It has been emphasized that developing a basic and practical ability to communicate is of great importance to English education in Japan since the Ministry of Education in Japan announced the New Course of Study in 1998. Fostering the abilities of listening and speaking, which are vital to the success of communication through the phonetic sounds, is a crying need. Listening in particular is vital in that speaking ability comes largely from listening, and teaching listening comprehension is considered of great importance to achieving the ministry’s aim.

However, surprisingly few studies have been conducted on listening, as Richards (1983) points out, “There is little direct research on second language listening comprehension.” Under such conditions, Underwood (1989) brings forward a new proposal in teaching listening. She divides teaching listening into three stages, pre-listening, while-listening, and post-listening. She also suggests that each stage has its own purpose and that it is effective for language teachers to set the learners the activities founded on the purposes of pre-listening, while-listening, and post-listening stage.

The purpose of this paper is to focus on listening and to research how the method of guidance by Underwood has effects on listening comprehension in the case of junior high school students. Added to this, we try to propose an example of teaching listening which utilizes pre-listening, while-listening, and post-listening activities.

When we turn our attention to the empirical studies on teaching listening in three stages, we find that Berne (1995) studied the effects of pre-listening activities by dividing 62 adult learners of Spanish as a foreign language into three groups. She concludes that pre-listening activities which involve previewing questions facilitate listening comprehension, while pre-listening activities which involve passively previewing vocabulary do not facilitate listening comprehension.

Compared with her research, in our survey we mainly focus on the effects of not only pre-listening activities but also while-listening and post-listening activities on
listening comprehension. In order to examine their impact, 134 students in total from four classes of third graders at a junior high school in Shiga Prefecture participated in experiments. In each experiment, after the four groups complete an activity, they take a listening comprehension test. Finally, we compare the mean scores of the four groups in order to analyze the results.

In Chapter 1, we illustrate what listening comprehension is, touching on the listening comprehension process, the characteristics of listening comprehension in real life, and the microskills of listening comprehension.

In Chapter 2, we survey teaching listening with special emphasis on pre-listening, while-listening, and post-listening activities by Underwood. The importance of listeners' expectations at the pre-listening stage, listening with a purpose at the while-listening stage, and linking to the output at the post-listening stage in teaching listening are stressed. We also turn our eyes to the empirical studies done on the three stages of teaching listening.

In Chapter 3, we show the aim, research questions, hypotheses, and procedures used for the experiments in this study and attempt to address the following specific research questions:

1. Do pre-listening activities have a positive effect on listening comprehension?
2. Do the differences among pre-listening activities vary the effectiveness of listening comprehension?
3. Do while-listening activities have a positive effect on listening comprehension?
4. Do the differences among while-listening activities vary the effectiveness of listening comprehension?
5. Do post-listening activities have a positive effect on listening comprehension?
6. Do the differences among post-listening activities vary the effectiveness of listening comprehension?

In Chapter 4, we analyze the data and consider the results. Briefly speaking, our survey shows that activities involving previewing new words and looking at pictures at the pre-listening stage, using a grid at the while-listening stage, and reading a script and role-playing at the post-listening stage, are useful in order to facilitate listening comprehension.

In Chapter 5, we propose an example of a three-stage teaching plan using pre-listening, while-listening, and post-listening activities.

Finally, in Chapter 6, we give a message as a conclusion to those who teach English as a foreign language in Japan. We conclude that teaching listening in three stages is of great importance in developing listening comprehension proficiency.
A Study of the Effects of Pre-listening, While-listening, and Post-listening Activities on Listening Comprehension — in Case of Junior High School Students —

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— in Case of Junior High School Students —

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Presented to
The Faculty of the Graduate Course at
Hyogo University of Teacher Education

In Partial Fulfillment
of the Requirements for the Degree of
Master of School Education

by
Hirokazu Nakao
(Student Number: M99459G)

December 2000
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Hirokazu Nakao
Yashiro, Hyogo
December, 2000
Abstract
It has been emphasized that developing a basic and practical ability to communicate is of great importance to English education in Japan since the Ministry of Education in Japan announced the New Course of Study in 1998. Fostering the abilities of listening and speaking, which are vital to the success of communication through the phonetic sounds, is a crying need. Listening in particular is vital in that speaking ability comes largely from listening, and teaching listening comprehension is considered of great importance to achieving the ministry's aim.

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Compared with her research, in our survey we mainly focus on the effects of not only pre-listening activities but also while-listening and post-listening activities on listening comprehension. In order to examine their impact, 134 students in total from four classes of third graders at a junior high school in Shiga Prefecture participated in experiments. In each experiment, after the four groups complete an activity, they take a listening comprehension test. Finally, we compare the mean scores of the four groups in order to analyze the results.

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2. Do the differences among pre-listening activities vary the effectiveness of listening comprehension?
3. Do while-listening activities have a positive effect on listening comprehension?
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teaching listening in three stages is of great importance in developing listening comprehension proficiency.
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Introduction

Recently the Ministry of Education in Japan (1998) announced the overall objectives for English teaching in *the New Course of Study for Junior High Schools* as follows:

To develop a basic and practical ability to communicate in a foreign language with skills of listening, speaking, etc.; to understand the language and culture more deeply through learning the foreign language, thus highly motivated to communicate in it. (1)

Compared to the Ministry's previous objective, this one aims to emphasize developing “a basic and practical ability to communicate in a foreign language with skills of listening, speaking, etc.” It is supposed that this will attach importance to fostering the ability to communicate through phonetic sounds.

There are interesting results of a survey on the reason why the junior high school students learn English. The Shiga Prefectural Education Center (1999) reports the following results:

<table>
<thead>
<tr>
<th>The Reason Why You Learn English</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I want to be able to talk with foreigner in English.</td>
<td>74%</td>
</tr>
<tr>
<td>Because I want to be able to read books and newspapers written in English.</td>
<td>62%</td>
</tr>
<tr>
<td>Because I want to be able to write a letter in English.</td>
<td>61%</td>
</tr>
</tbody>
</table>

(Extracts from the survey on the reason to learn English by the Education Center in Shiga)
As Table 1 indicates, more than 70 percent of the students want to be able to talk with foreigners in English, and that percentage is much higher than anything else. The result shows that the needs of students learning English are to get the ability to communicate through phonetic sounds, that is to say, with the skills of listening and speaking.

Looking back on the above facts, they have something in common. They indicate the importance of fostering students' ability to communicate through phonetic sounds. In short, they show that it is necessary for English teachers to develop the students' listening and speaking ability.

Listening is vital in that speaking ability comes largely from listening, as Rivers (1981) states in the following passage:

Speaking does not of itself constitute communication unless what is being said is comprehended by another person . . . Teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved.

Rivers and Temperley (1979) also mention:

Listening is not a passive but an active process of constructing a message from a stream of sound with what one knows of the phonological, semantic, and syntactic potentialities of the language.

What is immediately apparent in these extracts is that listening is the basis of speaking. What is important particularly from this point of view is that listening offers the key to be able to speak.
Surprisingly few studies have so far been made about listening. Richards (1983) points out, “There is little direct research on second language listening comprehension.” However, in recent years there has been a renewal of interest in listening. Underwood (1989) brings forward a new proposal in teaching listening. She divides teaching listening into pre-listening, while-listening, and post-listening stages and suggests that each stage has its own purpose. Furthermore, it is necessary for teachers to create activities based on the purposes of the pre-listening, while-listening, and post-listening stages.

