

聽力備戰計畫

■ 111.06.14 台中市教師研習

■ 林淑媛 • Chere Lin

林淑媛的世界 <http://cherelin.cc> / 林淑媛的小窩 <http://www.chere.idv.tw>

語言學習，先從聲音開始

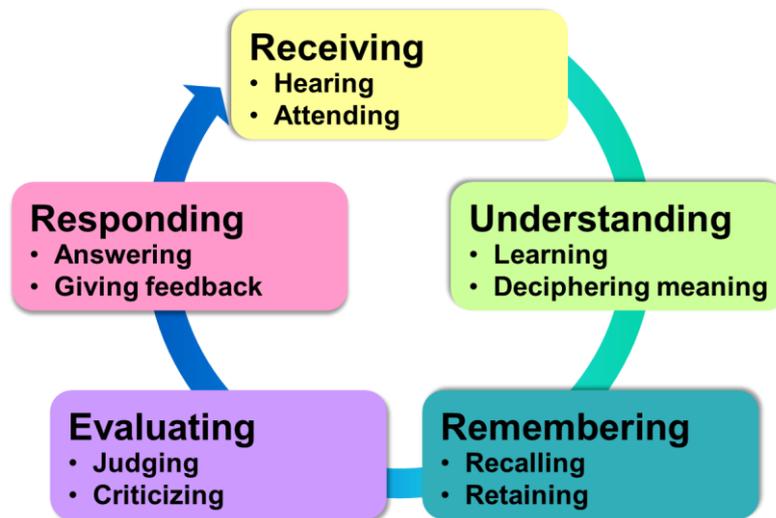
■ 語言學習，先從聲音開始

▶ Patricia Kuhl: 嬰兒的語言天分

1. 語言呈現的量 the amount of language exposure
2. 社會互動論 social interaction

■ Stages of Listening Process

1. 📖 DeVito, J. (2016). *Interpersonal communication* (14th ed.). Pearson Education. p.171.



2. 四項技能應用最佳

■ 英聽能力與評量指標 — 請參閱 108 課綱 [英語領綱](#) (📖 Exercise 1, 3, 4, 17)

■ 聽力測驗的特性 (也是口語的特性)

- 句構單純→多重、明顯的解答線索 (📖 Exercise 2)
 - 日常生活情境
1. 聽覺是「短期記憶」(vs. 閱讀測驗)
 2. 短句、少複雜句
 3. 以「情境」支持說話內容(透過情境來理解)
 4. 重覆、改述、關鍵字強調、解釋聽力教學內容

■ 聽力教學內容

1. 音韻覺識 Sound Awareness → 辨音

對單字、音節、韻尾、韻首、音素 (phonemic)、發音特徵 (例如發音時需要用到的嘴型、舌位、牙齒的位置等特徵) 的覺識

2. 聽力理解 Listening as Comprehension → 掌握說話情境的意涵 (聽什麼)

區別不同的語音、理解詞彙和語法結構、闡釋重音和語調，再把這些結果和上下文語境作解釋，屬於綜合的能力。

3. 聽力習得 Listening as Acquisition → 聽力策略發展 (怎麼聽)

聽力策略發展：增進聽力理解能力

■ Types of Listening Focus

📖 鄧慧君《英語聽力教學活動之設計》

1. Intensive Listening：著重在字詞、語句、語調 (📌 Exercise 5, 6, 7)

1.1 Listening to particular words, phrases, grammatical units, and pragmatic units

1.2 Recognizing differences between similar words and phrases

1.3 Listening to sound changes that occur in natural speech

1.4 Paying attention to the speaker's use of stress, intonation, and pauses

1.5 Practicing paraphrasing and reconstructing

1.6 Remembering specific words and sequences

2. Attentive Listening：著重在傾聽、關注焦點 (📌 Exercise 6)

2.1 Giving and receiving instructions

2.2 Watching documentary programmers

2.3 Interviewing and being interviewed

2.4 Participating in social activities

3. Selective Listening：著重在訊息過濾、篩選 (📌 Exercise 4, 8)

3.1 announcements for specific information

3.2 news reports to update your knowledge of a situation

3.3 speeches or lectures

3.4 recorded messages to note important information

3.5 stories to understand the main points

3.6 songs for appreciation of the lyrics

3.7 specific information in serve encounters

4. Interactive Listening：著重在社會互動 (📌 Exercise 9)

4.1 Changing and discussing topics with friends

- 4.2 Making arrangements
- 4.3 Exchanging news, report, or anecdotes
- 4.4 Interviewing and being interviewed
- 4.5 Working collaboratively on projects

📖 Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). White Plains, NY: Pearson Education ESL.

- 1. Intensive Listening
- 2. Extensive Listening : 主旨、大意、推論 (📝 Exercise 10, 11, 17)
 - 2.1 Developing a top-down, global understanding of spoken language
 - 2.2 Deriving a comprehensive message or purpose in a conversation or a lengthy lecture
 - 2.3 Listening for the gist – or the main idea – and making inferences
- 3. Selective Listening
- 4. Responsive Listening : 問候、命令回應、回答提問

📖 Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Harlow, England: Longman...

