

# EFL学習者の聴解に及ぼすプレリスニング 活動の効果について

The Effects of Pre-Listening Activities on EFL Learners' Listening Comprehension

田中 武夫 赤羽美奈子<sup>\*1</sup> 田中 知聡<sup>\*2</sup>

Takeo TANAKA Minako AKAHANE<sup>\*1</sup> Chisato TANAKA<sup>\*2</sup>

## Abstract

In the literature on second language listening comprehension, there is general agreement that pre-listening activities improve learners' listening comprehension. Pre-listening activities are often divided into two types, schema-activation and vocabulary pre-teaching. Although schema-activation pre-listening activities have been the preferred topic of second language listening research, there has been several empirical studies comparing the relative effectiveness of schema-activation and vocabulary pre-teaching activities. However, as we find from the results of these studies, it remains unclear which is more effective for improving learners' listening comprehension. In the present study we uncover some methodological problems in the studies to date and, focusing on EFL instruction, we determine which type of pre-listening activity enhances listening comprehension for Japanese high school students. Our study reveals that for beginning level EFL learners, vocabulary pre-teaching as a pre-listening activity enhances listening comprehension more than schema-activation.

## 1. Pre-activities for Listening Comprehension

### 1.1 Listening Instruction in Second Language Teaching

Although there are increasing numbers of experimental studies investigating the listening comprehension process, it is pointed out that listening-skill instruction has not been fully discussed (e.g., Morley, 1991; Sheerin, 1987; Underwood, 1989). It is often the case that listening skills are not trained in the lesson but only tested in comprehension checks. Learners listen to a recorded passage and answer questions to check their comprehension and move on to the next passage and questions without adequate feedbacks. Therefore, it has been recommended that teachers provide students with support, adequate preparation and feedback for the development of their listening skills (e.g., Sheerin, 1987).

In such a trend, it is often suggested that listening instruction be undertaken in three stages: Pre-listening, while-listening, and post-listening (e.g., Underwood, 1989; Willis, 1996). In the pre-listening stage learners are provided with an advance organizer of what they will be required to do while they are listening. In the while-listening stage learners employ their skill of eliciting messages from spoken language. Other activities such as reflection on the learners' failure to understand messages follow in the post-listening stage. In this study we focus on the effects of pre-listening activities on learners' listening comprehension. Pre-listening activities are thought to play a significant role in listening instruction by helping learners develop the necessary skills and strategies and by giving them confidence in their listening efforts.

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\*1 Iida City Midorigaoka Junior High School

\*2 Yamanashi Prefectural Kofu Technical High School

Pre-listening activities are often divided into two-types; vocabulary pre-teaching and schema activation. The vocabulary pre-teaching activities are designed to help learners' bottom-up processing. In bottom-up processing, listeners decode the sounds, words, clauses, sentences, and discourse of a passage, in a linear fashion, to elicit meaning (Rost, 2002; Ur, 1984). In vocabulary pre-teaching, the teacher has the learners preview unknown words and grammatical phrases that appear in the text. This type of activity can help the learners comprehend the passage, especially where they lack vocabulary or grammatical knowledge.

Schema-activation pre-listening activities are designed to help learners' top-down processing during listening. In top-down processing, the learners construct or reconstruct the meaning of a passage using their background information or "schema". Schema-activation pre-listening activities help learners get the global meaning of passages or activate their prior experiences. The teacher outlines the passage or has the learners look at pictures and discuss the topic prior to listening.

