

「選修」走向之大學「英語聽講實習」 課程之規劃研究(上)

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摘 要

年來在大學法修訂聲中，減少必修增加選修已是一必然的趨勢。政治大學亦於七十九學年度第一學期的教務會議中決定：自八十學年度開始將原為全校大一必修的「英語聽講實習」，改由各系自行決定「必修」或「選修」。為因應此一變革，並為規劃未來之「英聽」課程，使之更適合學生的需求而發揮其教學效能，特從事本專題研究。

本研究係根據本世紀以來最廣泛流行的教學理論，“以學生之需求為考量中心”的教學理念為基礎，採用「實驗法」及「問卷調查法」，並分為：(A) 一年級的實驗教學；(B) 二、三、四年級分類分組選修；以及(C) 設置「視聽選習室」供各級學生自由選修等三部份同時進行。主要之研究對象為本校八十學年度一年級必修與選修「英聽 I」的學生，以及二、三、四年級選修「英聽 II」的學生。根據實驗教學部份的學前與學後測驗之成績，以及三次問卷調查所得之資料加以統計分析，藉以 (1) 求證學生之學習興趣與學習動機之強弱，是否對學習效果產生直接或間接的影響；(2) 發現學生在英語聽講訓練過程中所遭遇到的困難及可能解決之道；(3) 根據本研究之結果或發現，提出一些可行之建議，供國內其他大專院校今後改進或規劃其「英聽」課程之參考。

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壹、研究動機、問題與目的

聽、說、讀、寫四技並重，是外語教學最理想的方式；也是國內中學（包括國中暨高中）英語課程標準所列之首要目標（註一）。然而，由於英語聽力的學習普遍缺乏說英語的外在環境，加以聽力與口說兩種能力的測試在技術上有些困難，迄今未能納入高中及大專聯考英語科的考試範圍，因而無法受到應有的重視（註二）。有鑑於此，教育部自民國六十年初，根據當時最流行的「耳聽口說教學法」（The Aural-Oral Approach 以下簡稱「聽說教學法」）之語言教學理論，明訂「英語聽講實習」（以下簡稱「英聽」）為大學一年級「必修」或「必選」課程，每週上課二小時，以一學分計。可是，多年來「英聽」課程之效用，仍未受到各方面積極的肯定。一般大學的英語教師，常以經過一年「英聽」訓練後，學生仍無法瞭解教師使用英語授課，或仍缺乏清晰的口語表達能力，而多有責難。「英聽」教師本身也時以大班教學（每班35至40人）、教材與進度不易配合，學生個別程度差異大，有礙教學進行等因素，而產生無力感。學生們更以缺乏興趣、教材不符所需、教學進度過快或過慢而時有抱怨。是故，在目前中學英語教學無法兼顧學生聽說訓練之客觀情形下，如何針對大學「英聽」課程，作一全面的檢討、評估與改進，藉以達到訓練學生聽力及口語表達能力的目標，實乃當前國內英語教學之重要課題。適值年來「大學法」修訂聲中，減少必修而增加選修乃必然之趨勢，本校亦於七十九學年度第一學期的教務會議上決定自八十學年度開始，將原列為大一共同必修的「英聽」，改由各系自行決定「必修」或是「選修」。負責開設本校「英聽」課程之「語言視聽教育中心」（註三）（以下簡稱「語視中心」），為因應此一重大變

註一：詳見民國七十三年，教育部公布之「國民中學課程標準總綱」，暨「高級中學課程標準總綱」。其中，列國中英語課程首要目標為：指導學生聽、說、讀、寫簡易英語的能力；而高中英語課程首要目標為：從聽、說、讀、寫各方面，培養學生運用切合實際生活的正確英語之能力。

註二：根據Rivers和Temperley的敘述（Rivers & Temperley, 1978: 62）：一般人使用語言四種技巧所佔的比率分別為聽45%，說30%，讀16%，及寫9%，可見聽在日常生活中的重要性。其次師大研究生賴秀娟一九八四年在一項對全省高中生所做的抽樣調查中發現，英語的聽力訓練在教學上最被忽略。（參見黃崇術著英語聽力進階自序）

註三：本校「語言視聽教育中心」其前身為「外國語言實習中心」，於民國五十九年九月，依據教育部政策，為加強學生外語聽講能力，提昇外語教學績效而設，多年來其職責與功能日益擴展。民國七十八年八月奉准易名為目前之名稱，然其主要職掌之一仍係為全校大一學生開設「英聽 I」必修課程，並應商學院國貿、企管、會計等系特別要求，為之開設「大二英聽」（即「英聽 II」），其他各系之二、三、四年級學生均無再次接受英語聽講訓練之機會。

革，決定進行本項研究，而針對下列問題作一實地的檢討並謀求解決之道：

1. 學生在英語聽講訓練上可能遭遇的困難為何？如何克服？
2. 學生對「英聽」課程學習動機之強弱、興趣之高低、以及學習態度如何直接或間接影響到該課程的學習效果？
3. 如何以分組選修之方式，配合不同重點之教學，並採用不同之教材，以適應學生不同的程度與需求？
4. 倘若以分組選修方式，仍無法因應學生個別差異與需求時，應如何補救？

本研究雖僅以本校八十學年度開設之「英聽 I」與「英聽 II」課程（註四）為研究範圍，然本研究至少可引發國內英語教師對英語聽講課程之重視，而其研究結果更可供國內其他大專院校今後規劃「英聽」課程之參考，使之得以真正符合學生的需求而發揮其教學上的效能。

貳、文獻探討

一、聽說之基本理論

在第二種語言(外語)學習中，聽說訓練扮演著極重要的角色，並歷經相當複雜的過程。根據普斯敦與布魯德的說法（Paulston & Bruder, 1976: 128）：聽力訓練的目標在於使學習者能瞭解一般日常情況下，母語使用者以正常速度所作的各種言語表達，這包括正式演講、日常聊天、社交應對、電話對答或是電視、收音機等大衆傳播媒體的訊息；而且能經由各種練習，教導學習者在各種場合中如何聽懂並抓住訊息的要點。

