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高级英语 视听说教程 3

Advanced Viewing, Listening & Speaking

《高级英语视听说教程》改编组

(引进改编版)

教师用书



高等教育出版社
Higher Education Press

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《高级英语视听说教程》(引进改编版) 系列教材改编组

《高级英语视听说教程 3》(教师用书)

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前 言

近年来,加强听力教学,帮助学习者提高其听力已成为国际英语教学的重点之一。其原因在于无论是学习母语还是学习外语,都要首先培养学习者的听力理解能力。教育部2004年颁布的《大学英语课程教学要求(试行)》的培养目标中指出,注重培养学生英语综合应用能力,特别是听说能力。在“听力”技能培养中还提出:1)能基本听懂英语国家人士的谈话和讲座;2)能听懂题材熟悉、篇幅较长的国内英语广播或电视节目,掌握大意;3)能基本听懂外国专家用英语讲授的专业课程。再如《高等学校英语专业英语教学大纲》(2000)在规定结业时所应达到“听”的能力时指出:1)听懂真实交际场合中各种英语会话;2)听懂英语国家广播电台以及电视台有关政治、经济、文化、教育、科技等方面的专题报道以及与此类题材相关的演讲;3)听懂电视时事报道和电视剧中的对话等。许多语言教学工作者也指出,听力教学应是其他语言技能教学的基础,只有解决了学习者“听”的问题,才能更有效地解决“说”的问题。

为提高大学生的英语听说能力,使其达到《大学英语课程教学要求(试行)》中规定的较高要求和更高要求,高等教育出版社引进了美国汤姆森学习集团公司2005年—2006年最新出版的中高级英语听力教程1~3册,并组织国内高校专家和教师改编出版了这套《高级英语视听说教程》1~3册。

这套教材体现了国内外听力教学的发展趋势,尤其是在如何听懂英语专题讲座,并根据讲座内容作课上笔记方面设计了各种语言输入的活动与练习,集中训练学习者的听力与记录能力。本教材的主要目标是:提高学习者听力,提高学习者听讲座记笔记的能力,深入了解美国的社会、文化与生活。通过大量的听力输入使学习者具备口语产出能力;通过视频录像,模拟课堂讲座气氛,使学习者有身临外教教学课堂的感觉,创造一定的语言环境。此外,教材的每一册都做到了由易到难,由短到长,由简到繁,梯度把握适中。

本教材的改编内容包括:1)删改了与我国国情和历史不符的内容;2)每章增加了生词注音注释、短语和专有名词注释(Words, Expressions and Proper Names);3)增加了语言难点注释(Language Points);4)增加了演讲修辞提示(Rhetorical Cues);5)增加了相关文化背景注释(Cultural Background)。此外,在结构上,把原书的听力原文和听力答案移到教师用书中,以便于教师组织课堂教学。

使用本套教材的时候,首先,可以根据教师用书及具体教学环境组织教学,利用原声录像(DVD)以模拟外教讲座形式进行教学,对语言、修辞、文化背景等进行补充讲解;也可采用以任务教学法形式,由学生完成,加之利用配套的MP3、磁带等音像产品在校园网上让学生对教学内容进行预习及复习,有效地提高学生的听力。其次,教师应特别注意讲解这套教材每一章中边听边记的学习技巧,如怎样快速记录数字、怎样记下提示词等,这是此教材的编写特色之一,也是学生最需要掌握的技巧。再次,教师应在讲解语言知识、训练语言技能的同时充分利用该教材提供的丰富的文化知识,提高学生的文化素养。

该教材适用于大学英语本科高级听说课程,特别是基础英语后的高级选修课程,研究生英语课程及同等水平的培训课程,如托福、雅思考试培训等。

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2005年7月

To the Teacher

Advanced Listening Comprehension, Third Edition is a complete listening and notetaking skills program for advanced level students of English as a second or foreign language. Lectures and readings on topics of universal interest in the fields of Anthropology, History, Sociology, Communication, and Biology provide stimulating, content-based springboards for developing comprehension, notetaking, and academic study skills.