Influenced by L2 reading comprehension studies (e.g., Carrell, 1987; Carrel & Wise, 1998; Hudson, 1982; Johnson, 1981, 1982), the literature on L2 listening comprehension has placed much value on schema-activation (e.g., Markham & Latham, 1987; Mueller, 1980; Long, 1989; Schmidt-Rinehart, 1994; Weissenreider, 1987). Mueller's (1980) study showed that preview of contextual visuals significantly enhanced learners' comprehension of German listening texts. Markham and Latham (1987) found that learners' religious background knowledge had a significant effect on their comprehension of listening passages with themes concerning Christianity and Islam. Schmidt-Rinehart (1994) revealed that topic familiarity aided listening comprehension of learners of Spanish. Weissenreider's (1987) study suggested that giving learners both knowledge about text structure and content helped the listening comprehension of learners of Spanish. Although some studies show ambiguous results for schema activation (Chiang & Dunkel, 1992; Long, 1990), they do suggest the need for greater consideration of schema activation in second language listening instruction.

## 1.2 Recent Studies on the Effects of Pre-Listening Activities

In recent years, there have been some empirical studies to determine which pre-listening activity, schema-activation or vocabulary pre-teaching, better facilitates L2 learners' listening comprehension (Andrade, 1997; Berne, 1995; Chung & Huang, 1998). Now we will examine these studies in detail.

Berne (1995) conducted an experimental study to determine what kind of pre-listening activities affect learners' listening comprehension. Subjects of the study were 62 English-speaking learners of Spanish as a foreign language at a university. They were divided into three groups with each group given a different pre-listening activity. The subjects in the first group were given the questions from the comprehension test they would take after listening and were asked to think about the answers prior to listening. This kind of activity is meant to activate subjects' schema by exposing them to the content and kind of passage that they will listen to. In the second group, the subjects were given a list of vocabulary from the passage thought to be unfamiliar to them. They were asked to confirm the meaning of the words in their mother tongue, English. The subjects in the third group, the control group, were required to do a filler activity with no relation to the listening passage. After the pre-activities, all the subjects viewed a video lecture in Spanish consisting of 862 words. Their listening comprehension was measured with ten multiple-choice questions in English. After the test, the subjects were asked to view the video lecture again and then re-take the test.

It was found that, following the two exposures to the passage, both the question-preview group and the vocabulary-preview group gained better scores than the control group on the comprehension test. Although there was not a significant difference, the question-preview group's test score was better than the vocabulary-preview

group's, and again although there was not a significant difference, the vocabulary-preview group did better than the control group. Pre-teaching vocabulary was found to be less effective than expected. The study suggests that more positive effects are to be obtained by activating schema through the preview of comprehension test questions.

Andrade (1997) conducted a study with 120 Japanese college students studying English as a foreign language in order to examine the effects of different types of pre-listening activities. The subjects were asked to view a series of videotaped American TV commercials in English. Four different types of pre-listening activities were given to four different groups prior to the viewing. In the first group, the teacher introduced some social and cultural background knowledge related to the TV commercials in Japanese, in order to activate the subjects' schema. In the second group, an overhead projector was used to show subjects a list of vocabulary from the commercials with definitions in Japanese. The subjects were asked to read the list aloud to check pronunciation. Subjects in the third group engaged in both activities of the first and second groups. The fourth group of subjects did not receive any pre-listening activities. The subjects' listening comprehension was measured with open-ended questions and dictation-style questions following the viewing.

The study found that the control group's comprehension was the lowest among the four groups. The mixed group's comprehension was better than both the schema-activation and vocabulary pre-teaching groups although the differences did not reach statistical significance. The schema-activation group obtained better comprehension than the vocabulary pre-teaching group although the difference did not reach statistical significance. The vocabulary pre-teaching group showed the lowest comprehension of the three groups receiving pre-listening activities.

In similar fashion to the previous two studies, Chung and Huang (1998) investigated the effects of three pre-activities on listening comprehension. The subjects were 160 Chinese college students of English as a foreign language. Three groups underwent three different pre-listening activities prior to viewing a video program in English about an American family living in New York. Subjects in the first group, the schema activation group, were given information in Chinese about the main characters in the program. Subjects in the second group, the vocabulary pre-teaching group, were taught the meaning of key words and phrases appearing in the program. Subjects in the third group were given both types of instruction. After viewing the video twice, a comprehension test consisting of multiple-choice questions in English was given. This study found that the vocabulary pre-teaching group obtained better comprehension test scores than both the schema-activation and mixed groups. Interestingly, the mixed group's comprehension was shown to be less than that of the vocabulary pre-teaching group.