單就聽力理解方面來看，整個過程就十分複雜而細微。其基本條件，除了時間因素（指知覺、反應及處理過程等所需之時間）外，首先(1)在環境因素方面，不能有太大噪音，避免妨礙到語言的覺察。(2) 辨別語音的能力，例如利用「差別最小的對偶詞」(minimal pair)來辨別具有辨義作用的「音素」(phoneme)，並利用語音的自由變異(free variation)來注意

註 四：政大語視中心在八十學年度，為全校大一學生開設四十八班「英聽 I」；其中四十四班為必修，四班為選修。另外，為已修畢「英聽 I」之大二及大二以上學生開設十三班「英聽 II」；其中四班係應會計系要求特為該系二年級學生開之「必選」課，其他九班則開放選修。

不具辨義作用的「同位音」(allophone)。(3)不但要注意元音(vowel)與輔音(consonant)這些「成段音素」(segmental phoneme),更要注意輕重音(stress)、斷續度(continuity)、音高(pitch)等「上加成素」(suprasegmental phoneme),以及由這些成素形成的語調(intonation)與節奏(rhythm)等問題。(4)從聽音辨別詞彙或詞義的能力,特別是借助於上下文(context)與整體大意來辨別「同音異義字」(homophone如“knew”與“new”)與「同音同形異義字」(homonym如名詞的“bear”(熊)與動詞的“bear”(忍耐)以及猜測不熟悉的詞彙。(5)明白語言除了表達「言內之意」(即「認知意義」(cognitive meaning)之外,還可以表達「言外之意」(如期許、推諉、諷喻等「情緒意義」(emotive meaning)與「人際意義」(interpersonal meaning)),而這些言外之意常由語調與語氣(vocal qualifier)等來表達(Ur, 1984: 11-19)。

總之,聽取訊息需經歷相當複雜的過程,聽者除了需具備足夠的語言知識去解碼外,還需靠認知處理的技巧,個人知識與經驗背景,上下文意以及場合背景等所提供的線索(Omaggio, 1986:122),作適當的猜測與正確的判斷,時或採忽略、容忍等不同的策略方能竟其功。在這一連串的過程中,聽者一直扮演著積極、主動的角色,而非一消極、被動的接受者(Rost, 1990: 67)。

口語表達能力一向被大多數語言學習者視為最重要的語言能力,因為能流利地暢所欲言第二外語,是學習外語者成就感之最大來源;而且對本身興趣、職業之發展也大有助益。

溝通互動活動(communicative interaction activities)不論在初、中、高各級課程,均被列為口說訓練的基礎;而互動活動一般可分為兩類:一類是利用所學到之語言知識,把意義傳達出去,主要在發展「語言能力」(linguistic competence);另一類是注意到“用社會上能接受的方式”,把意思傳遞出去,主要在發展「溝通能力」(communicative competence);後者還得牽涉到文化、社會上的互動規則(social interactional rules)及相關訊息(relevant information)等其他因素的考量。因此,一位語言教師除需針對學生在語音、語詞、語法等純語言知識方面的問題,作必要的指導與協助外(Paulston & Bruder, 1976: 58-59),還得設法讓學生熟悉社會、文化各種功能與規則,方能使之有效地傳達意見、訊息,與人合宜地溝通(Omaggio, 1986: 122),藉此達到口說訓練的目標。

然而，「聽」、「說」兩種語言能力的訓練，必須互補互用，相輔相成，密切的配合，才能產生真正有效的溝通 (Anderson & Lynch, 1988: 15)，這是無可置疑的。

二、英(外)語教學法與聽說訓練

英(外)語教學法自十九世紀末期至今歷經多次變革，茲就其演進過程中，聽力與口說訓練所扮演的角色，作如下之簡析。(參閱黃自來，民 75, 79；蘇順發，民 80；Chastain 1979；Celce-Murcia & McIntosh 1984；Richards & Rodgers, 1986；Rost 1990 等書)。

在二十世紀以前，大部份的外語教學都採用所謂的「文法翻譯法」(The Grammar Translation Method)。這種教學法要求學生背誦表列的單字，成套的字形變化，以及文法規則，對於外語的應用只限於翻譯(外國語與本國語間之互譯)；是故「文法翻譯法」無法幫助學生說流利的英語，因為它根本不是為達到聽與說的功能而設計的。

「直接教學法」(The Direct Methods)針對「文法翻譯法」的缺點而提倡，認為學習外語的主要目的在於「使用」，故首重口語，亦即口語技巧應先行發展，放棄翻譯練習，也不談語言結構，主張直接用英語(或目標語)來教學；一八八〇年左右貝立茲(M. D. Berlitz)正式將「直接教學法」的理論應於其所設立的外語學校之教學中，「口語互動」是此教學法之核心。

第二次世界大戰期間，由於「軍中外語教學法」(The Army Method)或稱「模仿記憶法」(The Mimicry-Memorization Method)很成功地達到軍中語言訓練以「說」為重點的教學目標，導至一九五〇年代的「聽說教學法」(The Aural - Oral Approach)，顧名思義，此法偏重聽與說的訓練，學生在口頭練習純熟之前，不可以接觸書寫教材；「聽說教學法」的另一特性，是運用口頭的句型練習來教語法，使學生經過模仿、重覆以及技巧控制下的練習後，達到使用語言的習慣；為了達到密集練習的目的，得借助電化語言實習室的設備(英語聽講實習課程即應此種需求而開設)。事實上，此法在指導英(外)語發音和簡單句型結構的控制練習方面，比「文法翻譯法」及「直接教學法」均高一籌，但卻無法訓練學生達到“語言運用自如”的程度。

