discussed in the passage.					
7. Before listening, I ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. I ask students to verify their predictions while listening.					
9. I ask students to focus on key words while listening.					
10. I ask students to take notes while listening.					
11. After listening, I ask students what they did to complete the task.					
12. After listening, I advise students how to deal with difficulties next time.					
13. I ask students to listen out for the gist of the passage.					
14. I ask students when they don't understand a word, they should work out its meaning from the context.					
15. I ask students to listen out for key words.					
16. I ask students to listen out for linguistic markers, e.g. "For example", "First of all".					
17. I ask students to listen out for words they predict they may hear.					
18. I ask students to transcribe (i.e. write down in English everything they hear).					
19. I ask students to listen out for specific details.					
20. I ask students to listen for verb endings.					

Statement	Almost always	Often	Sometimes	Seldom	Never
21. I ask students to listen out for how individual words change in connected speech (e.g. If the words “go” and “up” are said together, there is a new /w/ sound between the two words, to become “go-wup”).					
22. I ask students to focus on intonation patterns.					
23. I ask students to make sound-spelling links.					
24. I ask students to monitor listening comprehension.					
25. I ask students to think about how to work out/deal with unknown words.					
26. I ask students to keep a listening log about how they approach listening tasks (i.e. What they do).					
27. I ask students to listen cooperatively (in pairs).					
28. I ask students to listen cooperatively (in groups of three or more).					
29. I teach students to ask for clarification when they do not understand.					

THANK YOU.



Appendix B

The Initial Questionnaire (Chinese Version)

高中英文教師對聽力教學之信念與實踐調查問卷(初始)

第一部分、教師背景資料

說明：請於最符合您的選項中打勾。

1. 性別：☐男 ☐女
2. 年齡：☐30歲以下 ☐31-40歲 ☐41-50歲 ☐51歲以上
3. 英文任教年資：☐5年以下 ☐6-10年 ☐11-20年 ☐21年以上
4. 最高學歷：☐學士 ☐碩士 ☐博士 ☐其他_____
5. 主修：
☐英語(文)或相關科系
☐其他科系，但修英文為輔系
☐其他科系，且未修英文為輔系
6. 在當學生時，是否修過「英語聽力教學」相關的課程：☐是 ☐否
7. 是否曾經參加過「英語聽力教學」方面的研習或研討會：
☐是，大概____次 ☐否
8. 是否曾經閱讀過「英語聽力教學」方面的研究報告：
☐是 ☐否

第二部分、教師教學信念

說明：請就下列各敘述，勾選最符合您個人對於英語聽力教學看法的選項。選項有非常同意、同意、中立、不同意、及非常不同意。

敘述	非常同意	同意	中立	不同意	非常不同意
1. 在聽之前，老師應要學生看和主題相關的圖片。					
2. 在聽之前，老師應要學生看和主題相關的短片。					
3. 在聽之前，老師應提醒學生和主題相關的字彙。					
4. 在聽之前，老師應給學生會被使用在段落中的字彙。					
5. 在聽之前，老師應要學生討論問題可能的答案。					

敘述	非常同意	同意	中立	不同意	非常不同意
6. 在聽之前，老師應要學生想想看在段落中可能會被討論的想法／事實等。					
7. 在聽之前，老師應要學生預測他們可能會聽到的字彙（如動詞、名詞）。					
8. 老師應要學生在聽的時候核對他們的預測。					
9. 老師應要學生在聽的時候把焦點集中在關鍵字上。					
10. 老師應要學生在聽的時候做筆記。					
11. 在聽後，老師應問學生做了什麼來完成聽力任務。					
12. 在聽後，老師應建議學生下次要如何處理困難。					
13. 老師應要學生聽出段落的主旨。					
14. 當學生聽不懂一個字時，老師應要他們從上下文來了推敲它的意思。					
15. 老師應要學生聽出關鍵字。					
16. 老師應要學生聽出言談詞，像是“For example”, “First of all”。					
17. 老師應要學生聽出他們預測可能聽到的字。					
18. 老師應要學生聽寫(即把它們聽到的全都用英文寫下來)。					
19. 老師應要學生聽出特定的細節。					
20. 老師應要學生聽出動詞字尾。					
21. 老師應要學生聽出個別單字在連續話語中如何改變(如單字“go”和“up”一起唸時，會有一個 /w/ 的音在兩個字之間，變成“go-wup”)。					
22. 老師應要學生集中注意力在語調。					
23. 老師應要學生做發音和拼字的連結。					
24. 老師應要學生監控自己的聽力理解。					
25. 老師應要學生思考如何處理不認識的字。					
26. 老師應要學生寫聽力日誌記錄他們如何處理聽力任務(即做什麼)。					
27. 老師應要學生兩人一組完成聽力任務。					
28. 老師應要學生分組(三或三人以上)完成聽力任務。					
29. 老師應教學生當他們聽不懂時要開口問。					