The purpose of this paper is to focus on listening as the basis of speaking and to research how the method of guidance by Underwood has effects on listening comprehension in the case of junior high school students. Added to this, we try to propose an example of teaching listening composed of pre-listening, while-listening, and post-listening activities.

Chapter 1 attempts to illustrate what listening comprehension is. Chapter 2 surveys teaching listening with special emphasis on pre-listening, while-listening, and post-listening activities. Chapter 3 shows the aim, research questions, hypotheses, and procedures of the experiments in the present study. Chapter 4 analyzes the data and considers the results. Chapter 5 proposes an example of teaching listening in three stages. Finally, Chapter 6 gives as a conclusion messages to those who teach English as a foreign language in Japan.
Chapter 1

What Is Listening Comprehension?

1.1 Introduction

In this chapter, we would like to attempt to illustrate what listening comprehension is. We consider that to answer what listening comprehension is, in fact, leads to the key to developing listening comprehension proficiency. In the first place, we show the listening comprehension process. In the second place, we refer to the characteristics of listening comprehension in real life. Furthermore, we consider the microskills necessary to construct listening comprehension.

1.2 Listening Comprehension Process

The term ‘listening comprehension’ is defined in the Longman Dictionary of Language and Applied Linguistics (1992) as follows:

the process of understanding speech in a second or foreign language. Similar processes are referred to in Psycholinguistics as speech recognition or speech perception. The study of listening comprehension processes in second language learning focusses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top down processing and bottom up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language.
competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning.

What the passage makes clear at once is that listening comprehension is not a passive but an active process. Relevant to this point is Littlewood's (1981) following remark:

Listening has often been called a passive skill. This is misleading, because listening demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and nonlinguistic sources. For example, it is only by applying his knowledge of the language that he can divide the continuous stream of sound into meaningful units at all, and it is only by comparing these units with the shared knowledge between himself and the speaker that he can interpret their meaning. (66)

Maley (1984:17) represents the listening comprehension process diagrammatically as follows:

**Figure 1** Listening Comprehension Process
The diagram illustrates that the listening comprehension process is not simple but complex, and that the role of the de-coding process is important as a link to output. In this survey, we would like to focus attention on the de-coding process as it has the functions of selection, short-term memory, anticipation, and interpretation. It is considered that turning our attention to this process is essential for developing listening comprehension.

1.3 Characteristics of Listening Comprehension in Real Life

There are many different kinds of listening situations in real life. Ur (1984) lists some examples of listening situations as follows:

- listening to the news / weather forecast / sports report / announcements etc. on the radio
- discussing work / current problems with family or colleagues
- making arrangements / exchanging news etc. with acquaintances
- making arrangements / exchanging news etc. over the telephone
- chatting at a party / other social gathering
- hearing announcements over the loudspeaker (at a railway station, for example, or airport)
- receiving instructions on how to do something / get somewhere
- attending a lesson / seminar
- being interviewed / interviewing
- watching a film / theatre show / television programme
- hearing a speech / lecture
- listening to recorded / broadcast songs
- attending a formal occasion (wedding / prize-giving / other ceremony)
- getting professional advice (from a doctor, for example)
- being tested orally in a subject of study (2)
In areas of listening like these, it is not easy for listeners to understand exactly what speakers say, much less for non-native speakers to understand English as a foreign language. Therefore, it is important for us to know what the characteristics of listening comprehension in real life are and to utilize them for teaching listening.

Ur (1984) asserts that most of our real-life listening comprehension is characterized by the following features:

1. We listen for a purpose and with certain expectations.
2. We make an immediate response to what we hear.
3. We see the person we are listening to.
4. There are some visual or environmental clues as to the meaning of what is heard.
5. Stretches of heard discourse come in short chunks.
6. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, ‘noise’ and colloquialisms, and in its auditory character. (9)

As stated above, there are six characteristics of listening comprehension in real life. When we reflect upon teaching listening in English classes in Japan, we have to ask ourselves the question whether each characteristic of listening comprehension is being used. For example, do we prepare an activity that lets students create certain expectations before listening to a tape? Do we give our students some visual or environmental clues before listening to or while listening to the tape? It is necessary for us to make the most of these characteristics in teaching listening in order to facilitate listening comprehension.
1.4 Microskills Necessary for Listening Comprehension

What are the microskills necessary for listening comprehension?

Richards (1983) states seventeen skills:

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of word.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real world knowledge.
14. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, “body language,” and other nonverbal clues to decipher
Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof.


Willis (1981) also affirms the microskills necessary for listening comprehension in the following:

1 predicting what people are going to talk about
2 guessing at unknown words or phrases without panicking
3 using one's own knowledge of the subject to help one understand
4 identifying relevant points; rejecting irrelevant information
5 retaining relevant points (note taking, summarising)
6 recognising discourse markers, e.g. ‘Well’, ‘Oh, another thing is’ and ‘Now, finally...’
7 recognising cohesive devices, e.g. ‘such as’, ‘which’, including link words, pronouns, references, etc.
8 understanding different intonation patterns, and uses of stress, etc. which give clues to meaning and social setting
9 understanding inferred information, e.g. speakers' attitude or intentions

As mentioned above, there are all sorts of the microskills necessary to construct listening comprehension. Nevertheless, acquiring all of these elements is the secret of success in listening. However, it is very difficult for junior high school students to acquire these skills all at the same time. Consequently, it is assumed that teachers need to focus on some of these elements.
Which microskills of listening comprehension are important to junior high school students? When we reflect on our students' situations, some microskills such as predicting what people are going to talk about, guessing at unknown words or phrases without panicking, using one's own knowledge of the subject to help one understand, identifying relevant points; rejecting irrelevant information, retaining relevant points in particular, are essential. Consequently, it is assumed that acquiring these microskills leads to the key to developing listening comprehension. Relevant to this point is Rost's (1991) following remark:

Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we call a person's listening ability. (4)

**Figure 2 Listening Ability**

<table>
<thead>
<tr>
<th>Perception skills</th>
<th>Analysis skills</th>
<th>Synthesis skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discriminating sounds</td>
<td>Identifying grammatical units</td>
<td>Connecting linguistic and other clues</td>
</tr>
<tr>
<td>Recognising words</td>
<td>Identifying pragmatic units</td>
<td>Using background knowledge</td>
</tr>
</tbody>
</table>

LISTENING ABILITY

(Rost, 1991:4)

Figure 2 shows that listening ability consists of three skills, perception, analysis and synthesis skills. These three skills, Rost says, are exactly the microskills we want our students to acquire, as we stated above.
Judging from this, we strongly believe that acquiring these skills leads to developing listening comprehension.

1.5 Summary

In this chapter, we have illustrated what listening comprehension is. What needs to be emphasized is that the role of the decoding process which links input with output is an important part of the listening process, and that it is necessary for language teachers to make the most of the listening comprehension characteristic and think about which of the listening comprehension microskills are important to students in teaching listening. Furthermore we have discussed that acquiring the microskills of perception, analysis, and synthesis, leads to the key to developing listening comprehension proficiency.

