

# Self-Directed Listening: Program and Evaluation

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## 要 約

本稿は、英語自主学习が被験者のリスニング能力の育成と向上を図り、同時に英語能力を伸ばすことが出来るのではないかという仮説を持って行われた。

中高時代に教師主導型の学習に培われてきた学生にとって、大学における英語学習の目標は不鮮明である。だが学生との面談及びアンケート分析の結果、多くの学生は英語学習のゴールとして聴覚能力伸長を優先し、その数値は高いものであった。さらに自主英語学習の期待もかなり高い数値であった。

全般的に、学生はコミュニケーション能力を高める学習に関心が高い、さらに動機づけがあるが実際にどうすればよいか自分で方法を思考し自己学習に取り組む自律への意識が弱いということがわかった。その現状のもとで、英語自主学习を開始した。

Pretest と Posttest を実施し、被験者グループとコントロールグループのリスニング能力の到達レベルの相違点を検証した。その結果、有意な統計的差が検出された。

## Introduction

Students repeatedly express through self-reports and in consultations that they have a desire to study English on their own to supplement their study in regular classes, particularly to improve their listening skills. Results of studies on student needs and goals have consistently shown that college students give high priority to the development of aural skills along with oral skills as an English learning goal (Horiuchi et al, 1995; Edwards, 1994; Widdows and Voller, 1991). In addition, these studies have shown that students expect to learn how to study independently in college so that they can direct their own learning. It appears, however, that even with the elements of need, motivation, and access to materials and facilities firmly in place, the occurrence of sustained or effective individual study appears to be close to nil and resultingly the learning resources and facilities remain grossly underused.

In response to this situation, the authors began to explore the question of why students generally do not pursue individual study. A look into students' previous English learning experience and students' goals for learning English yielded an outcome which was not surprising. They simply are not prepared to study on their own.

The results of a pilot questionnaire on students' English learning experience show a clear pattern. Although students attend high schools and junior high schools with language laboratory facilities, and in spite of the recent introduction of communicative listening and speaking courses, few students have any direct listening training or are given the opportunity or access to materials for independent language practice.

Accordingly, since most students are trained in traditional teacher-controlled and teacher-centered learning environments, they have little or no experience or preparation in negotiating a plan of study for themselves. Furthermore, short-term English goals for high school focus on success in college entrance examinations, forcing the students' attention away from forming other personal or long-term goals. The tendency is that student goals for English study upon entering college

are thus unclear.

It appears that language study outside the classroom is not taking place on the scale and for the duration that is necessary for it to be effective, because it requires that students be capable of self-directed study. While some students seem naturally able to study on their own, most can not. It is these students who, in spite of having a high interest and initial motivation, need the interim support of a structured self-study program.

The authors set out to design, implement, and test a self-directed listening study program based on the students' English learning goals using materials which match their English proficiency level. The goals of the program are to improve listening skill and to develop awareness and know-how for independent study. To elaborate, Holec (1981:3) characterizes "the ability to take charge of one's own learning" by taking responsibility for determining objectives/goals; choosing content; selecting methods techniques; setting procedures (time, place, etc.); evaluating what has been learned.

This study hypothesizes that students who do structured self-directed listening practice will improve listening ability in English and at the same time develop skills necessary for learning to take place outside of teaching (Sheerin, 1989).

## The Study

**Subjects:** Initially, eighteen first-year English Literature Department students at this college who were in either the Oral English I course or Oral English II course taught by the authors volunteered to be in the experimental group. By the end of the study, thirteen remained and their test data was used for analysis.

The control group consisted of nineteen first-year students also in the English Literature Department at this college. They were taking the same required English courses, however with other instructors.

The experimental group's background in listening practice was very limited. According to an initial survey interview (Appendix A) of each

**Table 1**  
 Initial Individual Interview: Entry Level & Background Experience  
 April 1998 n=18

Question	Response & Frequency			
	Listening	Speaking	Writing	Reading
Which English skill(s) have you tried most to develop?*	2	2	7	12
Did you have listening class in the language laboratory in junior high or high school?	Yes: ..... 9	Irregularly 4	Regularly 5	No 9
Have you ever made and carried out a study plan? What sort of study?	Yes: to pass the STEP test 4			No 14

\*(Some students chose multiple answers.)

member of the experimental group, they had done little or no listening practice, either in the classroom (language laboratory) or at home as you can see in Table 1. Most of their English study had focused on developing reading skills. As for independent study, their only experience was for examination preparation.

### ***Data Gathering and Evaluation***

#### **1. Needs Analysis**

Before the students in the authors' classes were introduced to the listening program, they were asked to complete a modified version of the SNAP questionnaire (Appendix B) which had been used to conduct an all-Hokkaido student needs analysis (Horiuchi et al, 1995). This was done to confirm results of the previous study conducted at this college (Edwards, 1994) in which students ranked highly items concerning aural/oral skills, independent study, and language qualifications. In addition, it was felt that the act of completing the survey would stimulate students who had not clarified their English learning goals, as illustrated in the following quote by a student who participated in the 1994 needs study. "By completing the survey, for the first time I was able to deeply consider and to think concretely about why I was studying English." Students were asked their reasons for majoring in English and

what skills they wanted to develop before graduation. Of particular interest, of course, was the measure of their desire for learning how to study independently and indications for particular listening needs and goals.

## 2. Formative Evaluation and Instruments

The development of the self-directed listening program was viewed as ongoing, so an ongoing style of evaluation to inform the process seemed essential. One such evaluation style is *formative* evaluation which Williams and Burden (1994) recommend when implementing a program because it “is ongoing in nature and seeks to form, improve and direct the project” from the beginning and “increases the likelihood of its successful implementation”. Parlett (1987) proposes the use of *illuminative* evaluation which looks at the program in terms of a set of inter-related variables, including the condition and perspectives of the participants and context, towards the formation of an interpretation of the situation. The evaluator/decision maker uses a variety of information-gathering techniques – “chiefly interviews, questionnaires, observation, diaries, and examination of existing documentation such as student records” that will actually assist in the decision-making process and guide the implementation if used formatively (Williams and Burden 1994: 23). These techniques formed the basis of the ongoing data gathering and formative evaluation for this study which will be detailed in the following sections of the paper.

### 2.1 Student Logs

To provide data on how the students were managing and progressing with their listening study, they were encouraged to keep a log on a three-page record form and submit it on a regular basis (Appendix C). They were asked to record a weekly goal and study plan on one page. Information on another page of the log form included dates and study times, total minutes per session, materials, chapter and practices, scores, place of study, an evaluation of the difficulty of the

material, and comments about how or what they had studied. A third page was to be used for learning notes: new vocabulary, new expressions, items for consultation with the teacher, plus an evaluation of the difficulty of the material.

Based on negative student feedback, the three-page form was collapsed into a single-page monthly study chart and instituted in the middle of the study (Appendix D). The section of study notes was eliminated from the log form, as were redundant items.

## 2. 2 Interviews and Consultations

Students participating in this self-directed listening program not only were learning language, but were learning how to plan and direct their own learning. Kohonen (1992) writing on the topic of self-direction and learning states, “self-direction describes an attitude to learning, where the learner assumes *increasing* responsibility for the decisions concerning his or her learning but does not necessarily undertake the implementation of all of those decisions *alone*” [authors’ emphasis]. Thus, since the students had come from a background of teacher-directed learning and having had little or no role or responsibility in setting learning goals and following through with them, it was felt that teacher and peer consultations would provide needed support. Students were encouraged to seek the teachers’ advice whenever necessary, so office hours were posted. In addition, biweekly consultations were advised. Two interviews were individually scheduled, particularly for students who might otherwise hesitate to approach the teachers for help.