第三部分、教師教學施行現況

說明：請就下列各敘述，勾選最符合您實際聽力教學情況的選項。選項有幾乎總是、常常、有時候、很少、不曾。

敘述	幾乎總是	常常	有時候	很少	不曾
1. 在聽之前，我要學生看和主題相關的圖片。					
2. 在聽之前，我要學生看和主題相關的短片。					
3. 在聽之前，我提醒學生和主題相關的字彙。					
4. 在聽之前，我給學生將會被使用在段落中的字彙。					
5. 在聽之前，我要求學生討論問題可能的答案。					
6. 在聽之前，我要學生想想看在段落中可能會被討論的想法／事實等。					
7. 在聽之前，我要學生預測他們可能會聽到的字彙（如動詞、名詞）。					
8. 我要學生在聽的時候核對他們的預測。					
9. 我要學生在聽的時候把焦點集中在關鍵字上。					
10. 我要學生在聽的時候做筆記。					
11. 在聽後，我問學生做了什麼來完成聽力任務。					
12. 在聽後，我建議學生下次要如何處理困難。					
13. 我要學生聽出段落的主旨。					
14. 當學生聽不懂一個字時，我要他們從上下文來了推敲它的意思。					
15. 我要學生聽出關鍵字。					
16. 我要學生聽出言談詞，像是“For example”, “First of all”。					
17. 我要學生聽出他們預測可能聽到的字。					
18. 我要學生聽寫(即把它們聽到的全都用英文寫下來)。					
19. 我要學生聽出特定的細節。					
20. 我要學生聽出動詞字尾。					
21. 我要學生聽出個別單字在連續話語中如何改變（如單字“go”和“up”一起唸時，會有一個 /w/ 的音在兩個字之間，變成“go-wup”）。					
22. 我要學生集中注意力在語調。					
23. 我要學生做發音和拼字的連結。					
24. 我要學生監控自己的聽力理解。					

敘述	幾乎總是	常常	有時候	很少	不曾
25. 我要學生思考如何處理不認識的字。					
26. 我要學生寫聽力日誌記錄他們如何處理聽力任務(即做什麼)。					
27. 我要學生兩人一組合作完成聽力任務。					
28. 我要學生分組(三或三人以上)合作完成聽力任務。					
29. 我教學生當他們聽不懂時要開口問。					

本問卷到此結束，感謝您的填答。



Appendix C

The Questionnaire for Experts

高中英文教師對聽力教學之信念與實踐調查問卷
(專家效度審查用)

敬愛的教育先進，您好：

後學目前正在進行碩士論文研究，素仰 先進對英語教學研究有著深厚的素養，敬請 惠賜卓見，以建立專家效度。本研究旨在了解高中英文教師對聽力教學之信念與實踐，煩請您撥冗審閱本問卷。誠摯感謝您的協助與指導！

敬祝

教安

國立政治大學英國語文學系英語教學碩士在職專班

指導教授：余明忠 博士

研 究 生：程燕鈴 敬上

中華民國一百零五年十月

【填答說明】：

1. 本問卷共有 66 題。請您依每個題目的適用程度，在適當的 ☐ 中打勾。
2. 若有修正卓見，請您不吝賜教，並請於該題下方書寫意見，以作為修正之參考。
3. 本問卷共分三個部分：教師背景資料、教師教學信念、教師教學施行現況。
4. 本問卷的施測對象為桃園地區公立高中的英文教師。

【第一部分：教師背景資料】

- | | 適
用 | 修
改 | 刪
除 |
|--|--------------------------|--------------------------|--------------------------|
| 1. 性別： <input type="checkbox"/> 男 <input type="checkbox"/> 女 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 年齡： <input type="checkbox"/> 30 歲以下 <input type="checkbox"/> 31-40 歲 <input type="checkbox"/> 41-50 歲 <input type="checkbox"/> 51 歲以上 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 英文任教年資： | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 5 年以下 <input type="checkbox"/> 6-10 年 <input type="checkbox"/> 11-20 年 <input type="checkbox"/> 21 年以上 | | | |
| 修正意見：_____ | | | |

- | | 適
用 | 修
改 | 刪
除 |
|---|--------------------------|--------------------------|--------------------------|
| 4. 最高學歷： <input type="checkbox"/> 學士 <input type="checkbox"/> 碩士 <input type="checkbox"/> 博士 <input type="checkbox"/> 其他_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 5. 主修： | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 英語(文)或相關科系 <input type="checkbox"/> 其他科系，但修英文為輔系 | | | |
| <input type="checkbox"/> 其他科系，且未修英文為輔系 | | | |
| 修正意見：_____ | | | |
| 6. 在當學生時，是否修過「英語聽力教學」相關的課程： | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 是 <input type="checkbox"/> 否 | | | |
| 修正意見：_____ | | | |
| 7. 是否曾經參加過「英語聽力教學」相關的研習或研討會： | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 是，大概_____次 <input type="checkbox"/> 否 | | | |
| 修正意見：_____ | | | |
| 8. 是否曾經閱讀過「英語聽力教學」方面的研究報告： | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 是 <input type="checkbox"/> 否 | | | |
| 修正意見：_____ | | | |

【第二部分：教師教學信念】

第二部分共有 29 題，主要分為五大構面，分別為(一)由上而下聽力策略；(二)由下而上聽力策略；(三)認知聽力策略；(四)後設認知聽力策略；(五)社會情意聽力策略。