### 1.3 Results and Problems of the Previous Studies

Based on these study findings, it appears that pre-listening activities do facilitate L2 learners' comprehension. It can be pointed out, however, that uncertainty exists as to just what effect pre-activities have on listening comprehension and what type of pre-activity promotes greater listening comprehension. First of all, as the studies used video programs, they failed to examine the effects of pre-activities for pure listening. The images on video likely provided subjects with extra-linguistic information unavailable on audio recordings. In regards to the above studies then, we cannot say with any certainty what effect pre-activities have on listening comprehension. Neither do we have the evidence to conclude which of the two pre-teaching activities, schema-activation or vocabulary pre-teaching, better enhances L2 learners' listening comprehension. On the one hand, Berne's (1995) and Andrade's (1997) studies indicated a greater benefit from schema-activation

pre-activities, while on the other hand Chung and Huang (1998) suggested vocabulary pre-teaching activities are more beneficial. Therefore, we have conflicting results as to the relative effectiveness of these two pre-listening activities. Moreover, the studies were conducted with a limited range of sample subjects. Subjects in all the studies were learners of English at universities.

## 2. The Study

### 2.1 Purpose

The present study addresses the following research questions: 1) Which of the two types of pre-listening activities, that is, the schema-activation or the vocabulary pre-teaching, promotes greater L2 learner listening comprehension? 2) Do the subjects' attitudes towards the pre-listening activities vary as a function of different pre-listening activities? This study, therefore, compares the relative effectiveness of two different pre-listening activities, schema-activation and vocabulary pre-teaching, on pure listening comprehension of L2 learners.

### 2.2 Subjects

The subjects of this study were 93 Japanese first-year EFL students (44 males and 49 females) at a public high school in Yamanashi, Japan, aged 15 to 16. They were students who had no experience of living in English-speaking countries. All of the students had studied English for three years in junior high school. Almost half of the students attending this high school go on to private or national universities for higher education. Reading comprehension and grammar understanding are the main focus of their normal English classes.

In order to examine homogeneity among the general English proficiency of subjects in the three classes, a listening comprehension test excerpted from Part I of Section 1 of the CELT (Harris & Palmer, 1986) was conducted. It was thought that using the whole CELT would be too difficult for Japanese high school students. The test included 20 items worth a maximum score of 20. Table 1 shows the results. As a result of the one-way ANOVA, we confirmed that there was not a significant difference among the three groups' mean scores on the test [ $F(2/90) = .725, p = .49$ ]. Thus the three groups were considered equivalent in their initial English aural proficiency.

**Table 1. The result of general English proficiency test**

	<i>n</i>	<i>M</i>	<i>SD</i>
Schema-Activation Group	31	7.09	(1.95)
Vocabulary Pre-teaching Group	31	7.32	(2.07)
Control Group	31	6.67	(2.37)

### 2.3 Material

A listening passage was adapted from Shimaoka's (2001) textbook with a CD, available on the market. This textbook provided us with a collection of entrance examination samples from various Japanese universities. The passage used in this study (see Appendix A) was chosen for several reasons. First, it was thought to be at a level slightly higher than the subjects' current comprehension level. This would allow us to better see any effects gained from the pre-listening activities. The passage was an expository monologue by a native English speaker, giving guidance for hikers in a national park. The topic was chosen because it did not require any specific cultural knowledge that might give some subjects an advantage. The passage was 270 words and

approximately 1.40 minutes in duration. The rate of delivery was 162 words per minute, a bit slower than the average rate of native English speakers (see Kelly & Steer, 1949).