六十年代末期，認知心理學家 (cognitive psychologist) 和變形衍生語法家 (transformational generative grammarian) 反擊行為學派 (behaviorism) 的學習理論，不認為語言學習是一種習慣的養成，而根據思想及語言的神經心理基礎提出「認知教學法」(The cognitive Approach)，認為「語言有其系統性和創造性，在音韻、構句和構詞方面都有一些規則可循，學習語言是一種獲得有意識的控制語音、語法和詞彙規則的過程」；「語」與「文」是語言一體的兩面，不應有主從之別，聽、說、讀、寫四種語言技巧的訓練同樣的重要，宜同時進行。

二十世紀八十年代，英(外)語教學漸與人本心理學 (humanistic psychology)、溝通理論和教育原理密切配合，「動作回應法」(The Total Physical Response Method)，「自然教學法」(The Natural Approach) 和溝通式教學法 (The Communicative Approach) 以及其他週邊教學法 (marginal methods) (註五) 陸續孕育而生。

根據美加州聖荷西大學心理系亞西爾教授 (James Asher) 的看法，在一般學校每週有限的外語教學時數下，若預期學生的聽、說、讀、寫四種能力都能「通」是不切實際的，因此在訓練學生學習英(外)語的第一階段，應該注意到四種技巧中最具「正向轉移」(positive transfer) 效用的一種。而根據實驗顯示，耳聽之理解技巧對「說」英(外)語有高度的正向轉移作用 (Asher, 1964)，因為大腦神經系統在生物學上，本來就設計了先聽後說的語言學習順序 (Asher, 1972)，因此「動作回應法」在學習外語的第一階段，是以先「聽」後「動作」為訓練的要點，讓學生依照聽到的英(外)語指令(「動作動詞」(action verbs) 為主，由簡單到複雜的指令)，緊接著做身體動作回應，先培養語言理解力後才讓學生開口說。亞西爾教授的理念得自兒童學習母語的策略。

「自然教學法」是美國南加州大學克拉申和特瑞爾 (Krashen and Terrell) 兩位教授，依據第二語言習得 (註六) 所驗證的教學法，認為教師的首要任務是提供可理解的語言輸入

註 五：這裡係指在人本心理學，溝通理論和教學原理的影響下，所發展出的其他教學法或教學技巧，如 Caleb Gattegno 所提倡之「默示法」(The Silent Way)，保加利亞心理學家 Georgi Lozanov 所創「暗示感應教學法」(Sugestopedia)，以及 Charles Curran 提出的「團體語言學習法」(The Community Language Learning) 又稱「諮商學習法」(The Counseling Learning) 等，因為這些方法與聽講訓練沒有直接的關係，故不在本文內加以介紹。

註 六：成年人在發展第二語言能力方面有兩種不同而獨立的方法：一種是「習得」(acquisition)，指類似兒童發展母語能力的一種潛意識(不知不覺)過程；另一種是「學習」(learning)，指有意識地

(comprehensible language input)，學習者在緘默期(silent stage)不必強迫他說話，等他準備好後，言語自然會出現。教師是學習者語言輸入的來源，也是多樣有趣之教室活動(如指令、遊戲、短劇和分組表演等)的創造者。學習者會經歷(1)聽力理解期(即聽力訓練期)，(2)帶有顯著錯誤的言語產生初期，以及(3)言語出現期(尤指口說能力)(Krashen & Terrell, 1984)。

八十年代發展出來的「溝通式教學法」以努力提升學生的溝通表達能力為教學目標。早期的「溝通式教學法」強調語言接觸(language contact)的價值，因而降低毫無溝通目的之解說語言(尤指傳統語法規則)的價值；然而，近年來，溝通式教學法逐漸在調整其教學焦點，教師們時常可使用遊戲、角色扮演(role-playing)、擬態(simulation)和訊息差距(information gap)等方式所設定的教材和教學技巧，來提升學生的「流利度」(fluency)(Rinorolucrici, 1984)；學生可以選擇說「什麼」和「如何」說的方法，強調互動的內容(content)，而不是互動的形式(form)。最近，人們又逐步領悟到溝通「流利度」與精熟語法「正確性」(accuracy)兩者實有“並駕齊驅”的重要性(Brumfit, 1984)，在教學技巧上一些巧思設計的「橋樑活動」(bridge activity)，可引導學生從嚴格控制練習到自由應用的練習。這種風尚已成為國內常見進口英語聽講教材設計的架構(註七)。儘管這幾年來，「溝通式教學法」注重之焦點不斷在移轉，但其立論基礎卻是一致的：在有有意義的言談情境中，接觸語言作自由溝通，此乃培養溝通技巧的不二法門。

三、動機、需求與英(外)語學習

在六十年代早期，加拿大學者卡特納(R.C.Gardner)和南伯特(W.E.Lambert)在第二語言學習態度與動機(Attitude and Motivation in Second Language Learning)一書中，把動機分為工具性(instrument)及「融合性」(integrative)兩種：學習者的動機取決於學習者態度以及學習第二語言的導向；假如語言學習的目的反映語言成就的功利價值，如職業上的成功等，那麼學習就導向於「工具性」；假如學生取向於學習更多其他文化團體，好像渴

認知第二語言的語法規律，而能應用它們產生語句。在教室內強調的是「學習」，而不是「習得」。

註七：請參閱Jack C. Richards and David Bycina, *Person To Person*(OUP, 1985)和Kathleen Graves and David P. Rine, *East And West*(OUP, 1989)這兩套目前在國內相當暢銷的進口教材就可得到印證。

望成爲其他團體的一分子時，這類的動機是屬於「融合性」(Gardren & Lambert, 1972)。曾經有段時間，有些學者認爲「融合性」的動機在外語學習方面較有成就，但研究結果，並無定論。

摩斯克維茲 (Gertrude Moskowitz) 和漢恩 (Cora Hahn) 等強調感情 (emotion) 和情意 (affective) 因素的重要性，力勸語言教師多鼓勵學生討論生活中真正感興趣和關心的事，並表達其情感，因爲感性的學習才是有效的學習 (Moskowitz, 1978; Hahn, 1989: 9)。無可諱言的，動機決定學生在課堂上課的注意力、複習功課、做家庭作業的勤惰與否，對學習效果的確有相當的影響。