(一)由上而下聽力策略

- | | 適
用 | 修
改 | 刪
除 |
|----------------------------|--------------------------|--------------------------|--------------------------|
| 1. 在聽之前，教師應要學生看和主題相關的圖片。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 在聽之前，教師應要學生看和主題相關的短片。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 在聽之前，教師應提醒學生和主題相關的字彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 4. 在聽之前，教師應給學生會被使用在段落中的字彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 5. 在聽之前，教師應要學生討論問題可能的答案。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

- | | 適用 | 修改 | 刪除 |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 6. 在聽之前，教師應要學生想想看在段落中可能會被討論的想法／事實等。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 7. 教師應要學生聽出段落的主旨。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

(二)由下而上聽力策略

- | | 適用 | 修改 | 刪除 |
|--|--------------------------|--------------------------|--------------------------|
| 1. 教師應要學生聽出他們預測可能聽到的字。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 教師應要學生聽寫(即把它們聽到的全都用英文寫下來)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 教師應要學生聽出特定的細節。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 4. 教師應要學生聽出動詞字尾。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 5. 教師應要學生聽出個別單字在連續話語中如何改變(如單字“go”和“up”一起唸時，會有一個 /w/的音在兩個字之間，變成“go-wup”)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 6. 教師應要學生集中注意力在語調。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 7. 教師應要學生做發音和拼字的連結。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

(三)認知聽力策略

- | | 適
用 | 修
改 | 刪
除 |
|--|--------------------------|--------------------------|--------------------------|
| 1. 在聽之前，教師應要學生預測他們可能會聽到的字彙（如動詞、名詞）。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 教師應要學生在聽的時候核對他們的預測。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 教師應要學生在聽的時候把焦點集中在關鍵字上。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 4. 教師應要學生在聽的時候做筆記。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 5. 當學生聽不懂一個字時，教師應要他們從上下文來了推敲它的意思。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 6. 教師應要學生聽出關鍵字。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 7. 教師應要學生聽出言談詞，像是“For example”，“First of all”。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

(四)後設認知聽力策略

- | | 適
用 | 修
改 | 刪
除 |
|---------------------------|--------------------------|--------------------------|--------------------------|
| 1. 在聽後，教師應問學生做了什麼來完成聽力任務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 在聽後，教師應建議學生下一次要如何處理困難。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 教師應要學生監控自己的聽力理解。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 4. 教師應要學生思考如何處理不認識的字。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

- | | 適
用 | 修
改 | 刪
除 |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| 5. 教師應要學生寫聽力日誌記錄他們如何處理聽力任務(即做什麼)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

- | (五)社會情意聽力策略 | 適
用 | 修
改 | 刪
除 |
|------------------------------|--------------------------|--------------------------|--------------------------|
| 1. 教師應要學生兩人一組合作完成聽力任務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 教師應要學生分組(三或三人以上)合作完成聽力任務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 教師應教學生當他們聽不懂時要開口問。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

【第三部分：教師教學施行現況】

第三部分共有 29 題，主要分為五大構面，分別為(一)由上而下聽力策略；(二)由下而上聽力策略；(三)認知聽力策略；(四)後設認知聽力策略；(五)社會情意聽力策略。

- | (一)由上而下聽力策略 | 適
用 | 修
改 | 刪
除 |
|------------------------|--------------------------|--------------------------|--------------------------|
| 1. 在聽之前，我要學生看和主題相關的圖片。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 在聽之前，我要學生看和主題相關的短片。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

- | | 適用 | 修改 | 刪除 |
|---|--------------------------|--------------------------|--------------------------|
| 3. 在聽之前，我提醒學生和主題相關的字彙。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 在聽之前，我給學生將會被使用在段落中的字彙。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 在聽之前，我要求學生討論問題可能的答案。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 在聽之前，我要學生想想看在段落中可能會被討論的想法／事實等。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我要學生聽出段落的主旨。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

本構面若有其他建議，請書寫於下方框格中

--

(二)由下而上聽力策略

- | | 適用 | 修改 | 刪除 |
|---|--------------------------|--------------------------|--------------------------|
| 1. 我要學生聽出他們預測可能聽到的字。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 我要學生聽寫(即把它們聽到的全都用英文寫下來)。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 我要學生聽出特定的細節。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 我要學生聽出動詞字尾。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 我要學生聽出個別單字在連續話語中如何改變(如單字“go”和“up”一起唸時，會有一個/w/的音在兩個字之間，變成“go-wup”)。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 我要學生集中注意力在語調。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我要學生做發音和拼字的連結。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

本構面若有其他建議，請書寫於下方框格中

--

(三)認知聽力策略

適 修 刪
用 改 除

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. 在聽之前，我要學生預測他們可能會聽到的字彙（如動詞、名詞）。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 我要學生在聽的時候核對他們的預測。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 3. 我要學生在聽的時候把焦點集中在關鍵字上。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 4. 我要學生在聽的時候做筆記。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 5. 當學生聽不懂一個字時，我要他們從上下文來了推敲它的意思。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 6. 我要學生聽出關鍵字。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 7. 我要學生聽出言談詞，像是“For example”，“First of all”。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