## 2.4 Procedures

The current study had two phases. In the first phase pre-listening activities were given. In the second phase subjects listened to the passage and took a listening comprehension test. There were three between-subject treatment groups: The first group ( $n = 31$ ) received a schema-activation pre-listening activity (hereafter the schema-activation group), the second group ( $n = 31$ ) received a vocabulary pre-teaching activity (hereafter the vocabulary pre-teaching group), and the third group ( $n = 31$ ) received no special pre-listening activity (hereafter the control group). The subjects of the three groups were from three intact regular classes. The entire sequence was to be completed within 50 minutes, the normal length of the subjects' English lesson. The third author of this study conducted the sequence.

### 2.4.1 Schema-Activation Group

In the schema-activation group, a questionnaire was given to the subjects. The questionnaire consisted of eight statements that the subjects read then rated in the Likert-scale style by circling a number from 1 to 4 according to the degree they agreed or disagreed with the statement, 1 indicating strongly disagree and 4 indicating strongly agree (see Appendix B). The questionnaire, written in their mother tongue, Japanese, was also completed by the subjects in Japanese. After the questionnaire was completed, the subjects were asked to think and write about why they responded the way they did. The questionnaires were collected upon completion.

This activity was meant to get the subjects' to reflect on their own experience and thoughts on climbing or hiking in the mountains and thus activate their schema and to elicit their expectations about the passage to follow. Care was taken to avoid wording the statements in such a way that they would provide answers to the listening comprehension test. This pre-listening activity took about 15 minutes.

### 2.4.2 Vocabulary Pre-Teaching Group

In the vocabulary pre-teaching group, the subjects received instruction on sixteen words from the listening passage. As shown in Appendix C, the words were listed along with examples of their use in a sentence. The words were selected based on an unpublished pilot study conducted using 35 first-year high school students not included in the current study. Words found to be known by less than 40 percent of those students were chosen for pre-teaching. These words were also considered important for the comprehension of the passage. Although the sample sentences were unrelated to the listening passage, the words in the sentences had the same meaning as those in the passage. We left out words that would answer questions on the listening comprehension test so that the vocabulary pre-teaching group would not have an advantage on the test.

While looking at the word list, the subjects listened to a tape in which a native speaker of English pronounced the words twice, followed by one reading of the sample sentences at natural speed. The subjects then translated the words on the list into Japanese, inferring from the sample sentences. They were not allowed to consult a dictionary. The instructor then gave the group the meaning of each word in Japanese. The subjects then read aloud each word twice after the tape. The papers were then collected. This vocabulary pre-teaching took about 15 minutes, the same amount of time as the schema-activation pre-listening activity.

### 2.4.3 Control Group

The subjects of the control group did not engage in any pre-listening tasks. They simply listened to the passage and then took the listening comprehension test.

## 2.5 Listening Comprehension Test

The listening comprehension test, designed by the authors of this paper, consisted of 10 items, 5 open-ended items and 5 multiple-choice items as shown in Appendix D. Each item was worth 1 point for a maximum score of 10. The questions of both the open-ended and multiple items were written in Japanese. For the open-ended items the subjects responded in written Japanese and for the multiple items they were required to circle the number of the best response among the multiple options written in Japanese so that only L2 listening comprehension was measured. Since all the answers to the questions were explicitly stated in the passages, and none of the questions were inferential, the test was considered to measure the subjects' abilities to listen for some specific information in a coherent monologue passage at a natural rate of its delivery. The listening test directions and questions were revised following a pilot testing held at another Japanese high school. During another pilot testing, test-retest method was administered to estimate reliability of the test. We confirmed that the test was reliable since the test-retest correlation score (three weeks interval), considered as a reliability coefficient, was high enough (Pearson correlation  $r=.86$ ).

The first copy of the comprehension test was distributed to the subjects for preview (see Appendix D). The subjects then listened to the passage. They were allowed to take notes while listening but note-taking was not obligatory. After listening to the passage, they took the comprehension test. The test sheets were then collected. They were given five minutes to complete it. The time was determined by the pilot testing so that all the subjects had enough time to complete the test. The five open-ended items were scored by the other two authors of the study. The interrater reliability of the items was above .89.