另外，二十世紀的八十年代，一切教學均以「學生爲中心」的 (student-centered) 原則來考量，對學生學習需求之調查，已成爲外語教育一重要工作 (Savignon, 1983; Richards & Rogers 1986; 楊懿麗, 1992); 專家認爲，課程之設計，若能迎合學生之需求，並能兼顧其學習能力等之差異，不但能引發並維持較高的學習動機，且得收事半功倍之效 (Chastain, 1979; Brown, 1980; Lin, 1991)。

參、研究方法與步驟

本研究係以八十學年度本校必修與選修「英聽 I」的一年級學生 (計1445人)，以及二、三、四年級選修「英聽 II」的學(計294人)共計1,739人爲研究對象(註八); 又爲達到上節所列諸目標，本研究採用「實驗教學」與「問卷調查」兩種方法，並設計「試辦英聽 II 課程分組」，以及「設置視聽選習室」兩項措施，以觀其實效，茲將各方法與措施之實驗步驟分述如下：

一、實驗教學：

爲了解學生學習動機的強弱，對「英聽」課程學習效果之影響，特設計了「英聽 I」的實驗教學，計劃自本校文理、法、商、外語、傳播五學院中各選出兩組：控制組(必修)與實

註八：根據統計，八十學年度第一學期，「英聽 I」課程開設必修 44 班，計學生 1358 人；選修開設 4 班共 87 人。「英聽 II」必選(會計系) 4 班，計 112 人；選修 9 班計 182 人。換言之，第一學期「英聽 I」課程共有學生 1445 人，修「英聽 II」者共 294 人；亦即，第一學期全校修語視中心開設之英聽課程者總計 1739 人。然而，在第二學期，部份學生因衝堂而退選，修「英聽 I」者(包括必修與選修)計達 1306 人；修「英聽 II」者共 226 人，也就是說，第二學期修習英聽課程者總計 1532 人，較第一學期修習人數少 207 人。

驗組(選修)各一；由相同的教師與助教授課，使用統一教材(註九)，同一教學法(註一〇)，進行每週兩小時(教師與助教各一小時)，長達一學年的「英聽」實驗教學。根據學生在學前與學後測驗(包括聽力與口說兩部份)的成績，加以統計並作比較分析。然而，事實常與願相違，在上學期新生選課時(八十年十月中旬)，我們發現：八十學年度，在本校五院廿八系中除有十五系維持「英聽 I」必修外，其他十三系均改為選修，原先之構想僅在文理、法兩學院勉強行得通外，在其他三學院都遭遇到實際作業上的困難；例如，外語學院只有英語、東語與阿拉伯語三系，而該三系的「英聽 I」均屬必修，無法取得選修的實驗組；又傳播學院的三系中，新聞與廣告兩系維持必修，廣電系選修「英聽 I」的學生不多，且選修時段分散不能合成一組，換言之，傳播學院亦無法取得選修的實驗組；而商學院各系課程普遍繁重，選修「英聽 I」的學生多因系內其他必修課程的衝突，無法依照語視中心預定之「英聽 I」選修時段集中選修，使商學院的實驗組又告闕如。以上各院在控制組與實驗組設定上的困難與挫折均非事前所能預料，也是本實驗教學一大美中不足之處；後來，幾經考慮決定只選文理學院「史一 A」為控制組(學生人數上學期為35人，下學期34人)，「選一 C」為實驗組(學生人數上學期為34人，下學期30人)；法學院「政一 B」為控制組(上下兩學期學生人數均為31人)，「選一 K」為實驗組(上學期學生人數26人，下學期13人)；換言之，最後僅以文理、法兩學院四組學生為實驗教學之對象。

1. 測驗之編製：整個實驗教學之結果，採用學前與學後測驗方式評估。又因本實驗教學係針對聽說訓練為主的「英聽 I」課程進行，故測驗本身應包括聽力(Listening)與口說(Oral)兩方面，但試題的份量，以能在一節課(五十分鐘)內完成，為本測驗編製的原則。其中學前測驗曾請兩位學生預作測試，計聽力部份選答約費廿五分鐘，口說部份答錄約花廿分鐘，兩份試題難易適中。

(a) 聽力測驗方面一採 CELT(註一一) Form A 聽力部份的五十題，經難易之辨別，分製

註九：教師採用New English Firsthand: Developing Communicative Language Skills(係由 Helges, M. Brown, S., Manderville, T & Jordan, R., 聯合編著；由Lingual House出版，我們採用的教本屬台北文鶴書局代理的1991年版本)；助教採用Interactions I: A Listening Speaking Skills Book(係Tanka, J & Most, P.合著，由McGraw-Hill Publishing Company出版,1990年版本)。

註一〇：同以注重聽說訓練的「溝通式教學法」(The Communicative Approach)來進行實驗教學。

註一一：CELT (A Comprehensive English Language Test) 係由David P. Haris與Leslie A. Palmer編製，McGraw-Hill Book Company于1986年出版。測驗本身又分聽力(Listening Section)50題；結構(Structure Section)75題；辭彙(Vocabulary Section)75題。各部份試題之效度(val-

為形式相同，難易度相若之學前與學後兩份測驗；每份測驗又分 Answering Questions(十題)，Understanding Statements(十題)以及 Comprehending Dialogues(五題)三大項共計廿五題。聽力測驗題之錄音帶係轉錄自 CELT 原帶。(聽力測驗兩份試題見附錄一A與B)。

(b)口說測驗方面一參酌不少發音練習教材及口說測驗資料，在語視中心許智容助教協助下，編製出形式相同，難易度相若之學前、學後測驗各乙份；每份口說測驗又分三大項：朗讀(三段)佔20%，看圖回答問題(註一二)(十題)佔50%，以及完成句子(五題)佔30%。測驗的說明部份及試題部份均由美籍人士貝萬文(Robert T. Bagnet)錄製(口說測驗兩份試題見附錄二 A與 B)。

