

ABSTRACT

This study aims chiefly at the feasibility of using authentic English broadcast programs as supplementary materials in listening comprehension training for EFL senior high school students. It also discusses the effect of different task types on different proficiency levels in English listening comprehension performance, in the hope that the research would provide other alternative of supplementary listening materials and test designs as a reference for senior high school teachers.

The research is conducted among 41 first-year senior high school students. In the beginning of the first semester in fall, 2002, the subjects were divided into three proficiency levels (high, middle and low) according to the results of their performance on the GEPT listening comprehension as a pretest. Then they were given a ten-week authentic English broadcast listening training. During the course of training, different task types were provided to evaluate students' listening proficiency and to help them to the focus of the test. At the end of the semester, the same GEPT listening task was administered as a posttest.

The research adopts both qualitative and quantitative data analyses. Qualitative analyses consist of (1) the subjects' English learning background, (2) the English listening comprehension difficulties encountered by the subjects, and (3) students' views on different test and task types. By using SPSS, the quantitative analyses incorporate (1) the difference of statistical values between the pretest and posttest, (2)

the correlation between text types and proficiency performance on the posttest, and (3) the correlation between task types and proficiency performance on the posttest.

The research has found out that in listening to authentic English broadcast, the major difficulties encountered by the subjects are speed and linkage. Nevertheless, after the ten-week systematic training, the high-achievers are found to have improved obviously in their posttest performance. Little by little the subjects, especially the high-achievers, are not only adapted to the speed and linkage in authentic speech but also used to longer utterance by native speakers. Furthermore, it is also found in the research that the task types have little effect on the subjects' listening performance. However, from the analysis of the subjects' feedback questionnaire, the research has found that high-proficiency students reveal that cloze test types are helpful for the training of listening comprehension, while the middle- and low-achievers prefer the multiple choices.

It is suggested that in teaching English listening comprehension teachers should (1) start with requiring students to achieve the basic goals the teacher considers essential in comprehension certain types of tasks, (2) teach students to differentiate the features between English and Chinese as well as those between spoken English and written English, and (3) design diverged types of tasks for students to practice listening skills. It is hoped that this research would make some contribution to English listening comprehension teaching in senior high schools in Taiwan.