## 2.6 Follow-up Survey

In addition to the comprehension test, all the subjects except those in the control group answered a two-item participant survey developed to obtain additional information about their attitude towards the pre-listening activity (see Appendix E). Item 1 is a Likert-scale question and Item 2 is an open-ended question.

## 2.7 Statistical Analysis

The statistical analyses for this study were performed with a commercially available statistical package (SPSS 10.0 for Windows, 1999). Since Levene's test for homogeneity of variances was not significant, it was confirmed that the variances for the three groups were equal. Therefore, the scores were submitted to a one-way between-groups analysis of variance (ANOVA). The dependent variable in this study was the mean scores on the listening comprehension test. There was an independent variable, a between-subjects variable with three levels (group: schema-activation, vocabulary pre-teaching, and control). The significance level was set at  $p < .05$ . Tukey HSD tests were used for post hoc comparisons.

## 3. Results

### 3.1 Result of the Listening Comprehension Test

The descriptive statistics for the listening comprehension test are presented in Table 2. The mean test scores of the comprehension test for all three groups are shown. As a result of a one-way ANOVA, we confirmed that

there was a statistically significant difference at the  $p < .05$  level in the mean scores across the three groups [ $F(2,90) = 3.94, p = .023$ ]. The effect size, calculated using eta squared (see Cohen, 1988), was medium (.08). Post-hoc comparisons using the Tukey HSD test indicated that the mean score for the vocabulary pre-teaching group was significantly different from the schema-activation group and the control group. No other comparisons reached significance. It was found that in the comprehension test the vocabulary pre-teaching group obtained the best comprehension test score among the three groups.

**Table 2. Descriptive Statistics for the Listening Comprehension Test**

	<i>n</i>	<i>M</i>	<i>SD</i>
Schema-Activation Group	31	3.48	(1.23)
Vocabulary Pre-Teaching Group	31	4.16	(1.24)
Control Group	31	3.42	(.95)

### 3.2 Result of the Follow-up Survey

The descriptive statistics of the survey results are shown in Table 3. Independent-samples t-test was conducted to compare the mean scores for Item 1 of the survey. Item 1 addressed whether the pre-listening activity helped subjects' listening comprehension. There was not a significant difference in scores for Item 1 [ $t(64) = .31, p = .76$ ]. The magnitude of the difference in the means was very small (eta squared = .003).

**Table 3. Descriptive Statistics of the Survey Result**

	Schema-Activation Group ( <i>n</i> = 31)		Vocabulary Pre-Teaching Group ( <i>n</i> = 31)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Item 1 (effect of pre-activities)	2.71	(.86)	3.11	(.83)

Item 2 was an open-ended question asking what difficulties the subjects experienced while listening to the passage. In both groups, subjects most frequently cited speed of the listening passage as a difficulty [55% (17 among 31 responses) for the schema-activation group; 74% (23/31) for the vocabulary pre-teaching group]. The second most frequent response was vocabulary or word recognition [26% (8/31) for the schema-activation group; 13% (4/31) for the vocabulary pre-teaching group].

## 4. Discussion and Conclusion

With regards to the research question, the study result revealed that subjects who received the vocabulary pre-teaching activity obtained significantly higher comprehension scores than the subjects who received the schema-activation and those that did not receive any pre-listening activities. Schema-activation was found to be less effective for listening comprehension than vocabulary pre-teaching. One explanation might be that the schema-activation pre-listening activity was not enough to aid the bottom-up processing to construct the meaning of the passage. It was clearly found that they were unable to comprehend detailed information of the passage. This indicates that they could not utilize schema knowledge for the comprehension of the passage since they had their hands full decoding unfamiliar words in the passage. On the other hand, subjects given the vocabulary pre-teaching activity were able to comprehend the detailed information, suggesting that their bottom-up processes had been enhanced by the pre-listening activity. The results of the present study supported the findings of studies by Kelley (1991) and Bonk (2000) suggesting that listeners' lexical knowledge plays a

significant role in L2 listening comprehension.

