Abstract

The purposes of this study were to identify effective teaching activities that improve elementary EFL students' listening comprehension and to investigate when learners rely on top-down processing, bottom-up processing, and interactive processing.

Participants in this study were 76 fifth graders from two classes in an elementary private school in Taipei County, including 52 males and 24 females. One of the two classes was treated with bottom-up pre-listening activities, while the other class was treated with interactive pre-listening activities. A pre-test and a post-test, adopted from the Starter level in the Cambridge Young Learners' English Test, were implemented before and after a 15-week listening instruction. During the 15-week listening teaching, participants were also required to take a listening quiz after each session of teaching. Scores of the pre-test, post-test and the 15 listening quizzes were calculated by employing statistical measures to investigate the effectiveness of the two types of pre-listening activities, namely interactive and bottom-up pre-listening activities. Further, a questionnaire was administered for the interactive group after the post-test to investigate when learners relied on top-down processing, bottom-up processing and interactive processing.

The major findings of the study are: first, results from participants' listening scores revealed that there was no significant improvement between pre-test and post-test of the two groups although the mean scores of the interactive group were higher than that of the bottom-up group; second, results from the questionnaire indicated that participants employed top-down processing more frequently than bottom-up processing in their listening, while they viewed the understanding of each word (bottom-up processing) as essential to listening comprehension. Suggestions and

implications are made at the end of the study.

Key words: listening comprehension, listening teaching, listening comprehension processing, bottom-up processing, top-down processing, interactive processing

摘要

　　本研究旨在探討不同聽力教學法對台灣國小學童聽力表現之影響，並試圖了解國小學童處理聽力之過程。本研究將七十六位國小五年級學童，其中包括五十二位男性與二十四位女性，分為「自下而上教學(bottom-up)」與「相互作用教學(interactive)」兩組，進行十五週之聽力教學。學童於聽力教學前後，均以劍橋兒童英檢初級(Starter Level)之聽力測驗進行前測與後測；同時，學童於每週聽力教學後，均須完成一份聽力小考，共計十五份。受試學童之前測、後測與十五次聽力小考皆以統計計量法加以計算，作為探討兩種聽力教學法成效之依據。此外，後測結束後，「相互作用教學(interactive)」組之學童接受問卷調查，以了解國小學童處理聽力之過程。

　　本研究主要發現「自下而上教學(bottom-up)」與「相互作用教學(interactive)」兩組之聽力表現並無重大差異。但整體而言，「相互作用教學(interactive)」組之平均分數較優於「自下而上教學(bottom-up)」組。問卷結果顯示，受訪之國小學童較常使用「由上而下」之訊息處理方式(top-down processing)，但大多數之受訪者表示，了解每一個單字的意義是聽力理解之關鍵因素。本研究最後提出若干相關建議以供參考。

關鍵字：聽力理解、聽力教學、聽力理解過程、由下而上(bottom-up)、由上而下(top-down)、相互作用(interactive)