Advanced Listening Comprehension, Third Edition is one in a series of academic listening and notetaking publications. The complete program has been designed to meet the needs of students from the intermediate through the advanced levels and includes the following:

Intermediate Listening Comprehension.....intermediate
Noteworthy.....high intermediate
Advanced Listening Comprehension.....advanced

 A new feature added to the third edition of *Advanced Listening Comprehension* is a video component. The orientation lecture for each chapter is now available on DVD. The video is meant to be used as a complement to the traditional audio program. Students may opt to view the orientation listening of a chapter on video in order to simulate a more authentic classroom listening and notetaking experience.

Pedagogical Overview

I. Research on the Effect of Notetaking on Lecture Learning, and Learners' Beliefs about the Usefulness of Notetaking

In a study of 234 English as a second language (ESL) learners at four universities in the United States about the importance of taking notes as they listened to TOEFL-like lectures in English, Carrell, Dunkel, and Mollaun (2002) reported that students' responses suggest that the learners: (1) felt a level of comfort and ease from being allowed to take notes while listening to lectures, (2) believed notetaking aided performance in answering questions about the lectures, and (3) judged that their recall of information was positively influenced by being allowed to take notes. In fact, 67 percent agreed that notetaking helped them answer the questions better than if they were not allowed to take notes; 75 percent agreed that notetaking made it easier to remember the information from the lecture; and 63 percent felt more at ease when they were allowed to take notes during lecture learning. In addi-

tion, the researchers found that those who listened and took notes on mini-lectures in the arts and humanities did better on an information-recall test than those who were not allowed to take notes. Although much more research needs to be done on the effect of notetaking on lecture learning, the research by Carrell, Dunkel, and Mollaun does suggest that notetaking is an important strategy that ESL learners need to acquire if they are going to be asked to listen to and absorb information from lecture-type speech.

II. Focus on Developing Academic Listening Comprehension Proficiency: Models of Noninteractive and Interactive Lectures

The lecture method of instruction pervades institutions of higher learning in North America and in many areas throughout the world. It is considered to be a cost-effective method of instruction and "the most dramatic way of presenting to the largest number of students a critical distillation of ideas and information on a subject in the shortest possible time" (Elsen, cited in Gage and Berliner, 1984, p. 454). Not only do many students encounter the lecture method of instruction during university life, but more and more students across the globe are experiencing lectures given in English. As Flowerdew (1994) observes, as a result of the spread of English as an international language, increasing numbers of people are studying at the university level through the medium of English, whether in their own country or in English-speaking countries as international students. He notes, further, that a major part of the university experience of these domestic and international students involves listening to lectures and developing academic listening skills. "Academic listening skills are thus an essential component of communicative competence in a university setting" (Flowerdew, 1994, p. 7).

Buck (2001), Dunkel (1995), Dunkel and Davis (1994), Flowerdew (1994), Mendelsohn and Rubin (1995), Richards (1983), and Rost (1990) have contributed a substantial amount of knowledge to the growing body of literature on what constitutes and fosters proficiency in academic listening, as well as conversational listening. In his scholarly book *Academic Listening: Research Perspectives*, Flowerdew, for example, identifies a number of the most distinctive features of academic listening, pointing out that one of the most significant features that distinguishes academic listening from conversational listening is the lack (or relatively rare use) of turn taking in academic listening. "In conversation, turn-taking is obviously essential, while in lectures turn-taking conventions will only be required if questions are allowed from the audience or come from the lecturer" (p. 11). As a result, the lecture listener may have to listen with concentration for long stretches of time without having the chance to take a turn to speak during the lecture presentation. In other words, the listener must develop the ability "to concentrate on and understand long stretches of talk without the opportunity of engaging in the facilitating functions of interactive discourse, such as asking for repetition, negotiating meaning,

using repair strategies, etc.” (Flowerdew, 1994, p. 11). Some lecture situations allow for little or no participation and interaction from the student-listener. This type of lecture is sometimes referred to as a “talk-and-chalk” or a noninteractive lecture. In the United States, students typically experience this type of lecture when attending classes held in large lecture halls containing large numbers of students, although the nonparticipatory lecture can (and often does) occur in nearly every instructional setting.