2. 測驗之舉行：學前與學後測驗，相繼于上學期開學後不久(即十月廿二日至廿四日)以及下學期結束前兩週(即六月廿五日至三十日間)，在助教課上隨堂舉行，每次測驗長達五十分鐘，除了四十五分鐘的測驗外，另外五分鐘用在發、收試卷以及作必要的口頭說明。

3. 測驗之評分：聽力方面的前、後兩次測驗均由經濟系二年級學生梁健昌根據 CELT 的標準答案負責評分，兩份測驗分別有廿五題，每題以四分計。口說方面的評分費時且困難，為求評分的客觀性、一致性與準確性，我們特商請英籍人士羅傑生(Robert J. Goble)(註一三)為兩次測驗的評分人，並由學生答錄的錄音中，察覺並登載學生所犯的錯誤。

兩次口說測驗的評分工作均費了近一個月的時間，方告完成。

二、問卷調查：

為瞭解修習「英聽」課程的學生對該課程之興趣、動機、英語聽講能力訓練過程中可能遭遇的困難，以及教材、教法等方面的意見或看法，筆者參考有關文獻(金陵，民80；顏蕩珠，民80；蔡素薰，民80；吳又熙，民81；Ur，1984；Omaggio，1986；Rost，1990等)，並參酌本校英聽教學實際情況，編製調查問卷三份；包括對全體必修與選修「英聽 I」

identity)與信度(reliability)均已達標準測驗之標準(參見 CELT Examiner's Instructions and Technical Manual, 16-23頁)。

註 一二：看圖回答問題部份係接受政大英語系教師 Archie Gress 的建議，採用 Ilyn Oral Interview (Newbury House, 1976)之部份圖片與問題。學前測驗係採用 Bill Form 的圖片與問題；學後測驗採 Tom Form 的圖片與問題。測驗方式亦由原本面談方式改為答錄方式進行。

註 一三：英籍人士羅傑生與美籍人士貝萬文均係本中心華語班的學員。

學生前後所進行之兩次問卷調查：第一次在新生開學後兩週（八十年十一月四日至九日），第二次在下學期結束前一週（八十一年六月八日至十三日），均係由各班助教利用課間約十分鐘的時間請學生填答（兩次意見調查問卷見附件三A與B）。另外一次問卷調查是針對全體「英體II」學生所進行，讓學生得就課程之分組選修、教材內容、教學方法、以及其興趣與需求等提供意見，作為八十一學年度及未來「英聽」課程開設之參考；該項問卷調查在學生結束一學年選修（八十一年六月八至十三日間）舉行（「英聽II」意見調查問卷見附錄三C）。

三、試辦「英聽II」分組選修

自八十學年度起，語視中心嘗試為已修畢「英聽I」之大二及大二以上學生開設三組重點不同的「英聽II」選修課程：A組開一班，課程內容著重於發音、語調及句型練習，教材由授課教師自定；B組開五班（下學期因選修人數減少改開四班），課程內容以延續「英聽I」課程，作進一步綜合聽說訓練為，教材採New English Firsthand Plus與Interctions II（與「英聽I」所採用之教材相較，在題材及文字的複雜度與難度上均加深）；C組開設三班，其課程內容重點在訓練學生如何了解英語授課（或演講）、英語廣播、電視、錄影帶以及有關留學準備之各項聽說訓練，C組三班教學均由美籍教師負責，教材亦由其自定；新開設之A、B、C三組九班，可供二、三、四年級學生依一己之程度、興趣或需求自由選修。

四、設置「視聽選習室」

為提昇學生對英語聽講學習之興趣，更為了充份利用中心電化語言教學軟、硬體設備，我們特闢設「視聽選習室」（以下簡稱「選習室」）一間，內置十台語言學習機，七台VHS放影機，三台BETA錄影機；軟體方面除備有「英聽I，II」課程所用之全部教材（包括錄音帶與錄影帶），另有英語發音的電視影集、CBS News Series 以及 TOEFL與 GRE 聽力訓練錄音帶等，教師與助教可以指定學習能力較差或學習速度較慢的學生到「選習室」作加強練習或補教學習並鼓勵一般學生依自己的時間、興趣和程度，選擇合乎自己需要的教材作自我學習（self-learning）。我們觀察並統計學生實地利用該選習室的情況：包括人數、次數、教材之選用等，根據這些數據，佐以問卷調查內學生對有關視聽選習室所作之意見填答資料，來評估「選習室」的效用。

(附錄一之 A)

LISTENING

Part I: Answering Questions

Directions: In this part of the test you will hear 10 questions. Each questions will be spoken just one time, and it will not be written out for you. Therefore, you must listen very carefully. After you hear a question, read the four possible answers that are printed in this test book and decide which one would make the best answer to the question you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an "x" in the space over the letter A, B, C, or D whichever goes with the answer you have chosen.

Listen to the following example.

You will hear: "When are you going to New York?"

You will read: (A) To visit my brother.

(B) By plane.

(C) Next Friday.

(D) Yes, I am.

The best answer to the question "When are you going to New York?" is choice (C) Next Friday. Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (C) as shown below.

() () (x) ()
A B C D

This is the way to mark all the answers in Part I.

Now let us begin the test with question number 1.

1. (A) Yes, I do. (B) Just \$50
(B) About twenty minutes. (C) Yes, I have to.
(C) Take a Number 30. (D) Just two days.
(D) Yes, you should.
2. (A) Yes, I will.
3. (A) I believe he does.
(B) I think it's a drugstore.

