

## 平成 30 年度 研究成果報告書

### Research Achievement Report FY2018

講座名・職名 Course Title・Job Title	AsiaII Specially Appointed Associate Professor
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専門分野 Academic Field	Foreign Language Education

主たる研究テーマ Principal Research Subject	<i>Promoting the listening comprehension of Japanese students through listening strategies: A case study of a Thai language listening course</i>
<p>The aim of this study was twofold. Firstly, to investigate the effectiveness of the implementation of teaching listening by utilizing listening strategies to promote the listening comprehension of Japanese students studying the Thai language. Secondly, to investigate the subjects' satisfaction with the teaching strategies. The subjects were 15 students who enrolled in the course Thai 14: Listening 2, semester 2, and academic year 2018, Osaka University. The course met for 90 minutes once a week for 15 weeks per semester. Listening is a major component in language learning because it provides language input for the learner, so listening comprehension is considered to be an essential component of language learning. A number of scholars in language teaching have proposed different methods for teaching students how to learn to listen based on the three steps of listening: pre-, while- and post listening. Three models of learning for listening have been proposed: 1) a bottom-up process, 2) a top-down process and 3) an interactive process. The teaching model developed and used in this study focused on all three steps of listening and combined the above three models of the learning process. Original texts and authentic learning were also essential components in this study. Listening comprehension exercises are being implemented during all stages of learning, and the task observation forms of the instructor were analyzed in order to assess the development of the students' listening skills. In the last week of semester 2, the students completed a questionnaire and an interview.</p> <p>Research results of the study showed that teaching listening comprehension by utilizing listening strategies was effective to teach students' listening comprehension. Comparing with semester 1, students gained higher scores in listening comprehension exercises. It was clearly shown that students were enthusiastic and interested in doing classroom activities especially group activities. It can be observed that classroom atmosphere and good relationship among the students play important role in the improvement of students listening abilities. For the satisfaction of the subjects, research results found that their overall satisfaction levels toward the assigned model used in this subject was high (Mean = 3.71) which means that most students were satisfied with the teaching method used in this study. Regarding each aspect, the highest level of satisfaction was activities in pre-listening task: teacher explained meanings of vocabularies, the students watching pictures and video clips, discussing about the story in listening exercise and dictation (Mean = 4.40). In the students' view, all activities in pre-listening task stage were very useful and interesting for them, especially the story about Thai way of life and Thai society. They also reported that it would be good if the teacher could give them all vocabulary list, pictures and video</p>	

clips before class so that they could have time to learn about grammar and remember vocabularies. However, the students reported difficulties in their limited knowledge of academic vocabulary. Considering the advantages of listening strategies, the students had more confidence in listening abilities because they had opportunities to learn in pre-listening task.

**Keywords:** listening skills, listening comprehension, listening strategies