

國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：國中生英語聽力需求之分析研究：以一個台北市國中為個案

指導教授：余明忠先生

研究生：黃馨葳

論文提要內容：

過去廿年來，有為數不少的研究致力於英聽的教、學、或者是測驗。這種現象也許代表著英聽在外語學習上日益重要，但這等程度的成長與品質提升，倘若與閱讀、寫作等其他語言技巧比較起來，仍有不足之感慨。

有鑑於此，本研究以貢獻英聽相關研究為出發點，探討台北市國中生於英聽能力方面有何學習之需求。除了了解國中學生到底希望學習或增進哪些英聽能力，本研究亦試著探討這樣的需求是否與學生的性別或學生入國中前所已經習得的英聽能力有任何顯著關聯。研究方法採用問卷方式，內容依據 Richards 於 1983 年所提出的兩大項（會話方面與學術方面）共計 51 種（前者 33 種，後者 18 種）的英聽能力，針對台北一所國中全部的八年級生進行研究。受測對象對每項英聽能力的重要性給予評分（1~5 分），所得結果再以 T 檢驗及 ANOVA 找出學生於英聽能力上到底有何需求或可能的影響因素。

研究結果顯示：(1) 學術方面的英聽能力需求高於會話方面；(2) 「能跟得上不同的授課方式：口說、聽、視聽」的需求度最高；(3) 最被認為重要的會話方面英聽能力則是「能辨別英語中音位相對但意思不同的音」；(4) 「高」英聽能力群組的學生比「中」或「低」英聽能力群組的學生在不管會話方面還是學術方面都有較多需求；(5) 女學生在會話方面或學術方面也比男學生有較多需求。

Abstract

Over the past two decades, a great deal of attention has been devoted to the teaching, learning, and testing of foreign language listening ability. This increased attention is due (at least in part) to the realization of the importance of listening in language learning (Rubin, 1994). While there is an increased research focusing on English listening, there is still much work that needs to be done.

The present study, therefore, aimed at assessing the English listening needs of junior high school students in Taipei, investigating their English conversational and academic listening abilities. In addition, the study also examined the differences in listening needs between the students with different levels of English listening proficiency or with different genders. In this study, the questionnaire utilized was based on Richards' (1983) proposition of the taxonomy of listening skills. It consisted of two major need types, including 51 listening abilities altogether—33 conversational listening abilities and 18 academic ones. The scale of importance and its frequency counting are the ways of measurement and comparison. As for the participants, 208 eighth-graders of all the classes from a junior high school in Taipei took part in this study, with 202 successfully completing the questionnaire form. Finally, *t*-tests and ANOVA were both used to analyze the quantitative data and to find out the possible patterns of the students' thoughts in terms of the English listening needs.

The study completed, the results first indicated that junior high school students had more needs for academic listening than for conversational one. The most

important English listening need was the academic ability to follow different modes of lecturing: spoken, audio, audio-visual, whereas the most need for conversational listening abilities was being able to discriminate among the distinctive sounds of the target language. The results then demonstrated that students with high level of English listening proficiency had significantly more needs for both conversational and academic listening than either the 'intermediate' or the 'low' proficiency participants. Finally, it was discovered that female listeners, no matter for academic or conversational listening abilities, had more needs than males.