In the next chapter, we survey teaching listening with special emphasis on pre-listening, while-listening, and post-listening activities.
Chapter 2

Three Stages of Teaching Listening

2.1 Introduction

In this chapter, we would like to survey teaching listening based on Underwood's theory (1989), that is, the method of guidance with special emphasis on three stages composed of pre-listening, while-listening, and post-listening activities. Especially we would like to discuss what the purpose of each stage is, and also what activities are practical and useful for the students at each stage. In the first place, we explain the pre-listening stage. In the second place, we touch on the while-listening stage. Finally, we consider the post-listening stage.

2.2 Pre-listening Stage

In the previous chapter, we have discussed that we have certain expectations when we listen to something in real life. Are we conscious of that when teaching listening in the classroom? Underwood (1989) says that listeners' expectations are very significant for understanding what speakers say:

There are very few occasions when people listen without having some idea of what they expect to hear. For example, when you go to the check-in desk at the airport, you have an idea of what the clerk will say. And when you meet an old friend, you probably know more or less what the opening words will be. But when students sit in a classroom and the teacher says 'Listen to this', and then
switches on the cassette recorder or begins to read aloud, the students may have
no idea what to expect. Even if the sounds and words they hear are not
unfamiliar, they may still be unable to understand because they lack certain
kinds of knowledge necessary for them to comprehend. (30)

We see, hinted in this extract from Underwood, how significant listeners'
expectations are at the pre-listening stage. We should bear that in mind.

What do we usually do in teaching listening? Do we give the
students a task to be completed before they listen to something?
Underwood (1989) states about that:

It is unfair to plunge students straight into the listening text, even when testing
rather than teaching listening comprehension, as this makes it extremely difficult
for them to use the natural listening skills (which we all use in our native
language) of matching what they hear with what they expect to hear and using
their previous knowledge to make sense of it. So, before listening, students
should be ‘tuned in’ so that they know what to expect, both in general and for
particular tasks. This kind of preparatory work is generally described as
‘pre-listening work’ or just ‘pre-listening’ (30)

There is a suggestion here that the teachers should provide the students
with some hints at the pre-listening stage. To do so leads to the
achievement of success in listening comprehension, because it makes the
students motivated and gives them the confidence to try to listen.

We will now disscuss concretely what pre-listening activities are.
Underwood (1989) states the types of pre-listening activities as the
following:
Pre-listening work can consist of a whole range of activities, including:
- the teacher giving background information;
- the students reading something relevant;
- the students looking at pictures;
- discussion of the topic / situation;
- a question and answer session;
- written exercises;
- following the instructions for the while-listening activity;
- consideration of how the while-listening activity will be done. (31)

Underwood (1989) also suggests the following specific ideas for pre-listening activities:

- looking at pictures before listening;
- looking at a list of items / thoughts / etc. before listening;
- making lists of possibilities / ideas / suggestions / etc;
- reading a text before listening;
- reading through questions (to be answered while listening);
- labelling a picture;
- completing part of a chart;
- predicting / speculating;
- previewing the language which will be heard in the listening text;
- informal teacher talk and discussion. (35-43)

What these examples make clear is that there are many kinds of pre-listening activities in teaching listening. We agree with her in thinking that pre-listening activities have the important role of making listeners expect and activating listeners' schemes before listening. However, we encounter difficulties when we try to use these activities in
our classroom. Which activity should we choose at the pre-listening stage? Which activity is suitable for junior high school students in Japan? Unfortunately she does not mention which pre-listening activity is the most effective and desirable. Consequently, this paper is intended as an investigation of the effects of some of these activities.

In this research, we will take up three pre-listening activities: looking at pictures, informal teacher talk, or in other words, oral introduction, and looking at a list of items. We consider that they are representative ideas for pre-listening activities in our classroom. Particularly, we would like to pay attention to the effect of looking at pictures before listening, on the grounds that Sheerin (1987) suggests: “Visuals can help learners by supplying cultural information and by enabling them to predict more accurately.”

2.3 While-listening Stage

What is the vital role at the while-listening stage? Littlewood (1981) asserts as follows:

The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This purpose determines to a large extent what meanings he must listen for and which parts of the spoken text are most important to him. For example, there may be parts where he does not need to understand every detail, but only to listen for the general gist. There may be other parts where a topic of special significance arises, requiring him to listen for more detailed information — for example, so that he can report about the topic to other members of a group. At other time, a task may require him to listen for specific pieces of information distributed throughout the text. (67)
From this passage, we realize that he places importance on listening with a purpose. That is to say, we need to provide some tasks which are relevant to the listening text and to make learners pay attention to listening at the while-listening stage.

Underwood (1989) says the following about the purpose of while-listening activities:

While-listening activities are what students are asked to do during the time that they are listening to text. As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while listening activities is to help learners develop the skill of eliciting messages from spoken language. (45)

After pointing out that while-listening activities are essential for learners, she goes on to say some specific examples for while-listening activities:

- making / checking items in pictures
- Which picture?
- storyline picture sets
- putting pictures in order
- completing pictures
- picture drawing
- carrying out actions
- making models / arranging items in patterns
- following a route
- completing grids
- form / chart completion
- labelling
- using lists
- true / false
What these examples make clear is that she gives us various kinds of ideas for while-listening activities. However, we have no idea about which activity is appropriate to Japanese junior high school students, because she does not refer to which activity is effective or desirable. In consequence, the effects of some while-listening activities needs to be examined in detail.

In this survey, we would like to examine the effects of three while-listening activities: completing grids, true or false, and seeking specific items of information, namely question and answer. The reason why we take up these activities is that they are representative ideas for while-listening activities in our classroom. Especially we will now take a look at that Maley (1984) touches on using a grid, as can be seen in the following quotation:

Essentially, using a grid means that the students' attention is focused only on certain parts of what he hears. It is therefore a very good training in listening for relevant information and discarding the rest. (18)

Judging from what Maley says, we consider that particularly using a grid at while-listening stage is significant in order to develop learners'
proficiency in listening comprehension.

2.4 Post-listening Stage

According to Underwood (1989), the definition of post-listening activities is described as follows:

Post-listening activities embrace all the work related to a particular listening text (whether recorded or spoken by the teacher) which are done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself. (74)

She also states the nature of post-listening work:

Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write. Activities which go further than merely checking comprehension need to have a purpose of their own. If the pre-listening stage has built up expectations in the listeners, and the while-listening stage has satisfied these expectations, it is hard to sustain interest at the post-listening stage unless the post-listening activity is intrinsically motivating. For this reason, you need to find something more interesting than comprehension questions and ‘Find the word which means... ’ exercises for your students to do. (78)

Here, we notice that post-listening activities are vital ones which learners wrestle with after listening to a text, and that we need to prepare a task which links to the output at the post-listening stage.

As regards the specific examples, she refers to the following:
- Form / chart completion
- Extending lists
- Sequencing / 'grading'
- Matching with a reading text
- Extending notes into written responses
- Summarising
- Using information from the listening text for problem-solving and decision-making activities
- Jigsaw listening
- Identifying relationships between speakers
- Establishing the mood / attitude / behaviour of the speaker
- Role-play / simulation
- Dictation (81-92)

Although she shows various kinds of post-listening activities, as stated above, she does not mention which post-listening activity is effective and desirable. If she had clarified that, this study would not have been produced.