Kohonen also discusses the value of “enabling learners to compare and contrast each other’s preferred or habitual ways of learning” so that they understand the learning process and direct themselves more competently and confidently. In line with this view, one month into the study, a group discussion session was scheduled to give participants a chance to report about their progress and share ideas about how to study and meet their goals. Students were encouraged to continue to

talk among themselves to support each other.

### 3. Summative Evaluation and Instruments

Needed as a balance against the data gathered through illuminative techniques in a formulative evaluation, was a *summative* approach to evaluation. A typical example, which was adopted for this study, is “where a treatment group is compared to a control group while holding a number of variables constant,” (Williams & Burden, 1994: 22) as a concrete measure of the program’s effectiveness after a certain time interval. It was decided pretesting and posttesting would mark valuable starting and finishing lines for the students in the program and provide quantitative data to help prove or disprove our hypothesis.

#### 3. 1 Test

Students in the control and experimental groups were pretested in May 1998 and posttested in December 1998 using a five-part listening test of fifty problems developed by the authors. The test design was based on the listening portions of the TOEIC and the TOEFL test which several of the students plan to take. The test problem types are illustration-based problems, wh-questions, dialogues, short passages, and idioms and vocabulary. The test script was prerecorded on a cassette tape and played once. Students had to listen and choose from among four possible responses for all questions, except for Part 2, wh-questions, for which three options were presented aurally (Appendix E).

The posttest was checked for concurrent validity against the JACET Listening Test (Form B), a standardized nationally administered examination, which is taken in December by all first-year English majors at this college. Table 2 shows the student rankings according to the scores of both tests and the Spearman correlation coefficient, which was calculated to be 0.83, far exceeding the 0.75 minimum figure which is expected for homemade tests (Bowen et al, 1985). This statistical test establishes the tendency for two variables (test scores) to vary

**Table 2**  
Student Scores and Rankings for Spearman Correlation Calculation

Student	Posttest	Ranking	JACET B	Ranking	diff.	diff <sup>2</sup> .
1	64	9.0	40	6.5	2.5	6.2
2	68	7.0	44	5.0	2.0	4.0
3	42	13.0	16	10.0	3.0	9.0
4	86	1.0	52	2.0	1.0	1.0
5	68	7.0	30	8.5	1.5	2.2
6	62	10.0	6	10.0	1.0	1.0
7	76	4.5	40	6.5	2.0	4.0
8	80	2.5	70	1.0	1.5	2.2
9	58	11.0	2	12.0	1.0	1.0
10	54	12.0	- 8	13.0	1.0	1.0
11	68	7.0	46	3.5	3.5	12.2
12	76	4.5	30	8.5	4.0	16.0
13	80	2.5	46	3.5	1.0	1.0
$\Sigma = 61$						

together. That is, students scoring high on one test tend to score high on another test when there is a high correlation between the tests. The high correlation ( $\rho = 0.83$ ) is an indication that the posttest is a valid test, measuring what it claims to measure.

The test was piloted by a class ( $n=23$ ) of second-year students who appeared to have found Part 4 confusing. A number of students did not realize that the listening passage questions were printed on the test paper and not recorded on the test tape. The control and experimental groups were reminded at the pretest to read and answer the questions regarding the short passage they heard on the test tape.

At the end of the study, to establish statistical evidence of the program's effectiveness, the means of the posttest scores from the experimental and control groups were calculated and compared by running a t-Test to establish whether or not there was a significant difference at the 0.05 level between the means of the two groups.

### 3. 2 Materials Evaluation

The authors assessed and preselected texts, video tapes, and

CD-ROMs based primarily on the following points: 1) level; 2) Japanese language support; 3) a score grid; 4) number of units; 5) types of exercises – dialogs, short passages, comprehension questions, dictations; 6) task time; and 7) cost (Appendix F). Beyond these mostly content considerations were the questions of 1) whether the students could use the material independently, without the direction or intervention of a teacher; 2) whether the material was appropriate for the goals of the students; and 3) whether the material would appeal to and sustain the interest of the students.

Students were asked to evaluate the materials they had selected to get important feedback for the assessment of the listening program and to give them a chance to reflect on which materials suited them individually and why. Echoing the points considered in the preselection process, a questionnaire of nine items was designed using a Likert scale of 0-6 to indicate the degree of agreement with each statement (Appendix G). For each of the materials used, the students completed a questionnaire at the end of the study in December, with some students evaluating as many as four.

### ***Program***

**Courses:** Effective study programs address the needs and goals of the students they are made to serve. On this basis, the idea was born to develop a self-directed listening study program with two main practical focuses – a listening course for language qualifications and a listening course for overseas travel and homestay. The decision was rooted in the knowledge that 1) most English majors already have at least a minimal English language qualification and many will seek to either raise it or try for another type and 2) the majority of students want some sort of international experience whether it be making foreign friends or traveling abroad. The popularity of language qualification tests is grounded in the students' belief that having a high English ranking on the STEP Test (Eiken) or high score TOEIC or TOEFL will give them an edge in the tough competition for mostly travel related jobs which may

require English. In addition, a number of students strive to succeed in the tests as a requirement for continuing their studies at a four-year local college or for study abroad. While other independently minded students want to know how they measure up against an international English standard. Preparation for international travel and homestay experience is a short-term goal for students who plan to participate in either of the college sponsored overseas study trips to Canada or England or for those who plan to go privately.

Table 3 and Table 4 show the high rankings of the related reasons for English study and desired English skills according to results of the

**Table 3**

Reasons for Studying English

N=94

Variable	Label	Mean	St Dev
Var 2	To get a job where I can use English	3.4	0.9
Var 13	English is necessary in Japanese business	3.2	0.9
Var 3	I want to be an international person	2.8	1.0
Var 9	To go on holidays abroad	2.8	1.1
Var 17	To get English qualifications (STEP, TOEFL, TOEIC, etc.)	2.7	1.1
Var 6	To make English-speaking foreign friends	2.7	1.1
Var 12	To study abroad short term	2.2	1.1
Var 11	To study abroad long term	1.9	1.2

**Table 4**

Desired English Skills

N=94

Variable	Label	Mean	St Dev
Var 27	Talking about myself, ideas, and feelings in English	3.7	0.6
Var 30	English pronunciation	3.6	0.6
Var 33	Studying English independently	3.5	0.7
Var 18	Coping in a variety of situations in English abroad	3.4	0.7
Var 22	English vocabulary and idioms	3.1	0.8
Var 26	Translating smoothly from English to Japanese	3.1	0.7
Var 19	Following English movies, TV, radio, and songs	2.9	0.9
Var 23	Having polite social conversations in English	2.9	0.9
Var 28	English grammar	2.7	0.7
Var 24	Following technical or academic lectures in English	2.5	0.9

needs analysis survey conducted at the beginning of this study.

