

第2言語リスニング力習得理論と日本人英語学習者対象の実践結果との比較

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Teaching Methodology/Material Effects on L2 Listening Comprehension Development in Japanese EFL Learners

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Abstract: The purpose of this research is to examine various hypotheses on L2 listening comprehension acquisition in terms of their application to Japanese EFL university students. The results of a series of eight mini-experiments indicate that (1) EFL learners who have cleared a certain 'threshold' capability with a high level of vocabulary show superior listening comprehension abilities and proficiency in building upon those skills (2) pre-listening activities - oral or written - enhance listening comprehension through schema-building (3) easy materials with pauses interspersed seem to have an adverse effect on the improvement of beginners' listening comprehension skills (4) authentic listening materials are effective in enhancing learners' listening skills of conversational dialogues (5) there is no significant gender difference overall though there are variances in the way specific listening skills progress and develop (6) intermediate EFL learners do not seem to derive any specific benefit from video materials in comparison with audio materials (7) the integration of a speaking component into a listening comprehension class appears to impede beginners' development of their listening skills, and (8) dictation activities do not contribute to an improvement of overall listening comprehension but they do help learners to grasp the gist of spoken explanatory prose. Some of the findings are contrary to SLA theories therefore providing useful feedback to teachers and textbook writers for Japanese EFL learners.

Key Words: L2 listening acquisition, listening skills, listening theory, SLA, EFL