The noninteractive lecture situation is, however, not the only type of lecture experience that international students may have at a university where English is the only or dominant language of instruction. Some lecturers do adopt a more interactive lecturing style, particularly when they are lecturing to relatively small audiences, that is, of thirty or fewer students. The language of the more interactive lecturer requires that students engage in more conversational listening, and the language of the lecturer will generally contain some of the hallmarks and conventions of conversation, albeit of academic conversation. The lecturer, for example, may make allowance for (or encourage) questions from listeners seeking clarification of information heard or read in a reading assignment, or the lecturer may ask questions to check that the listeners understood bits of information and points made.

Advanced Listening Comprehension, Third Edition offers students models of both kinds of lectures: the noninteractive academic lecture and the slightly more interactive academic lecture. In addition, a third, more informal style of information presentation is offered. *Advanced Listening Comprehension, Third Edition* listeners are presented with three models of lecture discourse on the same topic. The first model exposes students to uninterrupted lecture discourse, similar to the kind heard in a large-audience, noninteractive “talk-and-chalk” lecture, or to a news broadcast heard on the radio. During this initial listening, the student listens to perceive or become familiar with the overall general structure and content of the lecture. While listening, the learner reviews a notetaking outline of the lecture, which outlines aspects of the content and structure of the information. With this initial listening experience, the listener is “oriented” toward the structure and content of the lecture, and he or she absorbs some background needed to support a more thorough understanding of the lecture. The second lecture presentation models a more slowly paced delivery of information; the lecture is interrupted by a mentor/guide who asks questions of the listener/notetaker and who attempts to assist with the task of taking notes on the lecture information. (The mentor highlights some of the main ideas, and reiterates many of the details so the listener can decide whether or not to encode the information in his or her notes.) The third exemplar models a more conversational style (albeit a more academic conversational style), with the students paraphrasing and restructuring the information presented during the first and second lectures. The presentation includes hallmarks of more spontaneous speech, the kind used when delivering more “impromptu” lectures. The notetaker is

then given the chance to become the lecturer and to recap the lecture from the notes taken on the lecture.

III. Focus on Developing Notetaking Skills: Providing Opportunity to Develop the Ability to Select and Encode Information in Notes

In addition to contrasting the difference in turn-taking conventions associated with academic and conversational styles discussed previously, Flowerdew (1994) points out that conversational and academic listening differ one from the other in terms of the listener's desire to take notes on the information heard. To do so, the listener needs to engage in a five-stage process: he or she must "decode, comprehend, identify main points, decide when to record these, write quickly and clearly" (Flowerdew, 1994, p. 11). Lecture notes are usually taken and stored in notebooks for study-and-review purposes. In their article titled "Second Language Listening Comprehension and Lecture Note-taking," Chaudron, Loschky, and Cook (1995) underscore the importance of this **external storage function** of lecture notes. The structure and format of *Advanced Listening Comprehension, Third Edition* reinforces the importance of this external storage function of the notes taken since the students must use the notes taken during the lectures to respond to short-answer and essay examination questions given several class sessions following delivery of the lecture. *Advanced Listening Comprehension, Third Edition* also gives students the chance to develop their individual notetaking approaches and styles, though it provides some guidance in the form of the notetaking mentor who interrupts the lecture to provide students with additional time to write down information, to fill in information missed, and to signal some of the major global ideas and details contained in the information heard.