**Student Solicitation:** To gather students interested in self-directed listening study for the experimental group, an introduction of the program in Japanese was prepared and distributed to students in the authors' Oral English I or Oral English II classes. Initially eighteen students entered on the condition that they would take the pretest and posttest. Another condition was that they purchase their own texts for which the tapes would be provided. The last condition was that the students meet individually with the authors to complete a questionnaire (Appendix A), discuss their goals, and then select their texts from a recommended list (Appendix H). The purpose of this interview and

**Table 5**

Initial Individual Interview: Course Choice & Study Plan

April 1998 N=18

Question Topics	Responses and Frequency			
Listening course choice	Qualification Testing	Travel/Homestay		
	12	6		
Time for listening practice at school *	During free time		Before 1st period	
	14		2	
During which free class periods ** (day-period-n)	M- 4 -15	Tu- 5 -12	Tu- 2 - 2	W- 1 - 9
	W- 3 - 7	Tu- 2 - 4	Tu- 3 - 4	S- 3 - 3
Intentions for listening outside of school *	<u>No</u>			
	5			
	<u>Yes</u> .....	TV movies	Educational radio	
	13	2	1	
	Music	Movie videos	Educational TV	
	3	1	2	
Time for listening outside of school *	Early morning		Before bedtime	
	1		12	
	During free time		While commuting	
	9		6	

\* (Some students chose multiple answers.)

\*\* (Only 2 or more responses are listed.)

questionnaire was to help each of them decide if she was the type of learner who had the motivation, courage, and positive attitude required to study independently (Kohonen, 1992). Table 5 shows the responses to questions about their course choice, intentions for study at home, and the time slots that they intended to use for their listening practice.

**Orientation:** The next step in the process was an orientation session held in the language laboratory and the adjoining equipment room. The following topics were covered:

1. student introductions
2. teachers' view of self-directed study and program goals
3. new teacher and student roles
4. testing style, reasons, and schedule
5. teachers' schedules and consultations
6. study plans and record keeping
7. use of tapes, answer keys, and log forms
8. L. L. schedule and availability
9. bulletin board location
10. system for making announcements
11. L. L. equipment operation
12. materials and storage system: tapes, answer keys, and log forms
13. student questions

Among the topics on the above list, some of major importance need further explanation of how they were outlined for the students. These topics include guidelines and the thought underlying the listening program which were perhaps new or unfamiliar to the students.

It was stressed to the students that, unlike in their previous English study, they would be in control of setting clear goals, selecting materials, planning, scheduling, scoring, and most of the administrative tasks that their teachers had always done for them. They were assured that the teachers would support them by ordering the materials, by maintaining and evaluating the program continuously, and by consulting freely with them and advising them. Ultimately the

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students would have to make themselves aware and assume increasing responsibility for their learning while the teachers would act as facilitators.

In regard to the pretest, care was taken in explaining the purpose and concept of pretesting and posttesting discussed earlier: what mattered was the difference between the two scores, if any; it was to be used to measure a change in their listening ability which may be accounted for by the self-directed listening study. Students thus were shown their pretest scores broken down into the five parts of the test, which provided a sort of profile of each student's listening strengths and weaknesses. The group mean and rankings were purposely not announced, in order to shift the students away from their past competitive orientation towards English study.

Being a self-directed free (unrelated to grades or credits) activity, the amount of time spent on the listening practice could not be dictated. However, daily listening practice was strongly suggested, with the reminder that frequency rather than just total time on task would have a greater effect on their progress. Students were urged to keep their sessions short but intense, for the practical reason that first-year students have only short breaks in their daily schedules. Thus, textbooks with short 15- to 20-minute exercises had been selected.

Underscoring the importance of time management, setting weekly goals and study plans for the amount of practice time and material to complete, then stating where the students planned to study, was encouraged from the start. A separate page of the log was provided for them to record their plans.

Along with this, students were asked to keep up with other log entries, which would help them see the effects of their efforts and help them become aware of and understand more about how the variables of time, attitude, level of difficulty, goal setting, scoring, place, etc., influence their motivation and learning. In addition, interpretation of the logs would provide a base for discussion during consultations with the teachers.

During consultations, students were reminded to reflect on their overall goal, whether related to English qualifications or travel, and the reasons why they were studying. Unlike in their former English learning experience, they were responsible only to themselves and so apologies to the teachers for not keeping up with their logs or slacking off on their study were not accepted. Accordingly, statements that might be felt as disparaging or evaluative and that might discourage students were avoided. Such a judgmental stance would not fit the 'teacher as facilitator' role (McDonell, 1992) called for in this type of learning program.

### Outcome and Commentary — Summative Evaluation

**Pretest/Posttest:** The descriptive statistics for the experimental and control groups for both the pretest and posttest and the JACET Listening Comprehension Test Forms A and B appear in Table 6. Four figures (56, 68, 36, 46) concur for modes between groups and across tests. The median and means are quite different, with the experimental

**Table 6**

Descriptive Statistics and Comparison of Means for Posttest and for JACET B

Group		Pretest	Posttest	Gain	JACET A	JACET B	Gain
		May '98	Dec '98	Score	June '98	Dec '98	Score
Experimental	mode	56/60	68		36/10	46/40/30	
	median	60	68		26	40	
	mean	64	68	4	25	32	7
	standard deviation	12	12		30	22	
	range	38	44		110	78	
Control	mode	56	78/68/66		36	46/44/32	
	median	52	66		8	22	
	mean	52	63	11	9	23	14
	standard deviation	10	11		22	24	
	range	38	34		68	100	
Comparison of Means	standard error		1.32			6.95	
	t value		3.79			1.02	
	level of significance		p<.001			no significant difference	

group having consistently higher figures than the control group. Interesting to note is the seemingly incongruent gain score figures which show greater increases by the control group (11 points and 14 points) on both tests over the experimental group (4 points and 7 points). Looking no further into the meaning of the figures, it could be concluded that the treatment of the experimental group failed to bring about adequate improvement in the listening ability when compared to the improvement level of the control group. However, by focusing on the ideal concurrence of the score 68 for the mode, median, and mean of the experimental group, a strong and consistent result appears within this group.

Furthermore, when comparing the means of both groups in the posttest by t-Test analysis, the result is a statistically significant difference in the means at the  $p < .001$  level. This far exceeds the standard  $p < .05$  significance level needed to show that the difference between the means of the test scores of the two groups is a direct result of the treatment (self-directed listening study), and is not by chance. This outcome upholds the hypothesis that structured self-directed listening study can improve students' listening ability.

### Outcome and Commentary — Formulative Evaluation

This section begins with an overview of the students' participation throughout the program. It is followed by various topics which influenced the direction or design of the program in some way, notably problems with record keeping, scheduling conflicts with the facilities, and the ease with which students shifted into using electronic study media. Finally, covered in detail, is a peer feedback and counseling session illustrated by student quotes which highlight the value of peer cooperation in the process of gaining learning skills.

***Student participation:*** There was a wide range of student participation and response to the challenge of directing their own listening study and of following the guidelines of the program. Since most of them had not

had any experience in a language laboratory, they showed a great interest in the materials and operation of the equipment. Likewise, they were enthusiastic in choosing the texts, consulting with each other and the teachers, and getting into the actual business of listening, doing the exercises in the texts, and scoring their responses.

As could be expected, the enthusiasm wavered throughout the program, however, with noticeable drops after the summer overseas study trip and during the first term examination period. Some students were never able to renew their commitment to study after summer vacation at the start of the second study term. Three students who went abroad essentially dropped out of the program. While the commitment on the part of the others during that period of time was unclear, five core members of the group were able to resume their individual study and continue through to the posttest. At the final count, about one-third of the original group did not sit for the posttest. Thirteen of the original eighteen followed through with their initial commitment to take the test and to complete the materials and program evaluation.