In this paper, we would like to examine the effects of three post-listening activities: role-play, translation into Japanese, and reading aloud. The reason why we take up three post-listening activities is that they are the representative of post-listening activities prepared in our classroom. Particularly we will pay attention to the effect of role-play, since Ur (1984) refers to the importance of tasks which require learners' output in teaching listening as the following quotation indicates:

As a general rule, listening exercises are most effective if they are constructed
round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding. (25)

With these points as background, we consider that role-play at the post-listening stage is a mean to achieve the aim of linking to output.

2.5 Empirical Studies on Three Stages of Teaching Listening

Although it has been recognized that teaching listening based on Underwood's theory is significant to develop learners' proficiency in listening comprehension, surprisingly few studies have been made on the effects of pre-listening activities. Here, for example, is a passage where Berne (1995) states, “no empirical research has been found to date which compares the effects of pre-listening activities on L2 listening comprehension.” In addition to this, unfortunately, the effects of while-listening and post-listening activities have never been studied so far as far as the author knows. Accordingly we survey some studies on the effects of pre-listening activities.

Berne (1995) studied the effects of pre-listening activities by dividing 62 adult learners of Spanish as a foreign language into three groups:

1) experimental group 1 with a question preview activity which consists of allowing subjects to study the questions and possible responses used to assess comprehension of the passage prior to listening

2) experimental group 2 with a vocabulary preview activity which consists of allowing subjects to study a list of ten key words from the passage and their
Results revealed that only subjects completing the question preview activity got significantly higher scores than subjects completing the filler activity. Contrary to her hypothesis, the result also indicated that scores for subjects completing the vocabulary preview activity did not differ significantly from scores for subjects completing the filler activity. She (1995) concludes as follows:

Pre-listening activities which involve previewing comprehension questions facilitate listening comprehension while pre-listening activities which involve passively previewing vocabulary do not facilitate listening comprehension and under certain circumstances, may even impede listening comprehension.

We cannot bring ourselves to accept what she asserts entirely, since we find it dubious that her experiment could be conducted under desirable conditions. In comparison of the treatments between experimental group 1 and experimental group 2, we realize that they do not seem fair. Experimental group 1 could guess the questions before the listening comprehension test, because she gave them a copy of the listening comprehension test at the pre-listening stage. On the other hand, experimental group 2 could not even activate their schemata before the test, because she gave them only ten key words among 862 words of the passage. Therefore, it is not clear from Berne's report whether vocabulary instruction at pre-listening stage facilitates listening
comprehension or not.

Let us now return to the studies on the effects of pre-listening activities. Mueller (1980) studied the effects of visual contextual clues in listening comprehension. The research revealed that visual contextual clues were of great help to listening comprehension in the case of learners who had poor proficiency rather than good proficiency in English. He found it effective to provide learners with visual contextual clues before listening rather than after listening, and that such clues had a positive influence on the listening comprehension process as well as on listening comprehension. This clearly shows that visual contextual clues at the pre-listening stage are vital to the success of listening comprehension for beginner English learners.

In Japan, Takefuta et al. (1988) explored the effect of some pre-listening activities on listening comprehension and revealed that in listening comprehension it was effective to give learners some information on the passage before listening, and especially helpful to provide them with the Japanese translation rather than some words or idioms. However, we wonder whether or not this experiment, as well as Berne's experiment, were conducted under desirable conditions. This is still open to discussion. In this paper, we would like to explore a little further the effects of pre-listening, while-listening, and post-listening activities, as well as the issue of fairness at the time of the experiments.
2.6 Summary

In this chapter, we have discussed that listeners' expectations at the pre-listening stage, listening with a purpose at the while-listening stage, and linking to the output at the post-listening stage are important in order to facilitate learners' listening comprehension. Added to these, we have mentioned that we would like to focus attention on the effects of tasks such as looking at pictures at the pre-listening stage, using a grid at the while-listening stage, and role-play at the post-listening stage. Moreover, we have referred to several empirical studies on the three stages of teaching listening. Although several studies have been made on the effect of pre-listening activities, we have stated that there is room for reconsidering these experiments. Additionally little attention has been given to the effects of while-listening and post-listening activities. Thus this paper is intended as an investigation of the effects on some activities at each stage. In the following chapter, we would like to describe research questions, hypotheses, subjects, listening materials, and the procedure in the present study.
Chapter 3

Present Study

In this chapter we indentify the aim of our research and describe our research method.

3.1 Research Questions

The purpose of this study is to examine the impact of pre-listening, while-listening, and post-listening activities commonly used in Japanese junior high schools on listening comprehension. It attempts to address the following specific research questions:

1. Do pre-listening activities have a positive effect on listening comprehension?
2. Do the differences among pre-listening activities vary the effectiveness of listening comprehension?
3. Do while-listening activities have a positive effect on listening comprehension?
4. Do the differences among while-listening activities vary the effectiveness of listening comprehension?
5. Do post-listening activities have a positive effect on listening comprehension?
6. Do the differences among post-listening activities vary the effectiveness of listening comprehension?
3.2 Hypotheses

With respect to the six research questions given above, we set forth six hypotheses as follows:

1. The experimental groups completing pre-listening activities would get significantly higher scores than the control group completing a filler activity.

2. The experimental group looking at pictures at the pre-listening stage would get significantly higher scores than any other group.

3. The experimental groups completing while-listening activities would get significantly higher scores than the control group.

4. The experimental group using a grid at the while-listening stage would get significantly higher scores than any other group.

5. The experimental groups completing post-listening activities would get significantly higher scores than the control group completing a filler activity.

6. The experimental group doing a role-play activity at the post-listening stage would get significantly higher scores than any other group.

3.3 Subjects

The participants in this research were 134 students from four classes of third graders at a junior high school in Shiga Prefecture. Prior to the experiments, they were given a listening comprehension test and we made each class 30 subjects by the mean matching. As it turned out, the homogeneity of four classes which consisted of a control group and
experimental groups 1 to 3 was proved (F(3,116) = 0.073, n.s.). The pre-test is shown in Appendix 1, and the pre-test data is given in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>30</td>
<td>6.30</td>
<td>3.12</td>
</tr>
<tr>
<td>Experimental Group 1</td>
<td>30</td>
<td>6.50</td>
<td>2.70</td>
</tr>
<tr>
<td>Experimental Group 2</td>
<td>30</td>
<td>6.23</td>
<td>2.75</td>
</tr>
<tr>
<td>Experimental Group 3</td>
<td>30</td>
<td>6.20</td>
<td>2.24</td>
</tr>
</tbody>
</table>

3.4 Listening Materials

We prepared three listening materials to research each of the effects of pre-listening, while-listening, and post-listening activities on listening comprehension. Material 1, which consists of 95 words, is extracted from an Oral Communication B high school textbook. Material 2, which consists of 27 words, is extracted from a book for general readers. Material 3, which consists of 66 words, is extracted from the same book as material 2. The reason why we choose these materials is not only because the students have never listened to them before, but also that their topics, “the plans for the summer”, “at the hamburger shop”, and “asking the way”, are familiar to junior high school students. For further details, see Appendix 2.
3.5  Procedure

3.5.1  Experiment 1

The aim of Experiment 1 is to examine the effects of pre-listening activities on listening comprehension. Prior to Listening Comprehension Test 1, four groups wrestled with each different activity for five minutes. The control group completed a word search irrelevant to the listening text as a filler activity. Experimental Group 1 was given six words and three sentences which were unknown to them. After they learned the meanings of the words and sentences, they read aloud after a teacher. Experimental Group 2 listened to an oral introduction which was the activity to be explained the outline of the listening text by the teacher in brief through the interaction with the subjects. In Experimental Group 3, after some subjects answered questions about their plans for the summer, all the subjects were given pictures and predicted the contents of the listening text.