本構面若有其他建議，請書寫於下方框格中

--

(四)後設認知聽力策略

適 修 刪
用 改 除

- | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| 1. 在聽後，我問學生做了什麼來完成聽力任務。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |
| 2. 在聽後，我建議學生下次要如何處理困難。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 修正意見：_____ | | | |

- | | 適
用 | 修
改 | 刪
除 |
|---|--------------------------|--------------------------|--------------------------|
| 3. 我要學生監控自己的聽力理解。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 我要學生思考如何處理不認識的字。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 我要學生寫聽力日誌記錄他們如何處理聽力任務(即做什麼)。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

本構面若有其他建議，請書寫於下方框格中

(五)社會情意聽力策略

- | | 適
用 | 修
改 | 刪
除 |
|--|--------------------------|--------------------------|--------------------------|
| 1. 我要學生兩人一組合作完成聽力任務。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 我要學生分組(三或三人以上)合作完成聽力任務。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 我教學生當他們聽不懂時要開口問。
修正意見：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

本構面若有其他建議，請書寫於下方框格中

關於此問卷，若有其他建議，請書寫於下方框格中

本問卷到此結束!衷心地感謝您的支持與協助，謝謝!

Appendix D

The Pilot Questionnaire (English Version)

Dear English Teacher,

Thanks a million for participating in this study! The purpose of this questionnaire is to understand senior high school English teachers' beliefs and practices in listening instruction. Any information that you may wish to provide will serve as data for the current study, and it will not be used for any other purpose. Your response data is absolutely confidential, so please feel free to complete this survey.

The questionnaire consists of three parts: teachers' background information, teachers' classroom practices, and teachers' beliefs. Please read the directions carefully before filling out each part and do not leave any statement unanswered. Thank you again for your help.

Best regards,
Yen-ling Cheng

ETMA - National Chengchi University
Email: 102951011@nccu.edu.tw

I. Teachers' Background Information

Directions: Please check the most suitable response.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 30 or under ☐ 31-40 ☐ 41-50 ☐ 51 or over
3. Years of English teaching: ☐ 5 or under ☐ 6-10 ☐ 11-15 ☐ 16-20
☐ 21 or over
4. Highest degree obtained:
☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate
☐ Other _____
5. Major: ☐ English major ☐ English minor ☐ Other _____
6. Have you ever taken any courses dedicated to English listening instruction as a student?
☐ Yes ☐ No

7. Have you ever attended any workshops or seminars related to teaching English listening?

☐ Yes, around _____ times ☐ No

8. Have you ever read papers on teaching English listening?

☐ Yes ☐ No

II. Teachers' Classroom Practices

Directions: For each of the following statements, please check the response that best fits your classroom practice in listening instruction. Response options range from "Almost always", "Often", "Sometimes", "Seldom", and "Never".

Statement	Almost always	Often	Sometimes	Seldom	Never
1. Before listening, I ask students to look at pictures linked to the topic.					
2. Before listening, I ask students to watch video clips linked to the topic.					
3. Before listening, I remind students of vocabulary linked to the topic.					
4. Before listening, I give students vocabulary items that will be used in the passage.					
5. Before listening, I guide students to think of ideas/facts etc. that might be discussed in the passage.					
6. Before listening, I ask students to discuss possible answers to the questions.					
7. Before listening, I ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. I ask students to verify their predictions while listening.					
9. I ask students to focus on key words while listening.					
10. I ask students to take notes while listening.					
11. After listening, I ask students what they did to complete the listening task.					
12. After listening, I advise students how to deal with difficulties next time.					
13. I ask students to listen out for the gist of the passage.					

Statement	Almost always	Often	Sometimes	Seldom	Never
14. I ask students when they don't understand a word, they should work out its meaning from the context.					
15. I ask students to listen out for marker phrases, e.g. "For example", "First of all".					
16. I ask students to listen out for words they predict they will hear.					
17. I ask students to transcribe (i.e. write down in English everything they hear).					
18. I ask students to listen out for specific details (e.g. names, places, dates).					
19. I ask students to listen for verb endings (e.g. -s, -ing, -ed).					
20. I ask students to listen out for how individual words change in connected speech (e.g. If the words "go" and "up" are said together, there is a new /w/ sound between the two words, to become "go-wup").					
21. I ask students to focus on intonation patterns.					
22. I ask students to make sound-spelling links.					
23. I ask students to monitor listening comprehension.					
24. I ask students to think about how to work out/deal with unknown words.					
25. I ask students to keep a listening log about how they approach listening tasks (i.e. What they do).					
26. I ask students to listen cooperatively (in pairs).					
27. I ask students to listen cooperatively (in groups of three or more).					
28. I teach students to ask for clarification when they do not understand.					

III. Teachers' Beliefs

Directions: For each of the following statements, please check the response that best fits your belief in listening instruction. Response options range from "Strongly agree", "Agree", "Neutral", "Disagree", and "Strongly disagree".