***Electronic Media:*** At the beginning of the second term, students who either could not fit listening practices into their schedules or had grown tired of just using a conventional text and tape met the high-tech CD-ROM listening materials with great interest. Inherently appealing, some students found renewed interest in the study, especially due to the voice recognition and playback features of the system through which they could compare their pronunciation with the model. In addition, the interactive aspect allowed students to get immediate feedback to their responses. While the instructional value of such materials has yet to be clearly established, the students who tried it found the computer-based materials motivating and easy to use. They often paired off and found working together fun. Fear or hesitation to use the machines was not an issue with the students. It seemed previous training in their computer courses help them feel easy about using the machines as tools for study.

**Record Keeping:** The student response to the learning logs was not very positive. The amount of detail students wrote and the number of times the logs were actually submitted did not reflect the great importance the authors put on them. Entries by most students were inconsistent. Rather than serving as a feedback source, they came to be viewed as a persistent annoyance for most of the students. During a group feedback discussion session held at the end of June, students reported that the logs were time consuming and redundant. Even the reformed single-page version put into use for the second study term got little positive response from the students. A few students consistently made log entries, but their efforts could be construed as more of an appeasement for the teachers, than a tool which the students found supporting their learning.

**Shift of Study Location:** The language laboratory was initially designated as the center for the listening study, and as stated earlier, students were asked specifically when they had free time to use it. However, as it turned out, schedule conflicts with the classes held in the lab and the students' free time precluded much use. Although some students had schedules which coincided with the open times in the L. L., the most committed students ended up doing most of the listening practice with cassette tapes at home. For this to happen, though, the teachers had to agree to allow the students to copy segments of the text tapes for home use. This actually turned out for the best perhaps. Students had a broader choice of study times and were able to work in the evenings, on weekends, and on school holidays. For those who were not willing or able to listen at home, however, it became an obstacle to their participation.

**Peer Cooperation:** Independent study seems by nature to be a type of learning *alone* rather than learning *with others*. It was quite surprising then to find that students sought each other out or even partnered to do their learning practice, as in the case of the work with computers and

video tapes. This aspect of the study first came to light at the end of June when ten members of the group gathered to report about their study and respond to a questionnaire dealing with learning and organizational aspects of the program one month into the program (Appendix I). After the students completed the questionnaire, they were asked to form a circle and participate in what was labeled an 'idea exchange session'.

The impact on the group was remarkable. It appeared to be a turning point for some who had gotten a slow start and were on the brink of giving up. It also gave the more capable students a sense of confirmation and greater confidence. The students brought the discussion down to a more familiar, hands-on level set by those who spoke. Unlike a teacher-led discussion with teacher-selected topics, the talk among students flowed around their topics in an open and positive atmosphere of sharing.

The first three students who spoke showed a sophisticated awareness and understanding of themselves, their own needs, and of how to learn. They were confident in themselves as learners and confident in their judgments. These are widely acknowledged characteristics of the successful language learner (Naiman et al, 1978; Stevick, 1987).

These students made an obvious impact on the whole group as they talked about the following:

1) successes and failures in their study:

"I have been listening to ~ educational radio program and it is interesting and easy to understand..., but it hasn't helped me with numbers. Does anyone know a good way to practice?"

2) weaknesses in listening:

"I am on my second book now, but I am not able to distinguish between 'r' and 'l'..."

3) specific learning goals:

"Now that I know a lot of vocabulary, I want to try to make my own sentences to express my ideas in a journal and show it to the

teacher every week.”

- 4) what sort of materials had worked for them or would better suit them:

“...and now I want to find a textbook with conversations in it.”

- 5) how to create opportunities to use English:

“We should assert ourselves and try to talk to the English-speaking teachers to practice what we have learned.”

The students appeared to have spoken in an order determined by the level of their self-assessed success or perhaps satisfaction with their study. The next student to speak, who had obviously taken the others' comments to heart, belittled her own attempts at study but renewed her commitment to study more often and more consistently than before:

“I've only studied with one text and have not done anything else (i.e. English language school, journal writing, studying with educational radio, practicing speaking with teachers, etc.) like the others have. I'm not studying everyday. I need to do more. I will try harder!”

The last three students to speak confessed not having done much listening practice but spoke of the inspiration they felt from the others. Their attitudes toward their listening experiences ranged from ambivalent to quite negative in tone: One of them discussed her limited success with past listening study attempts; one reserved any judgment about the outcome of her enrollment in a language school conversation class; and the last detailed her inability to study on her own:

“Well the ~ educational radio program started at 7 p.m.! Then, I gave up when I couldn't figure out how to make a tape recording ... I can't do it by myself! I studied one day with this text and tape, but I couldn't continue the second day. But like the others, I want to try harder.”

The attitudes brought out in students' self-reports were reflected

in their responses to the June questionnaire. Two groups made up of successful and unsuccessful listening learners appeared, with most students falling clearly into one or the other. The distinction, as evidenced by test scores, was not rooted in listening ability. It lay with learning know-how.

The successful learners were 1) satisfied with learning which they could control by themselves, 2) able to choose materials at their own level, 3) able to understand how to do the practices, 4) able to see their own step-by-step progress, 5) able to make clear and reachable goals, 6) able to coordinate other study activities to support their listening learning.

The unsuccessful students were 1) discouraged when confronted by words or idioms they did not understand, 2) unable to see any progress in their listening ability, 3) unable to keep up with any record keeping, 4) not able to find free time for listening practice, 5) not able to use the L. L. when they were free.

This outcome could easily have been predicted as the known range of learner types is quite huge and extensive research has been done by Naiman and others on the topic. However, what had not been anticipated was the impact of peer on peer in this self-directed study program. If a goal of self-directed study is to shift the students' heavy reliance on the teacher onto the students themselves, then why not focus more on the idea of peer interaction and peer support as an intermediary step towards meeting this goal?

## Conclusion

Throughout the study, various types of instruments and techniques, as previously described, were used to gather data which would inform the process of developing the listening program. These efforts yielded a virtual mountain of data of which only a fraction could actually be fully processed and interpreted. Adjustments were made in response to this ongoing evaluation, with some more successful than others.

Returning to the second hypothesis that students participating in a self-directed listening program would gain know-how for learning independently of teaching, the question is whether there is proof that it did occur. To varying degrees for each of the students in the experimental group the answer is 'yes'. There is evidence of this on the part of all the students. Merely by taking the initiative to volunteer for the program, each student indicated her awareness of the value and need to develop the skills for self-directed learning. After this essential first step, they proceeded on to set goals and select the appropriate listening course. They demonstrated that they were able to choose materials and evaluate them on their design, effectiveness, and suitability. They indicated that they were aware of different ways of working whether by varying the place, time, or materials or by working alone or with a partner. They showed an awareness of their changing needs by reporting that certain materials were no longer interesting or providing them the right types of practice. They indicated growing confidence when reporting that they could approach the English-speaking teachers and initiate a conversation. They showed that they needed measures of their skills by sitting for qualifying examinations. They demonstrated an understanding of their own learning by being able to discuss it with their peers and seeking help from them.

The fact that so many of them gave in along the way indicates however that more needs to be done to support the students in setting and clarifying their goals and sustaining their efforts long enough to see positive outcomes. Particularly they need help in the areas of how to plan and manage time, how to use their peers as a resource, how to keep their confidence as learners in the face of challenge, and how to balance independent study with other study demands made on them in their classes.

Perhaps one of the best testimonies to the positive effect of the listening program is this comment from one of the students who declared as a result of her self-directed listening study, "I feel my world has grown larger!"