After the groups completed each pre-listening activity, the subjects listened to Material 1 twice. At the same time they were required to answer Listening Comprehension Test 1 which was a partial dictation test, composed of filling 8 content words and 8 structure words into the blanks. Each pre-listening activity and listening comprehension test 1 are shown in Appendix 3.
3.5.2 Experiment 2

The aim of Experiment 2 is to examine the effects of while-listening activities on listening comprehension. Prior to Listening Comprehension Test 2, the four groups struggled with each different activity for five minutes while listening to Material 2.

The control group only listened to the text once without any special instructions. Experimental Group 1 was given a sheet of Q&A, and listened to the text once while concentrating on the sheet. Experimental Group 2 was given a sheet of T/F, and listened to the text once while concentrating on their sheet. Experimental Group 3 was given a sheet of a grid, and completed it while listening to the text once. None of the experimental groups were given the correct answers.

After each group finished listening as mentioned above, the subjects had Listening Comprehension Test 2 in the same way as Listening Comprehension Test 1. Each while-listening activity and Listening Comprehension Test 2 are shown in Appendix 4.

3.5.3 Experiment 3

The aim of Experiment 3 is to examine the effects of post-listening activities on listening comprehension. Prior to Listening Comprehension Test 3, four groups tackled with each different activity for ten minutes after listening to Material 3 once.

The control group completed a word search as a filler activity. Experimental Group 1 was given a copy of the listening text, and the subjects completed a partial translation into Japanese. Experimental
Group 2 was given a copy of the listening text, and the subjects listened and repeated each sentence twice after the teacher. Experimental Group 3 was given a role-play sheet, and completed the role-play in pairs after a brief explanation by the teacher.

After the four groups completed these post-listening activities, the subjects took Listening Comprehension Test 3 in the same way as 1 and 2. Each post-listening activity and Listening Comprehension Test 3 are given in Appendix 5.

3.5.4 Follow-up Test of Experiment 3

The aim of the follow-up test is to examine whether each post-listening activity will lead to an improvement of listening comprehension in the future or not. Four weeks later, the subjects had the identical Listening Comprehension Test 3 again without completing post-listening activities.

3.5.5 Experimental Design

We explained the procedures used in each experiment in the previous section. Here is a diagram which is very useful in order to grasp the overall procedure. Figure 3 indicates the experimental design schematically.
### Figure 3  Diagram of Experimental Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Control Group</th>
<th>Experimental Group 1</th>
<th>Experimental Group 2</th>
<th>Experimental Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Word Search</td>
<td>New Words and New Sentences</td>
<td>Oral Introduction</td>
</tr>
<tr>
<td>1</td>
<td>Pre-listening Activity For 5 Minutes</td>
<td>Listening Comprehension Test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening with Q&amp;A Sheet Once</td>
<td>Listening with T/F Sheet Once</td>
</tr>
<tr>
<td>2</td>
<td>While-listening Activity For 5 Minutes</td>
<td>Listening Comprehension Test 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just Listening Once</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Post-listening Activity For 10 Minutes</td>
<td>Reading the Script</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Search</td>
<td>Translation into Japanese</td>
<td>Role-play in pairs</td>
</tr>
<tr>
<td>4</td>
<td>Follow-up Test</td>
<td>Listening Comprehension Test 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30 days later</td>
<td></td>
</tr>
</tbody>
</table>

3.6 Data Collection

In this survey we adopt partial dictation tests as listening comprehension tests in its entirety. We offer here a reason why we choose the partial dictation test. It is considered that the partial dictation test is a good measure of listening comprehension proficiency (Oller et all. 1971, Ono 1979). It is for this reason that clearly the recognition, the selection, the short-term memory, the anticipation, and the interpretation of discourse, that is to say, the de-coding processes as we have seen are required in partial dictation tests. Besides Ono (1979)
reports that there is a correlation between dictation tests and listening comprehension proficiency. Therefore we consider partial dictation tests to be appropriate as listening comprehension tests.

The data to be discussed in the next chapter was collected by conducting experiments where subjects took listening comprehension tests for five minutes. They were required to fill 16 words into the blanks. After the listening comprehension tests finished, the examination papers were collected and graded by the author. Aoki (1985) states that “two methods of grading are the exact-word method and the acceptable-word method, and there is a correlation between the two methods.” We adopted the exact-word method, and gave the subjects one point for each correct answer. Since these tests were used not for the evaluation of grammar or spelling but for that of listening comprehension, we did not take off points for mistakes of spelling or grammar. The period of experimentation was from May 29th to July 17th, 2000.
Chapter 4

Data Analysis and Results

4.1 Introduction

In this chapter, we report the results of the listening comprehension tests in each experiment and compare the mean scores of the four groups by Analysis of Variance (ANOVA) and a post-hoc LSD test. From the statistical point of view, we analyze and discuss the results. This chapter reveals whether the hypotheses are supported or not.

4.2 Pre-listening Activity and Listening Comprehension Test 1

Here are some tables which show the results of the experiment 1. Table 3(a) summarizes the mean scores of pre-listening activity and Listening Comprehension Test 1, and Table 3(b) indicates the mean difference among groups by ANOVA.

<table>
<thead>
<tr>
<th>Table 3(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-listening Activity and Comprehension Test 1 Mean Scores</td>
</tr>
<tr>
<td>Group</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Control Group</td>
</tr>
<tr>
<td>Experimental Group 1</td>
</tr>
<tr>
<td>Experimental Group 2</td>
</tr>
<tr>
<td>Experimental Group 3</td>
</tr>
</tbody>
</table>
Table 3 (b)

Mean Difference among Groups by ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among</td>
<td>131.625</td>
<td>3</td>
<td>43.875</td>
<td>3.330</td>
<td>.022*</td>
</tr>
<tr>
<td>Within</td>
<td>1528.367</td>
<td>116</td>
<td>13.176</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1659.992</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * = p < .05

The results in Table 3 (b) clearly show that there is a significant difference in the mean scores among groups. In order to examine the source of the main effect for pre-listening activity, we conducted a post-hoc LSD test. Results of this test are given in Table 3 (c).

Table 3 (c)

P-Value between Pre-listening Activities by LSD Test

<table>
<thead>
<tr>
<th></th>
<th>Filler A</th>
<th>Words &amp; S</th>
<th>Oral I</th>
<th>Looking P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filler A, CG</td>
<td>.039*</td>
<td></td>
<td>.908</td>
<td>.022*</td>
</tr>
<tr>
<td>Words &amp; S, EG1</td>
<td></td>
<td>.039*</td>
<td>.051</td>
<td>.817</td>
</tr>
<tr>
<td>Oral I, EG2</td>
<td>.908</td>
<td>.051</td>
<td></td>
<td>.029*</td>
</tr>
<tr>
<td>Looking P, EG3</td>
<td>.022*</td>
<td>.817</td>
<td>.029*</td>
<td></td>
</tr>
</tbody>
</table>

Note: Filler A=Filler Activity, Words & S=Words & Sentences, Oral I=Oral Introduction, Looking P=Looking at Pictures, CG=Control Group, EG1=Experimental Group 1, EG2=Experimental Group 2, EG3=Experimental Group 3, *=p<.05
A glance at Table 3(c) reveals that there is a significant mean difference between the control group completing a filler activity and Experimental Group 1 completing the words & sentences activity, and also between the control group and Experimental Group 3 which looked at pictures. However, the difference of the average scores between the control group and Experimental Group 2 which completed the oral introduction activity does not approach significance.