- (C) Yes, it's his own.
(D) Until the end of this month.
4. (A) Yes, I see her.
(B) They're very nice.
(C) Yes, I see them.
(D) Whenever they come to Washington.
5. (A) Yes, I always do.
(B) In the library.
(C) Right after dinner.
(D) Yes, I did.
6. (A) At the new department store.
(B) No more than \$40.
(C) As soon as you can.
(d) It's an excellent idea.
7. (A) Yes, I do.
(B) Next fall, I believe.
(C) Yes, she does.
It's an excellent idea.
8. (A) Yes, he does.
(B) In two days.
(C) Since 1984.
(D) By plane.
9. (A) Yes, on the hall table.
(B) No, I don't know when he left.
(C) No, I don't know where he is.
(D) Yes, I know he did.
10. (A) Yes, she likes him very much.
(B) He's a very amusing man.
(C) Yes, George likes her very much.
(D) She's a very charming woman.

Part II: Understanding Stgements

Directions: In this part of the test you will hear 10 statements. Each statement will be spoken just one time, and it will not be written out for you. After you hear a statement, read the four sentences that are printed in this test book and decide which one is closest in meaning to the statement you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an "x" in the space over the letter A, B, C, or D whichever goes with the sentence you have chosen. Listen to the following example.

- You will hear: (A) "George is spending his vacation at home.
(B) George has just finished his vacation.
(C) George is just about to begin his vacation.
(D) George has decided not to take a vacation.

Choice (B), George has just finished his vacation, is closest in meaning to the statement you heard. "George has just returned home from his vacation." Therefore, choice (B)

is the answer to this problem and you would mark your answer sheet as shown below.

- () (x) () ()
A B C D

This is the way to mark all the answers in Part II.

Now let us begin Part II with problem number 11.

11. (A) I think George is a poor driver. (C) There probably are ten eggs left.
(B) I've never seen George drive. (D) There probably are sixteen eggs left.
(C) I think Helen is a poor driver. left.
(D) I've never seen Helen drive.
12. (A) We saw Harry although he was late.
(B) We saw Harry although we were late.
(C) We didn't see Harry because he was late.
(D) We were too late to see Harry.
13. (A) We were sorry that Ruth didn't attend the party.
(B) Neither Ruth nor we attended the party.
(C) We enjoyed attending the party with Ruth.
(D) Ruth enjoyed the party more than we did.
14. (A) The Smiths left at eleven-thirty.
(B) The Smiths left at twelve o'clock.
(C) The Smiths left at twelve-thirty.
(D) The Smiths left at one o'clock.
15. (A) There probably are six eggs left.
(B) There probably are eight eggs left.
16. (A) Mary didn't believe what John said.
(B) Mary believed what I told John.
(C) Mary didn't believe what I told John.
(D) Mary believe what John said.
17. (A) We had just seen a movie when we met Helen.
(B) Helen was going to a movie when we met her.
(C) Helen had just seen a movie when we met her.
(D) We were going to a movie when we met Helen.
18. (A) Jane and Ann are very different
(B) Jane doesn't like her sister.
(C) Jane and her sister are alike.
(D) Jane doesn't like Ann's sister.
19. (A) Paul likes living here very much now.
(B) Paul hasn't become accustomed to our climate.
(C) Paul used to like living here,

- (C) but he doesn't anymore. (B) We've know her longer than Bill has.
- (D) Paul is accustomed to our climate now. (C) Bill has known her longer than he's known us.
20. (A) We haven't known her long, and neither has Bill. (D) Bill has known her longer than we have.

This is the end of Part II. Now turn the page and listen to the directions to Part III as they are read to you.

Part III: Comprehending Dialogues

Directions: In this part of the test you will hear 5 short conversations between a man and a woman. You will hear each conversation just one time, and it will not be written out for you. At the end of each conversation, a third voice will ask a question about what was said. After you hear a conversation and the question about it, read the four possible answers that are printed in this test book and decide which one is the best answer to the question you were asked. Then find the number of the problem on your answer sheet and put an "x" in the space over the letter A, B, C, or D whichever goes with the answer you have chosen.

Listen to the following example.

- You will hear: (man) "Are you still planning to leave for New York next Monday?"
- (woman) "I'm afraid not. My husband just found out he'll be in a meeting until late that afternoon, so we won't be able to get started until the following morning."
- (3rd voice) On what day does the woman expect to leave for New York?

From the conversation we learn that the woman and her husband cannot leave on Monday, but will have to wait until the following morning, which would be Tuesday. Therefore, the correct answer to the question is choice (C), which you would mark on your answer sheet after the number of the problem.

- () () (x) ()
A B C D

Now let us begin Part III with answer number 21.

21. (A) That Helen is still in the hospital.
(B) That Helen's friend is still in the hospital.
(C) That Helen's brother is still in the hospital.
(D) That Helen's boy is still in the hospital.
22. (A) Fifty cents.
(B) Seventy-five cents.
(C) Eighty cents.
(D) One dollar.
23. (A) In a doctor's office.
(B) In a clothing store.
(C) In a shoe repair shop.
(d) In a furniture store.
24. (A) Thirty cents.
(B) Forty cents.
(C) Fifty cents.
(D) Sixty cents.
25. (A) Six-thirty (6:30).
(B) Seven o'clock (7:00).
(C) Seven-thirty (7:30).
(d) Eight o'clock (8:00).

This is the end of the Listening Section.

(附錄一之 B)

LISTENING

Part I: Answering Questions

Directions: In this part of the test you will hear 10 questions. Each questions will be spoken just one time, and it will not be written out for you. Therefore, you must listen very carefully. After you hear a question, read the four possible answers that are printed in this test book and decide which one would make the best answer to the question you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an "x" in the space over the letter A, B, C, or D whichever goes with the answer you have chosen.

Listen to the following example.

You will hear: "When are you going to New York?"

You will read: (A) To visit my brother.

(B) By plane.

(C) Next Friday.

(D) Yes, I am.

The best answer to the question "When are you going to New York?" is choice (C), Next Friday. Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (C) as shown below.

()	()	(x)	()
A	B	C	D

This is the way to mark all the problems in Part I.
Now let us begin the test with question number 1.

