

## Appendix 1

### First Interview

Date:.....

Student's Name :.....

1. How do you find Level 105 ?

.....

2. Among all the skills in level 105, which do you find as the easiest and which as the most difficult ?

.....

.....

3. How did you find the two listening lessons held ?

.....

.....

.....

4. Which audio-text do you consider easier, 'Mrs Gibb's travels' or 'College Courses' ? Why ?

.....

.....

.....

5. How many correct points of content did you get in the first lesson

and how many did you get in the second lesson?

.....

.....

.....

6. Were you able to comprehend the content-matter of the two audio-texts in the first round of playing?

If your answer is 'NO', please explain why.

.....

.....

7. Were you able to comprehend the content-matter of the two audio-texts upon listening to them the second time?

If your answer is 'NO', please explain why.

.....

.....

8. How many times do you want the tape to be played?

.....

9. When you listened to the audio-texts, did you attempt to write down every word you heard or did you listen for specific points only?

.....

.....

10. What were the problems you faced while taking down notes and listening to the text?

.....

.....

11. What would you want me to do differently in the next listening lesson ?

.....

.....

.....

.....

## Appendix 2

### Second Interview

Date:.....

Student's name:.....

1. How are you today ?

.....

2. How did you find the listening lessons held so far ?

.....

.....

3. Do you have any problems in comprehending the topic or the content-matter of the audio-text ?

Yes

No

If 'Yes' what are they ?

.....

.....

4. Do you have any problems in identifying the key points required by the headings in the lecture outline ?

Yes

No

If 'Yes' what are they ?

.....

.....

5. Do you have any problems in taking down notes while listening to the audio-text ?

Yes  No

If 'Yes' what are they ?

.....  
 .....

6. Are you able to take down more notes than before ? Why ?

.....  
 .....

7. Are you able to comprehend the audio-texts better when you are given meanings of unfamiliar vocabulary earlier ?

.....  
 .....

8. Would you prefer to look up the meanings of words individually or in a group? Why?

.....  
 .....

9. Are you able to spell out the words that you hear correctly ?

Yes  No

If you answer is 'No' please explain why ?

.....  
 .....

10. Are there any other problems which affect your performance in

the listening skill ?

Yes

No

If you answer is 'Yes', what are they ?

.....  
.....

11.. What would you want me to do differently in the next listening lesson ?

.....  
.....  
.....

### Appendix 3

### Questionnaire

Please answer all questions. Put a ' / ' in the box provided to indicate the answer.

1. Rate your interest in the listening component using the scale below. Circle your answer.

1	2	3	4	5
(Love)	(like)	O.K	(dislike)	(hate)

2. Do you feel that the time allocated for the listening skill is sufficient?  
 Yes  No

If you answer is 'NO', how much time should be allocated for it?

.....

3. How do you find the audio-texts in Level 105 when compared to audio-texts in the previous levels?

More difficult  The same  Less difficult

4. How did you find the content - matter of the audio-texts that you have listened to so far?

All were familiar

Some were familiar

None were familiar

5. When you listen to an audio-text in English for the first time, are you able to understand the content-matter?

Yes  No

If your answer is 'NO', please explain why?

.....

.....

6. When you listen to an audio-text for the first time, are you able to take down notes and listen for the key points at the same time?

Yes  No

7. How many times do you want to listen to an audio-text?

Once  More than three times

Twice

Three times

8. When you read the outline of the lecture, are you able to determine which points you should listen for in the audio-text?

Yes  No

9. Do you want the lecture outline to be discussed before you listen to the audio-text?

Yes  No

10. Do you often come across lots of unfamiliar words in the audio-texts?

Yes  No

11. If your answer is 'Yes', do these unfamiliar words hamper your understanding of the content-matter of the audio-text?

Yes  No



12 Do you think the pre-listening discussion is important ?

Yes  No

13 Are you able to contribute to the pre-listening discussions?

Yes  No

If your answer is 'NO', please explain why?

.....  
 .....

14. Are you able to write out the words that you hear with the correct spelling?

Yes  No

If your answer is 'NO', please explain why?

.....  
 .....

15. Are you able to keep up with the speech rate of the speakers when taking down notes?

Yes  No

16 Are you able to use abbreviations when taking down notes?

Yes  No

If your answer is 'No', please explain why?

.....  
 .....

- 17 What other problems do you face in comprehending audio-texts and in note-taking? Please state your answers below.

.....

.....

.....

.....

.....