These results clearly show that pre-listening activities which utilize prediction by visuals and the introduction of words and sentences have a positive effect on listening comprehension. On the other hand, the oral introduction activity does not facilitate listening comprehension, contrary to our hypotheses. As a consequence, Hypothesis 1, which states that the experimental groups completing the pre-listening activities would get significantly higher scores than the control group completing the filler activity, and Hypothesis 2 which states that the experimental group looking at pictures at the pre-listening stage would get significantly higher scores than any other group are supported only partially. Nevertheless, we may say that prediction brought on by looking at pictures during the pre-listening stage, as well as the introduction of words and sentences, is useful in order to facilitate listening comprehension.

To the contrary, one possible reason for the apparent failure of the oral introduction activity to facilitate listening comprehension could be that utilizing only an oral introduction activity makes the mental burden too heavy for junior high school students. An affective filter may be at
work and it may prevent them from making use of input. Therefore we suggest that it is necessary to combine an oral introduction activity with an activity using visuals or by the introduction of words and sentences at the pre-listening stage.

Koike et al. (1994) states the following about pre-listening activities:

It is important for learners to consider the setting before listening. Although we tend to remember that listening comprehension means the comprehension of the content through phonetic sounds directly, that is unusual under the ordinary circumstances. In the scene of shopping or eating, for example, we can see visual clues and listen paying attention to them. In consequence, it is vital for learners to have expectations about what they listen to after this. (233)

From what has been discussed above, we can conclude that pre-listening activities are vital. Activating the schemata with visual supports which do not make the mental burden so heavy for junior high school students, and, at the same time, are intriguing, is effective in facilitating listening comprehension.

4.3 While-listening Activity and Listening Comprehension Test 2

Here are two tables which show the results of Experiment 2. Table 4(a) summarizes the mean scores of the while-listening activity and Listening Comprehension Test 2, and Table 4(b) indicates the mean difference among groups by ANOVA.
Table 4 (a)

While-listening Activity and Comprehension Test 2 Mean Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std.Dev.</th>
<th>While-listening Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>30</td>
<td>11.76</td>
<td>3.99</td>
<td>Without Instructions</td>
</tr>
<tr>
<td>Experimental Group 1</td>
<td>30</td>
<td>11.16</td>
<td>3.93</td>
<td>Using Q&amp;A Sheet</td>
</tr>
<tr>
<td>Experimental Group 2</td>
<td>30</td>
<td>10.86</td>
<td>3.42</td>
<td>Using T/F Sheet</td>
</tr>
<tr>
<td>Experimental Group 3</td>
<td>30</td>
<td>13.56</td>
<td>3.09</td>
<td>Using a Grid</td>
</tr>
</tbody>
</table>

Table 4 (b)

Mean Difference among Groups by ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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Note: * = p < .05

The results in Table 4(b) clearly show that there is a significant difference in the mean scores among groups. In order to examine the source of the main effect for while-listening activity, we conducted a post-hoc LSD test. Results of this test are given in Table 4 (c).

Table 4 (c)

P-Value between While-listening Activities by LSD Test

<table>
<thead>
<tr>
<th></th>
<th>W/O Instr.</th>
<th>Q&amp;A</th>
<th>T/F</th>
<th>Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/O Instr., CG</td>
<td>.523</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q&amp;A, EG1</td>
<td></td>
<td>.523</td>
<td>.749</td>
<td>.012*</td>
</tr>
<tr>
<td>T/F, EG2</td>
<td>.339</td>
<td></td>
<td></td>
<td>.005*</td>
</tr>
<tr>
<td>Grid, EG3</td>
<td></td>
<td>.012*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: W/O Instr.=Without Instructions, CG=Control Group, EG1=Experimental Group 1, EG2=Experimental Group 2, EG3=Experimental Group 3

\* = p<.05

A glance at Table 4(c) will reveal that there is not a significant mean difference between the control group and each experimental group. Accordingly, Hypothesis 3 which states that the experimental groups completing the while-listening activities would get significantly higher scores than the control group, is rejected statistically. Although the results obtained are contrary to our intention, we can say that the difference of the average scores between the control group and Experimental Group 3 (p=.057) is apt to approach significance. Furthermore, the difference of the average scores between Experimental Group 3 and 1, as well as 3 and 2, approaches significance. Judging from this, Hypothesis 4 which states that the experimental group using a grid at the while-listening stage would get significantly higher scores than any other group, is supported only partially.

These results clearly show that Q&A and T/F while-listening activities do not only have a positive effect on listening comprehension but also impede listening comprehension. We can interpret the possible reason for the apparent failure of Q&A and T/F activities to facilitate listening comprehension in the following way. In spite of the fact that the listening material, which consists of a short dialogue at a hamburger shop, is very easy for students, they need to understand the written
English used on the Q&A and T/F sheets. Inevitably Q&A and T/F activities make the burden to complete the task too heavy for junior high school students. For this reason we consider that the activities might have a negative effect on listening comprehension. On the other hand, the Grid activity, which does not make the burden to complete the task so heavy for them, has a positive effect on listening comprehension, in comparison with the Q&A and T/F activities. Therefore, it seems reasonable to conclude that it is necessary to provide learners with a while-listening activity which involves using a grid, and to have them concentrate on just listening.

4.4 Post-listening Activity and Listening Comprehension Test 3

Here are two tables which show the results of Experiment 3. Table 5(a) summarizes the mean scores of the post-listening activity and Listening Comprehension Test 3, and Table 5(b) indicates the mean difference among groups by ANOVA.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std.Dev.</th>
<th>Post-listening Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>30</td>
<td>6.86</td>
<td>2.94</td>
<td>Filler Activity</td>
</tr>
<tr>
<td>Experimental Group 1</td>
<td>30</td>
<td>9.36</td>
<td>3.24</td>
<td>Translation in Japanese</td>
</tr>
<tr>
<td>Experimental Group 2</td>
<td>30</td>
<td>9.96</td>
<td>2.96</td>
<td>Reading the Script</td>
</tr>
<tr>
<td>Experimental Group 3</td>
<td>30</td>
<td>9.40</td>
<td>3.22</td>
<td>Role-play in a Pair</td>
</tr>
</tbody>
</table>
The results in Table 5(b) clearly show that there is a significant difference in the mean scores among groups. In order to examine the source of the main effect for post-listening activity, we conducted a post-hoc LSD test. Results of this test are given in Table 5(c).

A glance at Table 5(c) will reveal that there is a significant mean difference between the control group completing a filler activity
and the experimental groups completing post-listening activities. However, as Table 5(a) indicates, Experimental Group 3 completing the role-play could not get higher scores than Experimental Group 2 which read the script. In addition, the difference of the average scores, between Experimental Group 3 completing the role-play and Experimental Group 1 completing the translation in Japanese, does not approach significance.