## Closing Comments

While being far from being completed, the authors share a certain sense of accomplishment at having initiated this study on self-directed learning. Learning by doing is what we asked of the students, but we also put ourselves in the same position. This view point helped us better understand the process of learning and growth that the students were experiencing.

We found that much of the research on self-directed learning focuses on the learners' role and the need for learner training toward self-reliance. At the same time we feel that the teachers, too, need training in the non-traditional teacher role as facilitator of learning which stands in such great contrast to the traditional role of teacher. To better serve the students and their learning, we intend to continue our efforts to study and further clarify for ourselves the concept of self-directed learning and ways we can guide it. We hope that our research will serve our colleagues in their own searches to find effective approaches to help students learn independently of teaching, in the pursuit of life-long learning.

## Acknowledgements

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## Materials

### Textbooks

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First Time Abroad, Kimio Sato. Seibido, 1997, Videocassette.  
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BBC New English Course, Basic Level (1, 2, 3, 4) the British Broadcasting Corporation, 1994, CD-ROM.  
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The Lost Secret, 4 CD-ROMs, DynED International, 1995, CD-ROM.  
TOEFL Preparations Software, TOEFL Mastery, 1996, CD-ROM.

APPENDIX A

平成10年4月27日実施

事前調査 個人INTERVIEW クラス  学籍番号   
名前

1. 中学 高校時代英語学習について

\* 総合学習（聞く、話す、書く、読む）の中で一番力を入れていた skillは何ですか？

\* L. L教室でlisteningの授業がありましたか。

ある  いつ  ない

時間

2. 今listeningを家で学習するように心がけていますか？

はい  ラジオ英会話  いいえ

映画ビデオ

洋画鑑賞

BSでニュース

テレビ英会話

その他

3. 二つの自習学習の中でどちらを選択しますか？

Aコース Qualification test（英検、TOEFL、TOEIC、等資格取得コース）

Bコース Travel/Homestay（海外研修旅行準備コース）

\* 選択理由

4. 自習学習の時間を一日のなかでどの時間に当てはめますか？

学内  何時間目  休講  一講時前  五講時後  その他

家庭  暇なとき  起床後  就寝前  乗り物の中  その他

5. 今までに英語自習学習を計画を立てて実行したことがありますか？

はい  いいえ

具体的に何ですか？

北海道武蔵女子短期大学

英文学科 Oral English I Class 8&Oral English II Classes 3/4, 5/6

要望／関心事の概要についてのアンケート

第1部 英語を専攻した理由

あなたはなぜ英語を専攻したのですか。項目1～17に、次の5段階基準で答えてください。あなたの場合に当てはまるところの数字を枠に記入してください。

- 5段階基準
- 0 全然当てはまらない
  - 1 ほとんど当てはまらない
  - 2 少し当てはまる
  - 3 かなり当てはまる
  - 4 完全に当てはまる

- 1 英語の教師になりたいから。
- 2 英語が役に立つ仕事につきたいから（英語教師以外で）
- 3 国際人になりたいから
- 4 中学校や高校で英語の成績が良かったから
- 5 英語の映画やテレビ番組やラジオ番組や歌が好きだから
- 6 英語の話す外国人と友達になりたいから
- 7 英語の本や雑誌や新聞などを読みたいから
- 8 英語がらくな科目だから
- 9 海外旅行をしたいから
- 10 外国で仕事をしたいから
- 11 長期留学をしたいから
- 12 短期語学研修をしたいから
- 13 英語は国際語として日本ビジネスにも必要だから
- 14 英語圏の文化について学びたいから
- 15 日本人と違う考え方を学びたいから
- 16 海外で起こっている出来事に遅れたくないから
- 17 英語の資格を得るため（英検、TOEFL、TOEIC、etc.）

## 第2部 身につけたい英語

英語を学ぶことに関して、あなたは卒業するまでに、どのような英語の能力を身につけたいですか。

項目18～33に、次の5段階基準で答えてください。あなたの場合に当てはまるところの数字を枠に記入してください。

- 5段階基準
- 0 全然大切ではない
  - 1 ほとんど大切ではない
  - 2 少し大切である
  - 3 かなり大切である
  - 4 絶対に大切である

- 18 海外へ行き英語でさまざまな日常的状況に対処すること
- 19 英語の映画やテレビ番組やラジオ番組や歌などを理解すること
- 20 英語の本や雑誌や新聞などを読むこと
- 21 英語で手紙や小説や詩などを書くこと
- 22 英語で単語やイディオムをたくさん覚えること
- 23 英語で礼儀正しい会話をする事
- 24 英語で学問的または専門技術的な授業を理解すること
- 25 英語で専門書や論文を速く効果的に読むこと
- 26 英語を日本語に円滑に訳すこと
- 27 英語で自分自身の考えや感情について話すこと
- 28 英語の文法に精通すること
- 29 英語のビジネスレターやメモやファックスやemailなどを読んだり書いたりすること
- 30 英語のすばらしい発音を身につけること
- 31 英語で学問的または専門技術的な論文を書くこと
- 32 英語で学問的または専門技術的な討論をすること
- 33 自主的に英語を勉強すること

APPENDIX C-1

Musashi Women's Junior College

Student Name \_\_\_\_\_

Independent Listening Study Plan

for the week of \_\_\_\_\_, \_\_\_\_\_

Student Number \_\_\_\_\_

Course A B

Date	Time	Material	Content	Comment/ Objective	Study Location
SUN					home L. L. rm211 video classroom
MON					
TUE					
WED					
THU					
FRI					
SAT					

This week's goal is to \_\_\_\_\_

APPENDIX C-2

Musashi Women's Junior College English Literature Department

Independent Study Listening Record for the week of \_\_\_\_\_

Course: A B

Student Name \_\_\_\_\_

Student Number \_\_\_\_\_

Date	Start Time	End Time	Total Time	MATERIAL USED	CHAPTER & PRACTICE# / % SCORE	EVALUATION too hard $\equiv$ $\equiv$ $\equiv$ $\equiv$ $\equiv$ too easy	COMMENT	Study Location	
								home	video classroom
SUN				<input type="text"/>		1 = 2 = 3 = 4 = 5		home	video classroom
MON						1 = 2 = 3 = 4 = 5		home	video classroom
TUE						1 = 2 = 3 = 4 = 5		home	video classroom
WED						1 = 2 = 3 = 4 = 5		home	video classroom
THU						1 = 2 = 3 = 4 = 5		home	video classroom
FRI						1 = 2 = 3 = 4 = 5		home	video classroom
SAT						1 = 2 = 3 = 4 = 5		home	video classroom

Total time for the week \_\_\_\_\_ HOURS \_\_\_\_\_ MINUTES

APPENDIX C-3

Independent Listening Study Notes

Course: A B

Student Name \_\_\_\_\_

Student Number \_\_\_\_\_

DATE MATERIAL USED CHAPTER&PRACTICE NUMBER/CONTENT

--	--	--

EVALUATION : [circle the number]

too hard

too easy

1=====2=====3=====4=====5

New vocabulary:

Word .	Meaning	Sample Sentence

New expressions:

Expression	Sample Sentence

Question for consultation:

Word/Expression	Sample Sentence

# Independent Study Listening Individual Data

## APPENDIX D

student# : \_\_\_\_\_ RS# : \_\_\_\_\_ Name : \_\_\_\_\_ Course : [ ] Qualification(A) [ ] Travel(B)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Pre-Test	Post-Test	Con- suta- tion	月/ 日	分 間	TEXT & CASSETTE title	CD-ROM title	VIDEO title	Unit / Practice #	満点/ 得点	%	Eval 1-5	場所 : L, L, 221/家/ 教室/他	Comment	Weekly Goal
			/ 1											
			2											
			3											
			4											
			5											
			6											
			7											
			8											
			9											
			10											
			11											
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			26											
			27											
			28											
			29											
			30											
			31											
			合計											

APPENDIX E: LISTENING TEST

第1部

絵に関する4つの文を聞き、その中から絵の内容に最も適するものを選びなさい。

1.