IV. Focus on Developing General Communication Skills: Broadening the Base of Skill Development

Although development of academic listening comprehension proficiency and notetaking skills is the chief objective of the instructional program of *Advanced Listening Comprehension, Third Edition*, it is not the exclusive goal of the program. The authors recognize that advanced ESL students are not just "information sponges." They are much more than that. In addition to obtaining and absorbing information and knowledge, they also function as users and creators of information and knowledge. Furthermore, they react to information learned, often in discussion of issues with peers. In addition, during their university days, students not only *listen* to obtain and learn information, they also *read* to acquire information, and they discuss and react to the information gained via both their ears and eyes. Occasionally, they are expected to give oral reports in class and to participate in study groups (see Mason, 1994). Upon occasion, they are required to interact after class with their instructors, or if they are teaching assistants, to interact with their students. They commonly interact with their peers. A student might, for example, be asked by a

peer who was absent from a lecture to provide him or her with a synopsis of the lecture or a summary of the reading assignment given by the professor. The students might also be asked to evaluate or to react to the information presented. *Advanced Listening Comprehension, Third Edition* seeks, therefore, to help students not only grasp, comprehend, and store information they have heard and read, but also to construct and share information through speaking and writing. It provides students an opportunity to read information related to (but not precisely the same as) the topics of the lectures, and it requires the learner to discuss issues in oral exchanges and/or written communication.

V. Summary Goals

In brief, the goals of *Advanced Listening Comprehension, Third Edition* are primarily threefold: (1) to help students build their academic listening comprehension proficiency in English, (2) to assist them in developing or improving their English-lecture notetaking skills; and (3) to enhance their ability to read and discuss information and issues related to the general and/or specific topics contained in the lectures heard. These goals are achieved, we trust, with the aid of the instructional design of the units and the eclectic approach outlined below.

The Instructional Design of Each Unit

I. Chapters

- A. **Proverbs and Wise Sayings** Students read proverbs and sayings to ponder and/or discuss general and specific meanings, as well as relevance.
- B. **Prelistening** Students read a short introduction to and synopsis of the focus and content of the information contained in the lecture.
- C. **Think About This** Students answer one or two questions to anticipate content and to share experiences and feelings evoked by the questions.
- D. **Types of Information Presentations and Delivery Styles** Students listen to three models of the lecture on the topic with different task requirements for each model.
 - 1. *The Orientation Listening Model*: Students get oriented to the structure and content of the lecture and build background knowledge (the lecture is scripted and representative of broadcast style).
 - 2. *The Listening and Notetaking Model*: Students listen to the lecture with mentoring support for notetaking (the lecture is scripted with elements of redundancy provided, and is given at a slightly slower speed than that of the Orientation Listening).

3. *Listening to a Recounting of the Lecture:* Students listen to a recounting of the lecture by a student; the notes taken by the listener can be checked for accuracy and completeness during the presentation; the style includes characteristics of more extemporaneous presentations, including use of redundancies, paraphrases, verbal fillers [for example, "uhmmm," "errr"] repetitions, corrections, and so forth in the speech).

E. Recapping the Lecture from Your Notes Students recap the lecture from the notes they have taken.

F. Reading Expansion Students read authentic material (for example, a newspaper article, a segment of a book, a research project, and so forth) on a related topic.

G. Discussing Information and Issues Students discuss and react to the issues by responding to questions related to the topic.

H. Journal Writing Students maintain a written journal in which they write about topics and issues of interest or concern to them.

I. Research Project Students do research to find out more about the lecture topic or a related topic. They prepare a paper or presentation on the information that they find.

II. Unit Exam

A. Information Recognition/Recall Exam Students answer short-answer questions and essay-type questions using the notes they took on the lecture. The storage function of the notes is emphasized in this component of the listening and notetaking program. Students are also asked to construct a number of test questions to give fellow students and peers. Students, thus, participate in test construction and information checking in individual ways.

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