These results clearly show that Hypothesis 5 which states that the experimental groups completing the post-listening activities would get significantly higher scores than the control group completing the filler activity is supported, and Hypothesis 6, that the experimental group completing the role-play at the post-listening stage would get significantly higher scores than any other group, however, is not supported. With regards to the rejection of Hypothesis 6, we consider that the lack of time which the subjects had to complete the activities might have caused the lack of variation in the results.

From the facts described above, we can conclude that post-listening activities have a positive effect on listening comprehension and play a vital role in the consolidation of learning.

4.5 Post-listening Activity and Follow-up Test of Experiment 3

Here are two tables which show the results of Experiment 4. Table 6(a) summarizes the mean scores of the post-listening activity and Follow-up Test of Experiment 3, and Table 6(b) indicates the mean difference among groups by ANOVA.
Table 6(a)

Post-listening Activity and Follow-up Test Mean Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std.Dev.</th>
<th>Post-listening Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>30</td>
<td>8.66</td>
<td>3.61</td>
<td>Filler Activity</td>
</tr>
<tr>
<td>Experimental Group 1</td>
<td>30</td>
<td>8.36</td>
<td>3.23</td>
<td>Translation in Japanese</td>
</tr>
<tr>
<td>Experimental Group 2</td>
<td>30</td>
<td>9.56</td>
<td>2.75</td>
<td>Reading the Script</td>
</tr>
<tr>
<td>Experimental Group 3</td>
<td>30</td>
<td>9.10</td>
<td>3.16</td>
<td>Role-play in a Pair</td>
</tr>
</tbody>
</table>

Table 6(b)

Mean Difference among Groups by ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among</td>
<td>24.625</td>
<td>3</td>
<td>8.208</td>
<td>.799</td>
<td>.497</td>
</tr>
<tr>
<td>Within</td>
<td>1191.700</td>
<td>116</td>
<td>10.273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1216.325</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results in Table 6(b) clearly show that there is not a significant difference in the mean scores among groups. What this result makes clear is that the effect on listening comprehension of 30 days later does not change very much even if post-listening activities are different. However the fact that the average scores of both experimental groups 2 and 3 are a little higher than Experimental Groups 1, seems to indicate the necessity of rehearsing English sentences. With respect to the increase of average scores in the control group, we can say that it is important for learners to listen to the same text again.
4.6 Summary

In this chapter, we reported on the results of experiments conducted to test the effects of pre-listening, while-listening, and post-listening activities on listening comprehension and discussed them. Let us summarize the main points of the results we have been discussing:

1 Using activities such as looking at pictures and introducing words and sentences at the pre-listening stage in order to activate prediction facilitates listening comprehension.

2 Compared with Q&A and T/F activities, grid activities at the while-listening stage are useful in facilitating listening comprehension.

3 Post-listening activities have a positive effect on listening comprehension and play a vital role in the consolidation of learning.

4 Both rehearsal of English sentences and listening again to a text which learners have listened before are useful in facilitating listening comprehension.

In consideration of the main points above, the next chapter shows an example of teaching listening which should be done in the three stages of pre-listening, while-listening, and post-listening.
5.1 Introduction

In this chapter, we are going to show an example of a three-stage plan for teaching listening to Japanese junior high school students. We can see many examples of three-stage plans in Oral Communication B textbooks for senior high school students and use them at the junior high school level. Here we will use material an Oral Communication B textbook and propose pre-listening, while-listening, and post-listening activities suitable to the mateial. We consider that Task 1, 2, and 3, which we propose according to the results of experiments, will be useful in facilitating listening comprehension.

5.2 Example of Teaching Listening

5.2.1 Pre-listening Stage

Prior to listening, students complete Task 1 which is designed to activate the schemata about the listening text. The students have to predict and discuss the contents of the text, utilizing illustrations indicating the situation.

Task 1
Look at the following pictures. Guess what they are talking about, and discuss that in a pair.
5.2.2 While-listening Stage

Before listening we give the students the following grid sheet as Task 2, and tell them to listen with the purpose of completing the task. After listening, some students provide the answers and they check whether or not they completed the task well. If they can not complete the task well, it is necessary to have them listen to the material again.

Task 2

Complete the following grid.

<table>
<thead>
<tr>
<th>Question</th>
<th>Name</th>
<th>Carlos</th>
<th>Kumi</th>
<th>Masako</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Times a Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening Material

Kumi: Have you joined a club yet, Carlos?
Carlos: No, not yet. But I'm interested in joining one.

What club do you belong to, Kumi?

Kumi: I'm in the volleyball club.
Carlos: Do you practice a lot?

Kumi: Yes, we meet five times a week.
Carlos: Five times a week! That's too much.

Kumi: Well, Masako is in the kendo club, and they practice seven days a week. On Sundays, too.
Carlos: Even on Sundays?
Kumi: Yes, many sports club practice on Sunday, too.

Do you want to join a sports club?
Carlos: I don't know.


5.2.3 Post-listening Stage

After listening we pass the students a role-play sheet as Task 3. After the students practice reading in chorus, they complete the role-play in pairs. We expect the students to link to the output at this stage.

Task 3

Practice the role-play in a pair using the following hints.
A: What club do you belong to?
B: I belong to ( 1 ). How about you?
A: I belong to ( 2 ).

How many times a week do you meet?
B: ( 2 ).
A: ( 3 ).
5.3 Summary

We have proposed an example of teaching listening composed of three stages, paying attention to the prediction of the contents at the pre-listening stage, listening with a purpose at the while-listening stage, and linking to the output at the post-listening stage. We suppose that a teaching plan, which consists of activities involving looking at pictures at the pre-listening, using a grid at the while-listening stage, and role-playing at the post-listening stage, will facilitate listening comprehension.

Chapter 6

Conclusion

6.1 Implications for the Classroom

We have discussed the effects of pre-listening, while-listening, and post-listening activities on listening comprehension. We have also presented the implications of our study for the classroom. In conclusion, we would like to state the following four points.

First of all, the presentation of new words and sentences or pictures at the pre-listening stage plays a vital role in listening comprehension. Activating prediction by looking pictures is especially useful for junior high school students in order to facilitate listening comprehension. It seems that it activates the schemata and increases learners' motivation.

Secondly, compared with Q&A and T/F activities, the grid activities at the while-listening stage are useful in facilitating listening comprehension. When we have the learners listen with a purpose at the while-listening stage, we must provide them with an activity they can complete while concentrating on just listening.

Thirdly, post-listening activities have a positive effect on listening comprehension. Particularly it is important for us to prepare the learners the activities which consist of reading aloud and talking with a partner in order to facilitate listening comprehension. We realize again, that post-listening activities play a vital role in the consolidation of
learning, and it is necessary for us to make the best use of that in teaching listening.

Finally, it seems that listening again to the text which learners have listened before is useful in facilitating listening comprehension. This may show that learning English by repeated practice is a good way to teach listening. That we do not only provide the learners with new listening texts one after another, but also use the same listening text again and again indicates the possibility of the necessity for developing listening comprehension.

As we said earlier, listening is not passive but active and also the basis of speaking. Therefore it is essential for us to pursue how to develop listening comprehension effectively in order to link it to speaking. In this respect, we stress that teaching listening by three stages leads to the achievement of success in listening comprehension.