- (A) Only Bill and Mary were dancing at the party.
- (B) They couldn't hear the dance music at the party.
- (C) Mary was dancing alone at the party.
- (D) They sat and talked to everyone at the party.

2.



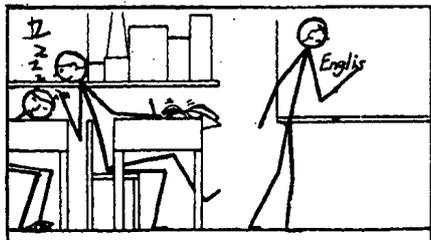
- (A) The husband makes tea for his wife and dog.
- (B) The husband drinks tea while his wife cooks breakfast.
- (C) The wife drinks tea while her husband cooks breakfast.
- (D) The wife drinks tea while her husband eats breakfast.

3.

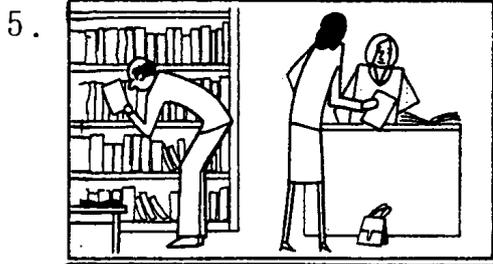


- (A) The man happily shook the ghost's hand when they met.
- (B) The man shook with fear when he saw the ghost.
- (C) The ghost didn't frighten the man.
- (D) The man wasn't afraid of the ghost.

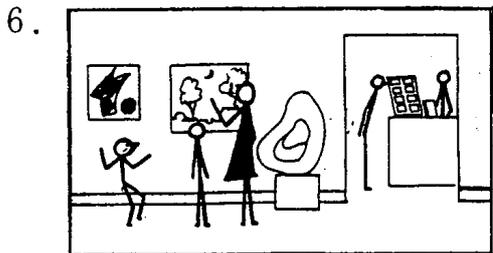
4.



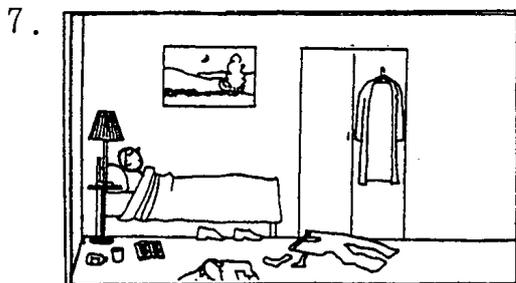
- (A) The student fell asleep during the lesson.
- (B) The student fell down during the lesson.
- (C) The teacher got angry when the student fell down.
- (D) The students are never sleepy.



- (A) The woman with the black hair is borrowing a book.
- (B) The bald man is writing a book.
- (C) The man with the blond hair is reading a book.
- (D) The woman with the black hair is lending some books.



- (A) They go to the park to see sculpture.
- (B) The mother leaves the children at the museum.
- (C) The children teach their father about the paintings.
- (D) The mother teaches her children in the museum.



- (A) He didn't hold his clothes before going to bed.
- (B) He didn't fold his clothes before going to bed.
- (C) He left his clothes on and went to bed.
- (D) He folded his clothes then went to bed.



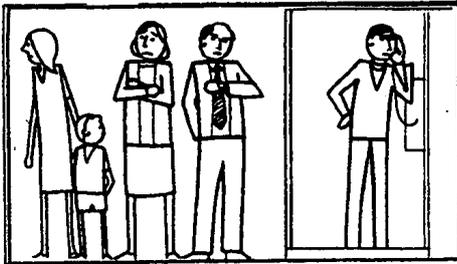
- (A) It is their custom to always bring a gift.
- (B) They never bring a gift for their hosts.
- (C) The hosts are not happy to accept the gift.
- (D) It is the hosts' custom to refuse the gift.

9.



- (A) After the customer had finished the fish, he left the restaurant.
- (B) After the waiter had eaten dinner, he rushed to the restroom.
- (C) After the customer had eaten the fish, he began to feel sick.
- (D) After the customer had finished his drink, he began to dance.

10.



- (A) The man asked the people's weight on the phone.
- (B) The people had to wait in line to use the phone.
- (C) The people enjoyed waiting to use the phone.
- (D) The people wasted time on the phone.

## 第2部

テープから質問文と3つの応答文が流れてきます。最も適した応答文を選びなさい。

1. Who will be going to the conference in Tokyo?
  - (A) It will open at 10:00 a.m.
  - (B) I'm going to go there by plane.
  - (C) Just my friends and I.
2. How long will your flight take to Paris?
  - (A) A little less than four hours
  - (B) In 10 hours
  - (C) At 11:30
3. When will the store deliver our washing machine ?
  - (A) To our house
  - (B) In the late afternoon
  - (C) Three dirty shirts to be washed

4. How do you get home from work?
  - (A) Around 6:30.
  - (B) By subway.
  - (C) It takes about 45 minutes by car.
  
5. Where did you plant the new bushes?
  - (A) No. I had no time.
  - (B) They're in the cabinet with the paint.
  - (C) Next to the roses.
  
6. What did you do last weekend?
  - (A) I spent most of the time at the gym.
  - (B) We wanted to go to the zoo.
  - (C) I was very tired.
  
7. What do I take for a bad cold?
  - (A) You should take up jogging.
  - (B) You should eat junk food.
  - (C) You should take some cold medicine.
  
8. Why isn't Bob going to the concert?
  - (A) He has to commute by train.
  - (B) He's busy with the concert.
  - (C) He has to prepare for examinations.
  
9. How often do you go to the library nowadays?
  - (A) I am always free.
  - (B) I've been there with my friend.
  - (C) Twice a week, if I'm very free.
  
10. What kind of exercise are you going to do to lose weight?
  - (A) I'm going to eat a lot.
  - (B) I'm going to go to the sports club.
  - (C) I'm going to sleep very soundly.

### 第3部

二人の英語の対話を聞いて、その対話の内容について質問があります。4つの中から選びなさい。

1. A: I hope you enjoyed your meal.  
B: Yes. It was delicious, but we had to wait thirty minutes for our dessert.  
A: Oh, I'm very sorry. Friday is the busiest day of the week.  
Q Why was the woman upset?  
(A) The meal wasn't delicious.  
(B) The service was slow.  
(C) She couldn't get a table right away.  
(D) The restaurant was very crowded with a lot of people.
  
2. A: I'm sorry but this picture is too small to use for a passport.  
B: Is there a place around here where I can get one taken right away?  
A: There's a place across the street, but they close at 4:30.  
Q Why wasn't the clerk able to accept the picture?  
(A) The office was already closed.  
(B) No passports are accepted after 4:30.  
(C) The photograph is the wrong size for a passport.  
(D) He forgot his photographs.
  