- | | |
|----------------------------------|--------------------------|
| 1. (A) Since last April. | 2. (A) About noon. |
| (B) Yes, I do. | (B) By bus. |
| (C) At the new Hilton Hotel. | (C) T the baseball game. |
| (D) Until the end of this month. | (D) Certainly we should. |

3. (A) Until about ten o'clock.
(B) Yes, I usually do.
(C) At my brother's house.
(D) Yes, in the evening.
4. (A) Yes, I often used to.
(B) It was Mary's.
(C) Yes, I took them.
(D) I'm quite used to it now.
5. (A) I'll be glad to.
(B) Yes, he did.
(C) At about four o'clock.
(D) No, he hasn't.
6. (A) It's hanging in the hall.
(B) Yes, it's tonight.
(C) At about eight o'clock.
(D) Yes, I think you should.
7. (A) Yes, it will be the last one.
(B) At eight o'clock.
(C) No more than two hours.
(D) Yes, it begins in an hour.
8. (A) I've just met him once.
(B) Yes, he's quite well now.
(C) I've known her for years.
(D) Yes, I certainly do.
9. (A) Yes, Mary has two sisters.
(B) No, one is a teacher.
(C) Yes, Mary has two nurses.
(D) No, Mary is a doctor.
10. (A) No, he isn't here just now.
(B) About once a month.
(C) Very little, really.
(D) Yes, I can hear him.

This is the end of Part I. Now turn the page and listen to the directions to Part II as they are read to you.

Part II: Understanding Statements

Directions: In this part of the test you will hear 10 statements. Each statement will be spoken just one time, and it will not be written out for you. After you hear a statement, read the four sentences that are printed in this test book and decide which one is closest in meaning to the statement you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an "x" in the space over the letter A, B, C, or D whichever goes with the sentence you have chosen.

Listen to the following example.

You will hear: "George has just returned home from his vacation."

You will hear: (A) George is spending his vacation at home.

(B) George has just finished his vacation.

(C) George is just about to begin his vacation.

(D) George has decided not to take a vacation.

Choice (B), George has just finished his vacation, is closest in meaning to the statement you heard, "George has just returned home from his vacation." Therefore, choice (B) is the answer to this problem and you would mark your answer sheet as shown below.

- () () (x) ()
A B C D

This is the way to mark all the answers in Part II.
Now let us begin Part II with problem number 11.

11. (A) I think George is a poor driver.
(B) I've never seen George drive.
(C) I think Helen is a poor driver.
(D) I've never seen Helen drive.
12. (A) We saw Harry although he was late.
(B) We saw Harry although we were late.
(C) We didn't see Harry because he was late.
(D) We were too late to see Harry.
13. (A) We were sorry that Ruth didn't attend the party.
(B) Neither Ruth nor we attended the party.
(C) We enjoyed attending the party with Ruth.
(D) Ruth enjoyed the party more than we did.
14. (A) The Smiths left at eleven-thirty.
(B) The Smiths left at twelve o'clock.
(C) The Smiths left at twelve-thirty.
(D) The Smiths left at one o'clock.
15. (A) There probably are six eggs left.
(B) There probably are eight eggs left.
(C) There probably are ten eggs left.
(D) There probably are sixteen eggs left.
16. (A) Mary didn't believe what John said.
(B) Mary believe what I told John.
(C) Mary didn't believe what I told John.
(D) Mary believe what John said.
17. (A) We had just seen a movie when we met Helen.
(B) Helen was going to a movie when we met her.
(C) Helen had just seen a movie when we met her.
(D) We were going to a movie when we met Helen.
18. (A) Jane and Ann are very different.
(B) Jane doesn't like her sister.
(C) Jane and her sister are alike.
(D) Jane doesn't like Ann's sister.

19. (A) Paul likes living here very much now.
(B) Paul hasn't become accustomed to our climate.
(C) Paul used to like living here, but he doesn't anymore.
(D) Paul is accustomed to our climate now.
20. (A) We haven't known her long, and neither has Bill.
(B) We've known her longer than Bill has.
(C) Bill has known her longer than he's known us.
(D) Bill has known her longer than we have.

This is the end of Part II. Now turn the page and listen to the directions to Part III as they are read to you.

Part III: Comprehending Dialogues

Directions: In this part of the test you will hear 5 short conversations between a man and a woman. You will hear each conversation just one time, and it will not be written out for you. At the end of each conversation, a third voice will ask a question about what was said. After you hear a conversation and the question about it, read the four possible answers that are printed in this test book and decide which one is the best answer to the question you were asked. Then find the number of the problem on your answer sheet and put an "x" in the space over the letter A, B, C, or D whichever goes with the answer you have chosen.

Listen to the following example.

- You will hear: (man) "Are you still planning to leave for New York next Monday?"
(woman) "I'm afraid not. My husband just found out he'll be in a meeting until late that afternoon, so we won't be able to get started until the following morning."
(3rd voice) On what day does the woman expect to leave for New York?

From the conversation we learn that the woman and her husband cannot leave on Monday, but will have to wait until the following morning, which would be Tuesday.

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Therefore, the correct answer to the question is choice (C), which you would mark on your answer sheet after the number of the problem.

- | | | | |
|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A | B | C | D |

(附錄二之 A)

ORAL TEST -- FOR FRESHMAN (A)

General Instructions:

This is a test of spoken English.

The whole test is recorded. It contains THREE different sections. A voice on the test tape will ask you various questions. When you answer, you will speak into a microphone and your answers will be recorded on another tape. The testing time is about 20 minutes. A voice on the test tape will announce the beginning and the end of each section.

Listen carefully to each section and answer it when the voice on the tape tells you to do so. Speak in a clear and natural tone of voice. Your score will be based on what is recorded on the tape. Do not touch your tape recorder at any time during the test.

Now write down your NAME, REGISTRATION NUMBER and DEPARTMENT on the test tape. (One minute)

SECTION I: 20%

Instructions -- In this section, you will be asked to read some printed material aloud. You will be given one minute to read the material silently to yourself. Begin now.

(After one minute)

Ok. Now read the material again, but this time read it aloud with expression. Ready? Begin.

1. 5%

She loves surprises.