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Before listening, teachers should ask students to look at pictures linked to the topic.					
2. Before listening, teachers should ask students to watch video clips linked to the topic.					
3. Before listening, teachers should remind students of vocabulary linked to the topic.					
4. Before listening, teachers should give students vocabulary items that will be used in the passage.					
5. Before listening, teachers should guide students to think of ideas/facts etc. that might be discussed in the passage.					
6. Before listening, teachers should ask students to discuss possible answers to the questions.					
7. Before listening, teachers should ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. Teachers should ask students to verify their predictions while listening.					
9. Teachers should ask students to focus on key words while listening.					
10. Teachers should ask students to take notes while listening.					
11. After listening, teachers should ask students what they did to complete the listening task.					
12. After listening, teachers should advise students how to deal with difficulties next time.					
13. Teachers should ask students to listen out for the gist of the passage.					
14. Teachers should ask students when they don't understand a word, they should work out its meaning from the context.					
15. Teachers should ask students to listen out for marker phrases, e.g. "For example", "First of all".					
16. Teachers should ask students to listen out for words they predict they will hear.					

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. Teachers should ask students to transcribe (i.e. write down in English everything they hear).					
18. Teachers should ask students to listen out for specific details (e.g. names, places, dates).					
19. Teachers should ask students to listen for verb endings (e.g. -s, -ing, -ed).					
20. Teachers should ask students to listen out for how individual words change in connected speech (e.g. If the words “go” and “up” are said together, there is a new /w/ sound between the two words, to become “go-wup”).					
21. Teachers should ask students to focus on intonation patterns.					
22. Teachers should ask students to make sound-spelling links.					
23. Teachers should ask students to monitor listening comprehension.					
24. Teachers should ask students to think about how to work out/deal with unknown words.					
25. Teachers should ask students to keep a listening log about how they approach listening tasks (i.e. what they do).					
26. Teachers should ask students to listen cooperatively (in pairs).					
27. Teachers should ask students to listen cooperatively (in groups of three or more).					
28. Teachers should teach students to ask for clarification when they do not understand.					

THANK YOU!



Appendix E

The Pilot Questionnaire (Chinese Version)

高中英文教師對聽力教學之信念與實踐調查問卷（預試）

親愛的英文老師，您好：

非常感謝您參與這項研究。本問卷旨在了解高中英文教師對於英語聽力教學的信念及實踐。您所提供的資料僅供學術研究之用，不會另作他用。作答資料將會完全保密，請您安心填寫。

本問卷共分三個部分：教師背景資料、教師教學施行現況、教師教學信念。請您先仔細閱讀各部分之說明再填寫，並請不要遺漏任何一道題目。再次感謝您的幫忙。敬祝 教安

國立政治大學英國語文學系英語教學碩士在職專班

指導教授：余明忠 博士

研 究 生：程燕鈴 敬上

電子信箱：102951011@nccu.edu.tw

中華民國一百零五年十一月

第一部分、教師背景資料

說明：請於最符合您的選項中打勾。

1. 性別：☐男 ☐女
2. 年齡：☐30歲(含)以下 ☐31-40歲 ☐41-50歲 ☐51歲(含)以上
3. 英文任教年資：
☐5年(含)以下 ☐6-10年 ☐11-15年 ☐16-20年 ☐21年(含)以上
4. 最高學歷：☐學士 ☐碩士或四十學分班 ☐博士
☐其他_____
5. 主修：
☐英語(文)或相關科系
☐修英文為輔系
☐其他科系_____
6. 是否修過「英語聽力教學」相關的課程：☐是 ☐否

7. 是否曾經參加過「英語聽力教學」相關的研習或研討會：

☐是，大概____次 ☐否

8. 是否曾經閱讀過「英語聽力教學」方面的研究報告：

☐是 ☐否

第二部分、教師教學施行現況

說明：請就下列各敘述，勾選最符合您實際聽力教學情況的選項。選項有幾乎總是、常常、有時候、很少、及不曾。

敘述	幾乎總是	常常	有時候	很少	不曾
1. 在聽之前，我讓學生看與主題相關的圖片。					
2. 在聽之前，我讓學生看與主題相關的短片。					
3. 在聽之前，我提示學生與主題相關的字彙。					
4. 在聽之前，我給學生聽力段落中會用到的字彙。					
5. 在聽之前，我引導學生思考在段落中可能會被討論的想法／事實等。					
6. 在聽之前，我要學生討論問題可能的答案。					
7. 在聽之前，我要學生預測他(她)們可能會聽到的字彙(如：動詞、名詞)。					
8. 我要學生在聽的時候核對他(她)們的預測。					
9. 我要學生在聽的時候把焦點集中在關鍵字上。					
10. 我要學生在聽的時候做筆記。					
11. 在聽後，我問學生做了什麼來完成聽力任務。					
12. 在聽後，我指導學生下一次要如何處理困難。					
13. 我要學生聽出段落的主旨。					
14. 當學生聽不懂一個字時，我要他(她)們從前後文來推敲它的意思。					
15. 我要學生聽出記號詞(marker phrase)，像是“For example”、“First of all”。					
16. 我要學生聽出他(她)們預測會聽到的字。					
17. 我要學生聽寫(即把聽到的全都用英文寫下來)。					
18. 我要學生聽出特定的細節(如：人名、地點、日期)。					
19. 我要學生聽出動詞字尾(如：-s、-ing、-ed)。					