3. A: Excuse me, I need some medicine for my kid.  
B: I see. What's the problem?  
A: Well, he has a pain in his stomach and he threw up this morning.  
B: These pills will stop the pain. Give him 2 pills, 3 times a day. That's \$3.50.  
Q What's the man's occupation?  
(A) He's a pharmacist.  
(B) He's a counselor.  
(C) He's a teacher.  
(D) He's a computer programmer.
  
4. A: We'd like some tickets for the theater. But we haven't decided which play to see.  
B: Why don't you see a musical?  
A: Yes, that's good idea. What's on at the moment?  
B: *Cats*. I think you'll enjoy it very much.  
Q Where does this conversation happen?  
(A) At a hospital  
(B) At a travel agency  
(C) At a theater ticket agency  
(D) At a movie theater

5. A: How was your weekend?  
B: I went to see that new science-fiction movie downtown last night.  
A: Oh, yeah? How was it?  
B: Not very interesting. I fell asleep in the middle of it.
- Q Why did the man fall asleep?  
(A) Because it was terrific  
(B) Because it was interesting  
(C) Because it was wonderful  
(D) Because it was boring
6. A: Receptionist. Can I help you?  
B: Yes. Is your restaurant open now?  
A: It's eleven forty, so it's already closed. But room service is available.  
We can serve only sandwiches. It will take twenty minutes.  
B: All right. I'll have a ham and cheese on rye and black coffee.
- Q What time will the order arrive at her room?  
(A) At eleven thirty  
(B) At eleven forty  
(C) At twelve o'clock  
(D) At twelve ten
7. A: Did all twelve people from the sales department attend the conference?  
B: Everyone except Mr. Yamada went.  
A: I heard that more than thirty companies participated this year.  
B: Yes. It was the best one that we've ever had.
- Q How many people from that company attended the sales conference?  
(A) 11  
(B) 12  
(C) 13  
(D) 30
8. A: Excuse me. Does this bus go by the university stadium?  
B: No. You'll have to change to bus 30 at the downtown terminal.  
A: I thought you had a direct route out to the stadium.  
B: No, sorry. There are many buses at the terminal. Please look for number 30.
- Q How will the woman get to the university stadium?  
(A) By catching bus 13  
(B) By taking the direct line  
(C) By transferring to another bus downtown  
(D) By taking the university bus

9. A: Jack, I didn't see you at Bob's birthday party Friday night.  
B: We had a snow storm in Chicago and I couldn't get out until Sunday. I've been at home for two days. How was his birthday party?  
A: Lots of people came. We had a very good time.  
B: I'm looking forward to his next birthday.
- Q Why didn't Jack attend Bob's birthday party?  
(A) Bob's birthday party was held last Friday.  
(B) He was in bed over the weekend.  
(C) They had a snow festival in Chicago.  
(D) There was heavy snow in his city.
10. A: I'm looking for a summer suit.  
B: Would you like something light or dark?  
A: I prefer something businesslike with stripes.  
B: Please follow me. The kind you want is on the rack near the neckties.
- Q Where does this conversation take place?  
(A) At an electrical shop  
(B) At a clothing store  
(C) At a restaurant  
(D) At a lawyer's office

#### 第4部

次の英文を聞いて、その英文の内容に関する質問があります。4つの中から選びなさい。

##### 1. Tape:

The next stop on your Sapporo evening tour is the famous Okurayama Jump Hill which was built for the Winter Olympic Games held here in 1972. Most Japanese fondly remember this as the site where Yukio Kasaya won Japan's first ever Winter Olympic gold medal in the 90-meter ski jumping competition. It is now the site for both local and World Cup large hill competitions. Of course, Masahiko Harada and the other gold medalists at the Nagano Olympics have often practiced and competed here. In the off-season, sightseers can enjoy a thrilling ride on the lift to the top of the jump for a spectacular view of the city.

Question 1: Who is giving this talk?

- (A) Yukio Kasaya  
(B) A tour guide

- (C) A school teacher
- (D) An olympic fan

Question 2: What kind of place is being described?

- (A) A ski lift
- (B) A bus stop
- (C) A ski jump
- (D) A city

Question 3: Why is this place famous?

- (A) Local ski competitions are held here.
- (B) Some Sapporo Winter Olympic events were held here.
- (C) Masahiko Harada won a gold medal here.
- (D) The lift ride is thrilling here.

2. Tape:

Hello and welcome to the show. Today's guest is a pilot who has flown solo across the U. S. and South America. Her next challenge is to fly across the Atlantic Ocean. What makes her special is that she is only 14 years old. She is backstage now with her father who is her flight instructor, and she will talk about her dream to pilot the Space Shuttle. After a short commercial break, let's meet this modern-day Amelia Earhart. Her name is Amelia Sky King. We'll be right back.

Question 1: Where is the man speaking?

- (A) In a theater
- (B) In a television studio
- (C) On an airplane
- (D) At an air show

Question 2: Who is the man introducing?

- (A) An astronaut
- (B) A young flying instructor
- (C) Amelia Earhart
- (D) A 14-year-old pilot

Question 3: Where will the girl fly next?

- (A) Around the world
- (B) In space
- (C) Across the Atlantic Ocean
- (D) Across North America

Question 4: What is the girl's dream?

- (A) To fly the Space Shuttle
- (B) To sail around the world
- (C) To go to the moon
- (D) To live in space

3. Tape

The West Coast is expecting more wet weather with 3 to 5 millimeters of rain predicted to fall over the weekend. Also forecast are strong spring winds causing rough seas. Leisure boat owners and fisherman are warned not to go out to sea. Surfers too are cautioned to stay out of the ocean because of dangerously high waves. Fair weather is predicted for Monday, the start of the work week. Thank you and good night.

Question 1: What will the weekend weather be like?

- (A) Dry
- (B) Rainy
- (C) Snowy
- (D) Hot

Question 2: What will strong winds cause?

- (A) Boating accidents
- (B) Floods
- (C) Bad weather
- (D) High waves

Question 3: Who is warned not to go into the ocean?

- (A) Weather forecasters
- (B) Surfers
- (C) Swimmers
- (D) Sharks

**第5部**

次の英文を聞いて、最も適した内容の英文を4つの中から選びなさい。

1. We got to our hotel at noon.

- (A) We arrived at our hotel at noon.
- (B) We reserved a hotel room at noon.
- (C) We were given a free hotel ticket at noon.
- (D) God sent us to our hotel at noon.

2. I am broke so I can't go shopping.
  - (A) My heart is broken so I won't buy him anything.
  - (B) I feel sick so I can't go shopping.
  - (C) I don't have any money so I can't go shopping.
  - (D) My leg is broken so I can't go shopping.
3. Please leave me alone while I study.
  - (A) There is a leaf on my textbook.
  - (B) Don't bother me when I'm studying.
  - (C) Studying is so lonely.
  - (D) Leave my room to study.
4. She changed her mind about going to Fuji and entered Musashi instead.
  - (A) She decided not to go to Fuji.
  - (B) She decided not to go to Musashi.
  - (C) She wore different clothes to Fuji.
  - (D) She didn't mind going to Musashi.
5. How come you weren't at the graduation party?
  - (A) When did you come to the graduation party?
  - (B) Where do you go for the graduation party?
  - (C) Who came to the graduation party with you?
  - (D) Why didn't you come to the graduation party?
6. Can you lend me a hand with these heavy bags?
  - (A) Will you applaud when I get these heavy bags?
  - (B) Will you reach these heavy bags?
  - (C) Can you help me carry these heavy bags?
  - (D) Can I borrow these heavy bags?
7. The sandwich tasted so lousy that I threw it away.
  - (A) Someone threw me a sandwich!
  - (B) The sandwich tasted very bad.
  - (C) The sandwich tasted like lice.
  - (D) The sandwich wasn't delicious.
8. I thought I was going to be late for my flight, but it was delayed, so I was still in time.
  - (A) I was not late for the airplane.
  - (B) I thought I was delayed.
  - (C) I had enough time to get off the plane.
  - (D) I was afraid of airplanes.