The proficiency level may well be a factor in determining the outcome of the experiment. The subjects were beginner-level EFL learners and, as they had not received any special listening instruction at school, were not yet competent L2 listeners. Our study shows perhaps that at this level schematic knowledge is not enough to compensate for a lack of word knowledge. Subjects in the schema-activation group seemed to have had difficulty recognizing spoken words, something critical to listening comprehension. With the provision of the vocabulary pre-teaching activity, subjects were able to readily comprehend the passage. In our current study, most subjects of the schema-activation group seemed to have difficulty with the speed of the spoken passage. They were perhaps too busy decoding individual words to catch the global meaning of the passage. It might be that beginning-level learners rely so much on word recognition that they are unable to use schematic knowledge for listening comprehension.

With respect to the second research question, the survey revealed the subjects' attitude towards the different pre-listening activities. Responding to item 1 in the survey, subjects in both the schema-activation and vocabulary pre-teaching groups wrote that the pre-listening activities were necessary. Although the schema-activation pre-listening activity failed to promote their comprehension directly, the subjects seemed to feel that it did. It is worth noting that the author who conducted the instruction of this study observed that the schema-activation activity seemed to motivate the subjects for listening more than the vocabulary pre-teaching activity. The schema-activation technique of responding to questions related to the topic might have played a role in directing learners' attention to the topic and motivating them to listen. Responding to item 2 regarding reasons for listening difficulty, subjects in both the schema-activation and vocabulary pre-teaching groups rated speed as the feature that gave them the most trouble. Both groups rated vocabulary as the second most difficult feature. From this we ascertained that the subjects were not accustomed to recognizing spoken language.

Before moving on to a conclusion, it should be pointed out that there are some limitations to the current study. Firstly, we have focused on only a limited variety of pre-listening activities. The questionnaire format used for the schema-activation group might have been more effective if it had included pictures or a written summary showing the general idea of the passage. Secondly, the topic and discourse type were limited to a expository monologue, an audio guide to the proper use of a national park. Further studies using different types of discourse on different topics need to be done. Thirdly, our study reported on beginning-level EFL learners only. The study of groups with differing proficiency levels might better clarify the effects of pre-listening activities. Despite these limitations, the study does provide some insight into the implementation of pre-activities in second language listening instruction.

Although schema activation as a pre-listening activity has been emphasized in L2 listening instruction research to date, this study showed that vocabulary pre-teaching is the more effective technique for beginning level EFL learners. The follow-up survey, however, suggested that the schema activation had a possibility to enhance the learners' motivation. This fact can be certainly a consideration in planning a pre-listening activity. As teachers, we need to let our students realize that they won't always know or catch all the words spoken in real communications. We then need to provide them with strategies for dealing with this reality, so that they become "active listeners", using both linguistic cues and their schematic knowledge to understand spoken messages. In such a sequence we find that appropriate step-by-step assistance by the teacher during pre-listening activities can facilitate learners' listening comprehension as well as help them acquire listening skills.



### Appendix A Listening Passage

Listen to the following passage in English once then answer the questions. Try to remember as much of the content of the passage as possible. You can take notes while listening.