6.2 Further Study

Several possibilities exist for further study. Firstly, although in this study we have examined the individual effects of each activity at each stage on listening comprehension, we cannot refer to the combination effects of pre-listening, while-listening, and post-listening activities, in spite of a series of teaching procedures. From this point we might go on to an even more detailed examination of the combination effects of them.

Secondly, because we conduct only short-term experiments in this research, the future direction of this study will be one that examines the
effects of pre-listening, while-listening, and post-listening activities completed over a longer period of time. From the viewpoint of increasing listening proficiency in the long run, we must look carefully into this point.
Bibliography


Teaching of English As a Second or Foreign Language. New York: Oxford University Press.


Appendix 1 Pre-test

Listening Material

A: Hi, Yoshiko! How's it going?
B: Just fine. And you?
A: Pretty good, thanks. Yoshiko, this is my new friend Larry. He is from Australia.
B: Nice to meet you.
C: Nice to meet you, too.

Appendix 2  Listening Materials

**Material 1**

Ichiro: Do you have any plans for the summer, Carlos?
Carlos: No, nothing special.
Ichiro: How about cycling to Niigata? We'll be able to see the biggest fireworks in Japan.
Carlos: That's sounds like fun. Where's that?
Ichiro: It's on the Japan Sea side. It's about 300 kilometers from Tokyo.
Carlos: 300 kilometers. Umm. . . , that'll take two days, right?
Ichiro: Oh, no. It'll take at least four days.
Carlos: Four days? Why?
Ichiro: We have to go over the mountains.
Carlos: Oh, really? It'll be tough ride. Are we going to stay at a minshuku?
Ichiro: No. We'll take a tent and sleeping bags.
Carlos: That's cool!


**Material 2**

A: Two cheeseburgers and one cola, please.
B: For here or to go?
A: It's for here.
B: Do you want a large or a small cola?
A: A large one, please.


**Material 3**

A: Excuse me. I think I'm lost. Would you please tell me the nearest way to Shibuya Station?
B: Ah, let me see . . . It takes about thirty minutes on foot. Can you get the bus?
A: Yes, that would be better. I'm so tired.
B: Okay. You go straight for two blocks and turn right at the first corner. Then you'll see a bus stop in front of the bank.

Appendix 3
Pre-listening Activities and Listening Comprehension Test 1

Experimental Group 1

nothing special (特にない) fireworks (花火) the Japan Sea side (日本海側)

at least (少なくとも) go over the the mountains. (山越えをする。)
sleeping bags (寝袋)

How about cycling to Niigata? (新潟までサイクリングはどう。)

That sounds like fun. (おもしろそうだ。)

It'll be tough ride. (きついたろう。)

Experimental Group 2

Oral Introduction

Summer vacation is coming soon. Everyone likes to make plans for the summer. Do you have any plans for the summer? What are you going to do this vacation? Please tell us your plan. (ask some students) Thank you very much. Now we'll listen to the tape. Ichiro and Carlos talk about their plans. What are they going to do? Please listen carefully.

Experimental Group 3

夏休みの計画を日本語で数名に質問した後、次の絵を提示する。

Do you have ...?

Adapted from Jinbo, Naotake. (ed.) 1998. Hello there! Oral communication B. Tokyoshoseki. (p.28)
Ichiro: Do you have any ( ) the ( ), Carlos?
Carlos: No, nothing special.

Ichiro: How about ( ) ( ) Niigata?

We'll be able to see the biggest fireworks in Japan.

Carlos: That's sounds ( ) fun. Where's that?

Ichiro: It's ( ) the Japan Sea side.

It's ( ) 300 kilometers ( ) ( ).

Carlos: 300 kilometers. Umm . . . , that'll take ( ) days, right?

Ichiro: Oh, no. It'll take ( ) least four days.

Carlos: Four days? Why?

Ichiro: We have to go ( ) the mountains.

Carlos: Oh, really? It'll be a tough ride. Are we going to at a minshuku?

Ichiro: No. We'll take a ( ) and ( ) ( ).

Carlos: That's cool!
Appendix 4

While-listening Activities and Listening Comprehension Test 2

Experimental Group 1

対話をよく聞いて、次の質問に答えなさい。

(1) How many cheeseburgers and colas is he going to buy?
(2) Where is going to eat them?
(3) Does he want a large or small cola?

Experimental Group 2

対話をよく聞いて、次の英文が内容と一致していればT、一致していないければFと記入しなさい。

(1) He is going to buy two cheeseburgers and two colas.
(2) He is going to eat them at the shop.
(3) He wants a small cola.

Experimental Group 3

対話をよく聞いて、表を完成しなさい。

<table>
<thead>
<tr>
<th>注文した数は</th>
<th>チーズバーガー個</th>
<th>コーラ個</th>
</tr>
</thead>
<tbody>
<tr>
<td>どこで食べるのか</td>
<td></td>
<td></td>
</tr>
<tr>
<td>飲み物のサイズは</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Comprehension Test 2

Listening Comprehension Test 2

A: ( ) cheeseburgers ( ) cola, ( ).
B: ( ) ( ) ( ) ( ) cola?
A: It's for ( ).
B: Do you want a ( ) or a ( ) cola?
A: ( )( )( ) ( ).
Appendix 5

Post-listening Activities and Listening Comprehension Test 3

Experiment Group 1

A: Excuse me. I think I'm lost.

B: Ah, let me see...

道に迷っているんだ。

Would you please tell me the nearest way to Shibuya Station?

It takes about thirty minutes on foot. Can you get the bus?

ええっと

A: Yes, that would be better. I'm so tired.

B: Okay. You go straight for two blocks and turn right at the first corner.

Then you'll see a bus stop in front of the bank.

Experimental Group 2

A: Excuse me. I think I'm lost.

B: Ah, let me see...

It takes about thirty minutes on foot. Can you get the bus?

A: Yes, that would be better. I'm so tired.

B: Okay. You go straight for two blocks and turn right at the first corner.

Then you'll see a bus stop in front of the bank.
**Experimental Group 3**

B is in front of his school. They are being asked the way. ビントを参考にして、ペアで練習しなさい。

A: Excuse me.

   Would you please tell me the way to ( ① )?

B: Ah, let me see . . .

   You ( ② ).

   Then you'll see ( ③ ).

A: How long does it take ( ④ )?

B: Well, it takes about ( ⑤ ) minutes.

A: Thank you.

B: You're welcome.

ヒント

① Koka station, Aburahi station, Koka town office
② go straight for 2/3/4 blocks and turn right/left
③ 目印になる建物等
④ on foot, by car, by bus, by bike
⑤ five, ten, twenty, thirty, forty

---

**Listening Comprehension Test 3**

Listening Comprehension Test 3

３年 組 番 氏名

道をたずねる場面の会話を放送します。よく聞いて（　）内に適語を入れなさい。会話は2回放送します。

A: (　)(　). I think I'm lost.

(　)(　)(　)(　) the nearest way to Shibuya Station?

B: Ah, let me see . . .

(　)(　)(　)(　) about thirty minutes (　)(　). Can you get the bus?

A: Yes, that would be better. I'm so tired.

B: Okay. You go straight for two blocks and (　)(　)(　) the first corner.

Then you'll see a (　)(　) in front of the bank.