- 1. Intensive Listening
- 2. Selective Listening
- 3. Interactive Listening
- 4. Extensive Listening
- 5. Responsive Listening
- 6. Autonomous Listening

■ 聽力教學設計原則

- 1. 分散教學
- 2. 經常練習
- 3. 由簡至繁
- 4. 聽力策略教學採活動導向的教法 (tasked-based learning)

📖 林淑媛《維持天天聽力練習的習慣·分能力閱讀》

■ 傳統的英聽教學—由下而上 Bottom-up

Decoding of the smallest units - phonemes and syllables - to read us towards meaning

1. 教學重點：

- 提升字彙量
- 瞭解句型結構
- 掌握關鍵字
- 知道字組、斷句、轉折詞
- 從語調分辨字句的功用

2. 練習範例 (在此只探討紙筆測驗)

代名詞指涉、時間、次序、相似 vs. 相反的論述、關鍵字、情態助動詞的意涵

3. 練習類別

- 聽寫 dictation ( [Running Dictation](#))

 林淑媛《從國語注音到英語聽力—聽寫很重要》

聽寫的好處：

- 提升學生專注力
- 減少錯字
- 加深學生的記憶
- 克漏字填空 cloze listening
- 選擇題 (如：適當回應)
- 依指示畫圖 (如：路線、方位、五官)、遊戲

■ 當個主動的聽者—由上而下 Top-down

Emphasizes the use of background knowledge to predict content

→ 播音前，要積極的應對 ( Exercise 12, 13, 14, 15, 16)

1. 利用關鍵字建構言談內容
 2. 能針對主題或情境設問
 3. 推論與聯想場景、角色、因果關係、言談目的等。
 4. 從上下文對未說明的細節進行推論
- ❖ 預測、聯想、推論、設問

■ 先備或後續的訓練

1. 辨別連音
2. 辨別重音與語句節拍的關聯
3. 辨別語調與說話者情緒的關聯
4. 辨別語句的停頓 (教學生理解句義不受停頓字句的干擾)

5. 辨別句子的分格和界線。
6. 辨別對話中所表現的溝通功能

📖 史嘉琳(Karen Steffen Chung) 《抑揚頓挫：英語的語調和斷句》

■ 聽播音前

1. 帶學生預測聽力內容、了解聽力題目的方向
2. 和學生討論聽力的主題
3. 建立背景關係、知識
4. 先教導聽力內容中的困難 / 關鍵生字
5. 提供視覺輔助（例：圖片、影片）
6. 提供聽力內容的關鍵線索，使學生能將其原有的知識與線索連接

■ 聽播音中

1. 設下聽力的目標
2. 根據線索，不斷檢視自己的答案是正確的
3. 用已知的單字、聲音或語調去猜測生字的意義
4. 把所聽到的內容，快速地做筆記寫下來

■ 聽播音後

1. 老師降低語速，覆述聽力錄音檔內容
2. 提供聽力錄音檔的文本
3. 要求學生把聽到的內容逐字寫下來
4. 把聽力內容翻譯成中文並且提供解釋
5. 重覆播放學生有困難的部分
6. 學生聽錄音檔並跟著大聲朗誦（📖 Exercise 17）
7. 和學生討論他們的困難的部分
8. 帶領學生做兩人或小組討論有困難的部分

❖ Shadowing Technique



Exercise

1. 107-18 (A) Change to a faster train.
(B) Get off at the next stop.
(C) Stay on the train.
2. 102-19 (A) The man's girl friend.
(B) The woman's husband.
(C) Their mother.
3. 102-20 (A) On July 11.
(B) On July 13.
(C) She hasn't decided yet.
4. 104-20 (A) 10:00.
(B) 11:00.
(C) 12:00.
111-20 (A) Hank Biden died when Dark Mountain came out.
(B) She likes Dark Mountain more than Sing with Me.
(C) She thought Jason Smith appeared in Dark Mountain.
5. 104-11 (A) Coffee.
(B) Water.
(C) Tea.
6. 104-14 (A) Ask for her money back.
(B) Choose a different book.
(C) Wait for the new order.
7. 105-20 (A) It was boring.
(B) It was exciting.
(C) It was serious.
8. 105-21 (A) For her book.
(B) For her movie.
(C) For her news report.
9. 105-17 (A) Having a job interview.
(B) Ordering their food.
(C) Talking about some news.

10. 107-14 (A) A beach.
(B) A gym.
(C) A toy store

11. 110-13 (A)



(B)



(C)



12. 佳音翰林 104 年 B6 U5 英習

Write T or F

- ① () Over 2,000 people lost their lives in the 921 earthquake.
② () Less than ten thousand people got hurt in the 921 earthquake.
③ () Things weren't able to be sent to the people who needed help after the 921 earthquake.
④ () Taiwan got help from many foreign countries after the 921 earthquake.

13. 104-5 (A) I got it from my grandparents.
(B) L-I-N-D-Y.
(C) My name is Lindy.

14. 105-6 (A) Get ready.
(B) Good job.
(C) No problem.

15. 請根據選項線索，預測情節與關鍵字。（取自：師德出版社：《聽力養成密笈》）

What are they going to do?

- (A) Buy a car.
(B) Steal a car.
(C) Fix a car.
(D) Hire a car.

16. 104-19 (A) She may be too lazy.
(B) She may not like him.
(C) She may have to stay home.

17. 104-13 (A) The skirt will be on sale next week.
(B) The skirt is too expensive for her to buy.
(C) The skirt is too long for her.