Ladies and gentlemen, welcome to Big Mountain National Park. Before you go off hiking, there are some instructions we would like you to remember. It is now eight o'clock in the morning. You should reach your planned destinations by eleven-thirty. Even if you fail to reach your destinations, please begin your return not later than noon. We need you to be back here in camp by four o'clock, before it grows dark and cold. Please do not pick any wild plants; they are very delicate in winter. Leave no trash, but carry everything with you. There is a \$1,000 fine for picking plants and for leaving trash in these forests. Please stay on the marked roads and paths. Never step on ice and frozen rivers, because they can be very slippery and dangerous. If you see wild animals, move slowly; do not run, and never walk toward them directly. The bears and wolves will leave you alone unless you surprise them and they feel you are a danger to them. Always stay in groups of four or more. If one of you has an accident, one person can stay with the victim, and the other two can go for help. Be sure to keep the victim warm. A resting person needs more clothing than a walking person. The trees and dead leaves are very dry at this time of winter. Please do not smoke, or use any matches, lighters, or fires while hiking. There is a very great danger of forest fires in this season. Thank you for your cooperation. Have a good day hiking in Big Mountain National Park. (Adapted from Shimaoka 2001)

### Appendix B Questionnaire in the Schema-Activation Activity

Have you ever gone climbing or hiking in the mountains? Please read the following statements and circle the number that best describes the degree you agree or disagree with the statement. Notes: The questions were originally written in Japanese.

	Strongly disagree	Strongly agree
1. We should have a time-schedule to go climbing or hiking in the mountains.	1	4
2. We should go back to base camp before it gets dark in the mountains.	1	4
3. There are rules to preserve the environment when hiking or climbing.	1	4
4. I can go anywhere because there are no dangerous places in nature.	1	4
5. I am likely to make a fuss when I come across unique animals or plants.	1	4
6. We should dress light when we go climbing or hiking in the mountains.	1	4
7. We should go climbing or hiking in the mountains in groups for security.	1	4
8. I am against smoking or using fire in the mountains.	1	4

### Appendix C Word List for the Vocabulary Pre-Teaching Activity

1. instruction	I followed the doctor's instructions.
2. reach	We reached the top of Mt. Fuji.
3. destination	The destination of our school trip was Kyoto.
4. fail to	The student failed to pass the examination.
5. pick	We picked some strawberries to eat on the way.
6. leave	Don't leave your umbrella on the bus.
7. trash	Trash is collected at that corner on Mondays.
8. path	She ran up the path to her house.

9. frozen Frozen food has been stored in the refrigerator.  
 10. slippery Be careful! The floor is very slippery.  
 11. toward John was walking toward the station when I saw him.  
 12. wolves Wolves live in groups, usually in forests.  
 13. unless He works late at night unless he is too tired.  
 14. victim My grandfather was a victim of World War II.  
 15. resting I like resting for an hour after dinner.  
 16. cooperation This plan needs everybody's cooperation.

#### Appendix D Listening Comprehension Test Items

Note: The questions and the multiple-choice items were originally written in Japanese.

- No 1. By what time are hikers supposed to reach their destinations?  
 ( a. 8:00 am b. 11:30 am c. 1:30 pm d. 3:00 pm)  
 No 2. By what time are hikers supposed to get back to the base camp?  
 ( a. 4:00 pm b. 5:30 pm c. 6:00 pm d. 6:30 pm)  
 No 3. How much is the fine for picking plants or leaving trash in the forest?  
 ( a. \$100 b. \$300 c. \$500 d. \$1,000)  
 No 4. Where should hikers not walk?  
 No 5. What should hikers do if they meet wild animals?  
 ( a. tell an official about it b. move slowly c. run away d. stay calm)  
 No 6. What kind of behavior should hikers refrain from if they come across bears or wolves?  
 No 7. How many hikers should be in one group?  
 ( a. two or more b. three or more c. four or more d. five or more)  
 No 8. What should the other members do if one of them meets with an accident?  
 No 9. Why does a resting person need more clothes than a walking person?  
 No 10. Why is the forest more susceptible to fire in this season?

#### Appendix E Questions from the Follow-up Survey

Note: The questions were originally written in Japanese.

- |  | Strongly disagree |   | Strongly agree |
|--|-------------------|---|----------------|
| No. 1 The pre-listening activity I received helped my comprehension. | 1                 | 2 | 3 4            |
| No. 2 What sort of difficulties did you experience while listening?  |                   |   |                |

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