敘述	幾乎總是	常常	有時候	很少	不曾
20. 我要學生聽出個別單字在連續話語中的改變(如：單字“go”與“up”一起唸時，會有一個 /w/ 的音在兩個字之間，變成“go-wup”)。					
21. 我要學生集中注意力在語調。					
22. 我要學生做發音與拼字的連結。					
23. 我要學生監控(monitor)自己的聽力理解。					
24. 我要學生思考如何處理不認識的字。					
25. 我要學生寫聽力日誌記錄他(她)們如何處理聽力任務(即做什麼)。					
26. 我要學生兩人一組合作完成聽力任務。					
27. 我要學生分組(三或三人以上)合作完成聽力任務。					
28. 我教學生當他(她)們聽不懂時要開口問。					

第三部分、教師教學信念

說明：請就下列各敘述，勾選最符合您個人對於英語聽力教學看法的選項。選項有非常同意、同意、中立、不同意、及非常不同意。

敘述	非常同意	同意	中立	不同意	非常不同意
1. 在聽之前，教師應讓學生看與主題相關的圖片。					
2. 在聽之前，教師應讓學生看與主題相關的短片。					
3. 在聽之前，教師應提示學生與主題相關的字彙。					
4. 在聽之前，教師應給學生聽力段落中會用到的字彙。					
5. 在聽之前，教師應引導學生思考在段落中可能會被討論的想法／事實等。					
6. 在聽之前，教師應要學生討論問題可能的答案。					
7. 在聽之前，教師應要學生預測他(她)們可能會聽到的字彙(如：動詞、名詞)。					
8. 教師應要學生在聽的時候核對他(她)們的預測。					

敘述	非常同意	同意	中立	不同意	非常不同意
9. 教師應要學生在聽的時候把焦點集中在關鍵字上。					
10. 教師應要學生在聽的時候做筆記。					
11. 在聽後，教師應問學生做了什麼來完成聽力任務。					
12. 在聽後，教師應指導學生下一次要如何處理困難。					
13. 教師應要學生聽出段落的主旨。					
14. 當學生聽不懂一個字時，教師應要他(她)們從前後文來推敲它的意思。					
15. 教師應要學生聽出記號詞(marker phrase)，像是“For example”、“First of all”。					
16. 教師應要學生聽出他(她)們預測會聽到的字。					
17. 教師應要學生聽寫(即把聽到的全都用英文寫下來)。					
18. 教師應要學生聽出特定的細節(如：人名、地點、日期)。					
19. 教師應要學生聽出動詞字尾(如：-s、-ing、-ed)。					
20. 教師應要學生聽出個別單字在連續話語中的改變(如：單字“go”與“up”一起唸時，會有一個 /w/ 的音在兩個字之間，變成“go-wup”)。					
21. 教師應要學生集中注意力在語調。					
22. 教師應要學生做發音與拼字的連結。					
23. 教師應要學生監控(monitor)自己的聽力理解。					
24. 教師應要學生思考如何處理不認識的字。					
25. 教師應要學生寫聽力日誌記錄他(她)們如何處理聽力任務(即做什麼)。					
26. 教師應要學生兩人一組完成聽力任務。					
27. 教師應要學生分組(三或三人以上)完成聽力任務。					
28. 教師應教學生當他(她)們聽不懂時要開口問。					

本問卷到此結束，感謝您的填答。

Appendix F

The Formal Questionnaire (English Version)

Dear English Teacher,

Thanks a million for participating in this study! The purpose of this questionnaire is to understand senior high school English teachers' beliefs and practices in listening instruction. Any information that you may wish to provide will serve as data for the current study, and it will not be used for any other purpose. Your response data is absolutely confidential, so please feel free to complete this survey.

The questionnaire consists of three parts: teachers' background information, teachers' classroom practices, and teachers' beliefs. Please read the directions carefully before filling out each part and do not leave any statement unanswered. Thank you again for your help.

Best regards,
Yen-ling Cheng

ETMA - National Chengchi University
Email: 102951011@nccu.edu.tw

I. Teachers' Background Information

Directions: Please check the most suitable response.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 30 or under ☐ 31-40 ☐ 41-50 ☐ 51 or over
3. Years of English teaching: ☐ 5 or under ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 or over
4. Highest degree obtained:
☐ Bachelor's degree ☐ Master's degree ☐ Doctorate
☐ Other _____
5. Major: ☐ English major ☐ English minor ☐ Other _____
6. Have you ever taken any courses dedicated to English listening instruction as a student?
☐ Yes ☐ No

7. Have you ever attended any workshops or seminars related to teaching English listening?
☐ Yes, around _____ times ☐ No
8. Have you ever read papers on teaching English listening?
☐ Yes ☐ No

II. Teachers' Classroom Practices

Directions: For each of the following statements, please check the response that best fits your classroom practice in listening instruction. Response options range from "Almost always", "Often", "Sometimes", "Seldom", and "Never".