9. I haven't seen my friend for ages, maybe two years or more!
- (A) My friend had aged since I last saw her.
  - (B) I didn't know my friend's age two years ago.
  - (C) My friend and I have not met for a long time.
  - (D) I'm going to meet my friend for a long time.
10. I don't get what you mean.
- (A) I heard that you are mean.
  - (B) You are not kind to me.
  - (C) I don't understand you.
  - (D) I did not receive it.

# APPENDIX F

Course B Qualification Tests	Title	Text	Cassette Tape	Video	CD- ROM	Web Site	Japanese Support	Score Grid	Level	# of Units	Dialogue Compre- hension Q's	Dictation	Task Time	Cost Text/Tape
	英検準1級リスニングテスト 対策問題集 松柏社	○	○				○		入、 中、上	18	○		10 mins.	¥900/
	英検準2級リスニングテスト 対策問題集 松柏社	○	○				○		入、 中、上	26	○		10 mins.	¥900/
	20 Short Listening Tests Practice for TOEFL and Eiken 金星堂	○	○				○		I-3	18	○	○		¥1100/
	TOEFL-Style Listening Helper 20 英潮社	○	○					○	B-2	20	○		20 mins.	¥800/
	Listening for TOEFL 英潮社	○	○				○	○	I-3	24	○			¥1200/ ¥4120
	10-Minute TOEFL Listening Exercises 桐原書店	○	○				○	○	I-3	28	○	○	10 mins.	¥850/
	TOEFL Listening Exercises				○			○	I-3		○	○		12000
	Your Ear for English (Eiken, TOEFL, TOEIC) 金星堂	○	○					○	B-1	18	○	○	20 mins.	¥950/
	10-Minute TOEIC Listening Exercises 桐原書店	○	○				○	○	I-3	28	○	○	10 mins.	¥930/
	Cubic Listening Mcmillan Languagehouse	○	○					○	B-3-I3	20	○	○	20 mins.	¥980/ ¥5150

学籍  番号  名前コース

平成10年12月8日  
エドワーズ, 青木

使用した教材（テキスト、ビデオ、CD-ROM）はどれですか。チェックしてください。

- TASK LISTENING     PUZZLE IT OUT     POINTS OF VIEW     BBC NEW ENGLISH COURSE  
 TABLE MANNERS     YOUR EAR FOR ENGLISH     HEADLINE NEWS     OVER TO OUR REPORTER  
 SHORT TIME (movie)     FIRST TIME ABROAD     SHORT LISTENING FOR TRAVEL  
 SURPRISE, SURPRISE     GETTING DOWN TO BUSINESS

**PART 1:** 使用した教材についてお尋ねします。次の7段階基準で答えてください。あなたの場合に当てはまるところの数字をまるで囲んでください。コメントがあれば空欄に記入してください。

7. この教材は自分の英語能力に  
あっていた。    0 1 2 3 4 5 6
8. 英語自主学習には最適の教材であった。    0 1 2 3 4 5 6
9. リスニング能力は目標に達成できた。    0 1 2 3 4 5 6
10. この教材の内容に興味があった。    0 1 2 3 4 5 6

- 7段階基準**
- 0 全然当てはまらない
- 1 ほとんど当てはまらない
- 2 あまり当てはまらない
- 3 少し当てはまる
- 4 かなり当てはまる
- 5 大部分当てはまる
- 6 完全に当てはまる

**PART 2:** (Part 2は1回記入したら次回から不要)

指導、施設設備、来年に関してお尋ねします。Part 1と同じように7段階基準で答えてください。コメントがあれば空欄に記入してください。

1. テープが明確で聞き取りやすかった。    0 1 2 3 4 5 6
2. CHAPTER, UNITの量は程よい。    0 1 2 3 4 5 6
3. EXERCISEの説明文が分かりやすく  
問題文にすぐ取り組んだ。    0 1 2 3 4 5 6
4. EXERCISEは多様性に富んでいた。    0 1 2 3 4 5 6
5. 絵、イラスト、画像は役立った。    0 1 2 3 4 5 6
6. 採点方法が明確であった。    0 1 2 3 4 5 6
1. 担当教師の指導は十分であった。    0 1 2 3 4 5 6
2. 施設設備を利用した時にL. L.教室  
が空いていた。    0 1 2 3 4 5 6
3. 来春から又自主学習に参加したい。    0 1 2 3 4 5 6
4. 今までの自主学習のやり方に満足である。    0 1 2 3 4 5 6

APPENDIX H

BOOK SELECTIONS 4/30/98

	A	B
1	BOOK TITLE	PRICE
2	Campus Listening (成美堂)	¥ 800
3	Task Listening (金星堂)	¥1800
4	Your Ear for English (Eiken, TOEFL, TOEIC) (金星堂)	¥ 950
5	Cubic Listening Puzzle It Out Mcmillan Languagehouse	¥ 980
6	Cubic Listening Headline News Mcmillan Languagehouse	¥ 980
7	Short Listening for Travel (成美堂)	¥ 800

APPENDIX I

学籍番号

英語自主学習調査

平成10年6月30日

1. リスニング学習に関して

- A. 以前のリスニング学習と今回の自主学習のやり方が異なりますか。どんな所ですか。
- B. あなたにとってどのようなタイプのリスニング学習が最適であると思いますか。
- C. 教師は自主学習時にいつ、どのような指導が必要だと思いますか。
- D. 自主学習プログラムに関してやり方、時間、テキストを変えたいと思いますか。

## 2. 記入用紙に関して\*

- A. 現在使用している記入用紙をどう思いますか。
- B. 不必要な所があればどこの部分ですか。
- C. 書きやすい記入用紙はどのような形式のものですか。

## 3. 現在使用している教材に関して

- A. テキストを毎回使用して、自分の不得意な所に気がつきましたか。該当するものがあればチェックしなさい。  
 長文    会話    ディクテーション    穴埋め問題  
 熟語    語彙    発音問題    数字   その他
- B. 今後どのようなテキストを希望しますか。
- C. テキスト以外のビデオ、CD-ROM学習をどう思いますか。

## 4. リスニング能力の向上に関して

- A. 以前と余り変わらないと思いますか。
- B. 変わらないとしたら自己の学習に何か欠けている所がありませんか。それは何ですか。
- C. 向上していると気がついたことがありますか。いつですか。
- D. 自主学習でのリスニング能力は他の教科に影響を与えていると思いますか。あるとしたらどの教科ですか。

5. 卒業までに英検、TOEFL、TOEICを習得する予定に関して

A. 6月の英検を受験しましたか。予想点数は何点ですか。

B. 英検リスニングのテストの難易度を教えてください。

難しい      まあまあ      易しい

C. 今回合格しなければ、10月に再度挑戦しますか。

D. TOEFL、TOEICの受験を予定していますか。いつですか。

6. 夏休み中どのような自主学習を予定していますか。

5月から自主学習を始めてリスニング学習に対する態度、リスニング能力の向上等をまとめてください。