Whose seat is it?

It's Sam's seat.

It's his seat.

Who's speaking to Sam?

2. 10%

A: Hello, Lily.

B: Hello, Mr Clark. You're early for lunch. It's only eleven o'clock.

A: When I come later, there's usually nothing left.

B: What would you like today?

A: I'll have the leg of lamb.

B: And would you like salad? The salad plate today is lettuce, tomatoes, and black olives.

A: Marvelous! I love olives.

B: And what would you like to drink?

A: A glass of lemonade, please. And a slice of melon for dessert.

B: Would you like the lemonade now?

A: Later, thanks.

3. 5%

We have all kinds of weather in Texas.

When do you think we'll get to Bald Mountain?

We don't want to spend the week in the hospital.

It doesn't look like the weather is going to clear up.

SECTION II. 50%

Instruction -- In this section, you will be asked to answer a total of 10 questions. You will have 30 seconds to respond to each question. You will first be given one minute to study the pictures about Bill. Then you will be asked questions about Bill. Now, take one minute to study the picture.

(After one minute)

All rihht. Now get ready to answer the questions. I am going to ask each question twice, listen carefully. Pretend today is Monday.

1. What time does Bill usually go to school?
2. What does he usually do on the morning?
3. Does Bill get up in the morning at the same time every day?
4. Is he going to be eating lunch at 11:50 tomorrow?
5. What will he do on Tuesday at 12:30?

6. What is Bill going to do Tuesday before he goes to school?
7. When was dinner eaten last Sunday?
8. Where did he go with a girl last Sunday?
9. What was he doing Sunday morning at 10:25?
10. Ask a question about the first picture in the top row.

SECTION III: 30%

Instruction -- In this section, you will hear 5 partial sentences and will be asked to complete these sentences by using these parts. Try to make the completed sentences meaningful and grammatically correct. You will be given 30 seconds to answer each question. I am going to read each partial sentence twice. Speak after you hear the partial sentence for the second time. Be sure to say the complete sentence.

Here is an example.

You will hear: "When the library opens..."

There are a number of possible completions for this sentence.

You could say, for example:

When the library opens, I will return the books.

OR

When the library opens, the students will go there to study.

OR

When the library opens, Mary will look for a new novel.

These are only examples. There are many other possibilities.

Try to complete each of the 5 partial sentences.

1. After I washed my hair...
2. Last year I decided to...
3. As soon as she got paid...
4. When I was a child...
5. She dislikes her boss because...

(附錄二之 B)

ORAL TEST -- FOR FRESHMAN (B)

General Instructions:

This is a test of spoken English.

The whole test is recorded. It contains THREE different sections. A voice on the test tape will ask you various questions. When you answer, you will speak into a microphone and your answers will be recorded on another tape. The testing time is about 20 minutes. A voice on the test tape will announce the beginning and the end of each section.

Listen carefully to each section and answer it when the voice on the tape tells you to do so. Speak in a clear and natural tone of voice. Your score will be based on what is recorded on the tape. Do not touch your tape recorder at any time during the test.

Now write down your NAME, REGISTRATION NUMBER and DEPARTMENT on the test tape. (One minute)

SECTION I: 20%

Instructions -- In this section, you will be asked to read some printed material aloud. You will first be given one minute to read the material silently to yourself. Begin now.

(After one minute)

OK. Now read the material again, but this time read it aloud with expression. Ready? Begin.

1. 5%

Let's sit in the sun.

Let's stay in a hotel.

Let's sleep outside.

Let's spend Sunday there, too.

Let's just sit on the sand.

He smokes cigarettes.

She likes sports.
He speaks slowly.

2. 10%

A: I'd like to buy the hat in the window.

B: There are three hats together in the window, Madam. Do you want the one with the feathers?

A: No. The other one.

B: The small one for fifteen dollars?

A: No. Not that one either. That one over there. The leather one.

B: Ah! the leather one. Now here's another leather hat. This one is better than the one in the window. It's a smoother leather.

A: I'd rather have the one in the window. The color goes better with my clothes.

B: Certainly, Madam, if that's the one you want. But we don't take anything out of the window until three o'clock on Thursday.

3. 5%

Let's see what you have here.

Why do you have all these cookies?

I don't know.

Don't you like them?

Can I get you anything?

How are you going to get around?

SECTION II. 50%

Instruction -- In this section, you will be asked to answer a total of 10 questions. You will have 30 seconds to respond to each question. You will first be given one minute to study the pictures about Tom. Then you will be asked questions about Tom. Now, take one minute to study the picture.

(After one minute)

All right. Now get ready to answer the questions. I am going to ask each question twice, listen carefully. Pretend today is Friday.

1. What time does Tom usually go to bed?
2. What does he usually do every weekday evening from 7:00-10:00?
3. Does Tom eat dinner at the same time every day?
4. Is he going to be eating dinner Saturday at 6:15?
5. What will he do Saturday at 6:15?
6. What is Tom going to do Saturday before he takes a bath?
7. When will dinner be eaten on Saturday?
8. Where did he go with a girl yesterday?
9. What was he doing yesterday morning at 9:30?
10. Ask a question about the first picture in the bottom row.

SECTION III: 30%

Instruction -- In this section, you will hear 5 partial sentences and will be asked to make these sentences complete by using these parts. Try to completed sentences meaningful and grammatically correct. You will be given 30 seconds to answer each question. I am going to read each partial sentence twice. Speak after you hear the partial sentence for the second time. Be sure to say the complete sentence.

Here is an example.

You will hear: "When the library opens..."

There are a number of possible completions for this sentence.

You could say, for example:

When the library opens, I will return the books.

OR

When the library opens, the students will go there to study.

OR

When the library opens, Mary will look for a new novel.

There are only examples. There are many other possibilities.

Try to complete each of the 5 partial sentences.

1. Before we left for class...
2. Because the restaurant is closed...

3. When I got to the store...
4. Whenever John comes home...
5. One day I would like to... (未完下期刊登)