Statement	Almost always	Often	Sometimes	Seldom	Never
1. Before listening, I ask students to look at pictures linked to the topic.					
2. Before listening, I ask students to watch video clips linked to the topic.					
3. Before listening, I remind students of vocabulary linked to the topic.					
4. Before listening, I give students vocabulary items that will be used in the passage.					
5. Before listening, I guide students to think of ideas/facts etc. that might be discussed in the passage.					
6. Before listening, I ask students to discuss possible answers to the questions.					
7. Before listening, I ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. I ask students to verify their predictions while listening.					
9. I ask students to focus on key words while listening.					
10. I ask students to take notes while listening.					
11. After listening, I ask students what they did to complete the listening task.					
12. After listening, I advise students how to deal with difficulties next time.					

Statement	Almost always	Often	Sometimes	Seldom	Never
13. I ask students when they don't understand a word, they should work out its meaning from the context.					
14. I ask students to listen out for marker phrases, e.g. "For example", "First of all".					
15. I ask students to transcribe (i.e. write down in English everything they hear).					
16. I ask students to listen out for specific details (e.g. names, places, dates).					
17. I ask students to listen for verb endings (e.g. -s, -ing, -ed).					
18. I ask students to listen out for how individual words change in connected speech (e.g. If the words "go" and "up" are said together, there is a new /w/ sound between the two words, to become "go-wup").					
19. I ask students to focus on intonation patterns.					
20. I ask students to make sound-spelling links.					
21. I ask students to monitor listening comprehension.					
22. I ask students to think about how to work out/deal with unknown words.					
23. I ask students to keep a listening log about how they approach listening tasks (i.e. What they do).					
24. I ask students to listen cooperatively (in pairs).					
25. I ask students to listen cooperatively (in groups of three or more).					
26. I teach students to ask for clarification when they do not understand.					

III. Teachers' Beliefs

Directions: For each of the following statements, please check the response that best fits your belief in listening instruction. Response options range from "Strongly agree", "Agree", "Neutral", "Disagree", and "Strongly disagree".

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Before listening, teachers should ask students to look at pictures linked to the topic.					
2. Before listening, teachers should ask students to watch video clips linked to the topic.					
3. Before listening, teachers should remind students of vocabulary linked to the topic.					
4. Before listening, teachers should give students vocabulary items that will be used in the passage.					
5. Before listening, teachers should guide students to think of ideas/facts etc. that might be discussed in the passage.					
6. Before listening, teachers should ask students to discuss possible answers to the questions.					
7. Before listening, teachers should ask students to predict vocabulary they might hear (e.g. verbs, nouns).					
8. Teachers should ask students to verify their predictions while listening.					
9. Teachers should ask students to focus on key words while listening.					
10. Teachers should ask students to take notes while listening.					
11. After listening, teachers should ask students what they did to complete the listening task.					
12. After listening, teachers should advise students how to deal with difficulties next time.					
13. Teachers should ask students when they don't understand a word, they should work out its meaning from the context.					
14. Teachers should ask students to listen out for marker phrases, e.g. "For example", "First of all".					
15. Teachers should ask students to transcribe (i.e. write down in English everything they hear).					
16. Teachers should ask students to listen out for specific details (e.g. names, places, dates).					

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. Teachers should ask students to listen for verb endings (e.g. -s, -ing, -ed).					
18. Teachers should ask students to listen out for how individual words change in connected speech (e.g. If the words “go” and “up” are said together, there is a new /w/ sound between the two words, to become “go-wup”).					
19. Teachers should ask students to focus on intonation patterns.					
20. Teachers should ask students to make sound-spelling links.					
21. Teachers should ask students to monitor listening comprehension.					
22. Teachers should ask students to think about how to work out/deal with unknown words.					
23. Teachers should ask students to keep a listening log about how they approach listening tasks (i.e. what they do).					
24. Teachers should ask students to listen cooperatively (in pairs).					
25. Teachers should ask students to listen cooperatively (in groups of three or more).					
26. Teachers should teach students to ask for clarification when they do not understand.					

THANK YOU!



Appendix G

The Formal Questionnaire (Chinese Version)

高中英文教師對聽力教學之信念與實踐調查問卷（正式）

親愛的英文老師，您好：

非常感謝您參與這項研究。本問卷旨在了解高中英文教師對於英語聽力教學的信念及實踐。您所提供的資料僅供學術研究之用，不會另作他用。作答資料將會完全保密，請您安心填寫。

本問卷共分三個部分：教師背景資料、教師教學施行現況、教師教學信念。請您先仔細閱讀各部分之說明再填寫，並請不要遺漏任何一道題目。再次感謝您的幫忙。 敬祝 教安

國立政治大學英國語文學系英語教學碩士在職專班

指導教授：余明忠 博士

研 究 生：程燕鈴 敬上

電子信箱：102951011@nccu.edu.tw

中華民國一百零五年十一月

第一部分、教師背景資料

說明：請於最符合您的選項中打勾。

1. 性別：☐男 ☐女
2. 年齡：☐30歲(含)以下 ☐31-40歲 ☐41-50歲 ☐51歲(含)以上
3. 英文任教年資：
☐5年(含)以下 ☐6-10年 ☐11-15年 ☐16-20年 ☐21年(含)以上
4. 最高學歷：☐學士 ☐碩士或四十學分班 ☐博士
☐其他_____
5. 主修：
☐英語(文)或相關科系
☐修英文為輔系
☐其他科系_____
6. 是否修過「英語聽力教學」相關的課程：☐是 ☐否
7. 是否曾經參加過「英語聽力教學」相關的研習或研討會：
☐是，大概____次 ☐否

8. 是否曾經閱讀過「英語聽力教學」方面的研究報告：

☐是 ☐否

第二部分、教師教學施行現況

說明：請就下列各敘述，勾選最符合您實際聽力教學情況的選項。選項有幾乎總是、常常、有時候、很少、及不曾。

敘述	幾乎總是	常常	有時候	很少	不曾
1. 在聽之前，我讓學生看與主題相關的圖片。					
2. 在聽之前，我讓學生看與主題相關的短片。					
3. 在聽之前，我提示學生與主題相關的字彙。					
4. 在聽之前，我給學生聽力段落中會用到的字彙。					
5. 在聽之前，我引導學生思考在段落中可能會被討論的想法／事實等。					
6. 在聽之前，我要學生討論問題可能的答案。					
7. 在聽之前，我要學生預測他(她)們可能會聽到的字彙(如：動詞、名詞)。					
8. 我要學生在聽的時候核對他(她)們的預測。					
9. 我要學生在聽的時候把焦點集中在關鍵字上。					
10. 我要學生在聽的時候做筆記。					
11. 在聽後，我問學生做了什麼來完成聽力任務。					
12. 在聽後，我指導學生下一次要如何處理困難。					
13. 當學生聽不懂一個字時，我要他(她)們從前後文來推敲它的意思。					
14. 我要學生聽出記號詞(marker phrase)，像是“For example”、“First of all”。					
15. 我要學生聽寫(即把聽到的全都用英文寫下來)。					
16. 我要學生聽出特定的細節(如：人名、地點、日期)。					
17. 我要學生聽出動詞字尾(如：-s、-ing、-ed)。					

敘述	幾乎總是	常常	有時候	很少	不曾
18. 我要學生聽出個別單字在連續話語中的改變(如:單字“go”與“up”一起唸時,會有一個 /w/ 的音在兩個字之間,變成“go-wup”)。					
19. 我要學生集中注意力在語調。					
20. 我要學生做發音與拼字的連結。					
21. 我要學生監控(monitor)自己的聽力理解。					
22. 我要學生思考如何處理不認識的字。					
23. 我要學生寫聽力日誌記錄他(她)們如何處理聽力任務(即做什麼)。					
24. 我要學生兩人一組合作完成聽力任務。					
25. 我要學生分組(三或三人以上)合作完成聽力任務。					
26. 我教學生當他(她)們聽不懂時要開口問。					

第三部分、教師教學信念

說明：請就下列各敘述，勾選最符合您個人對於英語聽力教學看法的選項。選項有非常同意、同意、中立、不同意、及非常不同意。

敘述	非常同意	同意	中立	不同意	非常不同意
1. 在聽之前，教師應讓學生看與主題相關的圖片。					
2. 在聽之前，教師應讓學生看與主題相關的短片。					
3. 在聽之前，教師應提示學生與主題相關的字彙。					
4. 在聽之前，教師應給學生聽力段落中會用到的字彙。					
5. 在聽之前，教師應引導學生思考在段落中可能會被討論的想法／事實等。					
6. 在聽之前，教師應要學生討論問題可能的答案。					
7. 在聽之前，教師應要學生預測他(她)們可能會聽到的字彙(如：動詞、名詞)。					

敘述	非常同意	同意	中立	不同意	非常不同意
8. 教師應要學生在聽的時候核對他(她)們的預測。					
9. 教師應要學生在聽的時候把焦點集中在關鍵字上。					
10. 教師應要學生在聽的時候做筆記。					
11. 在聽後，教師應問學生做了什麼來完成聽力任務。					
12. 在聽後，教師應指導學生下一次要如何處理困難。					
13. 當學生聽不懂一個字時，教師應要他(她)們從前後文來推敲它的意思。					
14. 教師應要學生聽出記號詞(marker phrase)，像是“For example”、“First of all”。					
15. 教師應要學生聽寫(即把聽到的全都用英文寫下來)。					
16. 教師應要學生聽出特定的細節(如：人名、地點、日期)。					
17. 教師應要學生聽出動詞字尾(如：-s、-ing、-ed)。					
18. 教師應要學生聽出個別單字在連續話語中的改變(如：單字“go”與“up”一起唸時，會有一個 /w/ 的音在兩個字之間，變成“go-wup”)。					
19. 教師應要學生集中注意力在語調。					
20. 教師應要學生做發音與拼字的連結。					
21. 教師應要學生監控(monitor)自己的聽力理解。					
22. 教師應要學生思考如何處理不認識的字。					
23. 教師應要學生寫聽力日誌記錄他(她)們如何處理聽力任務(即做什麼)。					
24. 教師應要學生兩人一組完成聽力任務。					
25. 教師應要學生分組(三或三人以上)完成聽力任務。					
26. 教師應教學生當他(她)們聽不懂時要開口問。					

本問卷到此結束，感謝您的填答。