Thank You

## Appendix 4

## Sample of Student's Work Showing Amount of Notes Taken

## College Courses

## Types of courses

## 1. Lecture

- lecture cers
- under 4, 6
- very impolon
- 200-300 introduction room
- professor talking

major 4/5  
important

## 2. Discussion section

- what it is can ask question
- klas 20
- ask discussion
- homework

20  
class  
klas

## 3. lab--esp. for science majors

## Exams

## 1. 2 big exams per term

- mid
- ter

uni course  
to 2 exams  
mid

## 2. types

- Writing end call final exam

## Research paper: large writing project

1. \_\_\_\_\_
2. \_\_\_\_\_
3. chose topik
4. \_\_\_\_\_
5. this is one reason

## If you have a problem

1. need help
2. imeditely office hours

**exercise 4**

Listen to the lecture again if necessary. Add more information to your notes. Follow the sample notes above.



### Appendix 5

## Sample of Student's Work Showing Notes Written in a Class Text-book

#### exercise 4

If necessary, listen again. Using your notes, fill in the missing details on the following outline.

#### The Changing U.S. Job Market

I. Change in work force: manufacturing economy to service econ.

#### A. Definitions

1. Service economy - do not have physical product
2. Manufacturing - sell customer

#### B. Facts:

1. 100 yrs. ago: 80% worker

2. (9 out of 10) change

Change going to worktime same direction.  
automation very good  
robot take place

#### II.

#### A. Manufac.

Robot = number of foreign competition

#### B. Econ.

1. Some service only technology
2. jobs created change precipitation U.S.A

a. ex:

b. ex: Nurse health care (use of day-care, restaurants)

#### III. Problems (= results)

A. Service job

B. jobless

#### IV. Conclusion

service restaurant  
day care has  
increases

shift from manufacturing define business

don't produce furniture of manufacturing

please work

more people

most women work outside home

Western Europ  
Asia

changing need

Nurse health  
grow

jobs don't training  
edu, standard  
de

part-time worker

they get no benefits

#### exercise 5

Discuss the answers to these questions with your classmates.

1. How has the American work force changed?
2. What do we mean by service economy and manufacturing economy?
3. What are the two main reasons for the changes?
4. What predictions can we make about the future U.S. job market?

foreign competition  
to another jobs  
60% in American  
infrastructure decreased

## Appendix 6

### List of Words from Lecture Entitled "Changes in the American Family"

Traditional  
Combinations  
Single-parent  
Social  
Economic  
Divorce  
Culture  
Unemployment  
Home-maker  
Volunteer  
Flexible new policies  
Maternity  
Flexitime  
Employees  
Telecommuting  
Day-care centers  
Labor force  
Recognize  
Creating

## Appendix 7

### Tape-script: Changes in the American Family

#### Taking Notes

**Exercise 2** Listen to the following passage and take notes in the blank space. Remember to use abbreviations and symbols.

Now we have many new kinds of families, many combinations of people living together besides the traditional one. For example, you have lots of what are called single-parent families, where you find children living with just one of their parents, usually after a divorce.

**Exercise 3** Listen to the lecture once with your book closed. Listen specifically for the answer to this question: In what ways are businesses changing in an effort to meet the needs of modern families?

The traditional American family used to have a working father, a housewife mother, and two or three children. But in the last twenty or thirty years, this picture has changed. Now we have many different kinds of families, many combinations of people living together besides this traditional one. For example, you have lots of what are called single-parent families, where you find children living with just one of their parents, usually after a divorce. And then there are plenty of married couples who for one reason or another don't have any kids, so it's just the husband and wife. And sometimes adult children who have been living alone for years, in some cases they come back and live with their parents again. You can also find groups of older people sharing a house in order to save money. So these are examples of new types of families and living situations in this country.

Why has the traditional family changed so much? Well, the reasons are both social and economic. First of all, as you know, the divorce rate is high in our culture, and that's why we have so many single-parent families. Second, the unemployment rate among young adults is very high. If they can't find a job, many times they return home and live with their parents again for a while. But the most important reason for the changes in the American family is that most women now work outside the home. In fact, 76% of mothers with school-age children are now part of the labor force. This means that most American homes don't have a full-time homemaker anymore. And that creates some new problems for families, such as who takes care of children and old people, who does housework, who does volunteer work at the kids' school, and so on.

Some companies recognize the difficulties that working parents have. They know that people can't do good work if they're worried about their kids or if they're under a lot of stress. These companies are trying to help their workers by creating flexible new policies. Let me give you a few examples.

One example is that, by law, companies now have to give a woman twelve weeks of vacation if she has a baby. This is called *maternity* leave. It's not an ideal situation because they don't have to pay the woman during this time, but at least they have to keep her job for her.

Second, you know that big companies like IBM or Mitsubishi often transfer their employees to other cities, right? Well if a company transfers the husband, for instance, this might create a problem for the wife because now she has to find a new job, too, right? So now there are some companies that will help the husband or wife of the transferred worker find a new job.

Another new policy is that many companies now have something called "flextime." Now let me explain to you what that means. You know that the normal working day is from 8 A.M. until 5 P.M., eight hours. With flextime, a worker can choose the hour that he or she starts work in the morning and go home after eight hours. So a worker who comes in at 7 can leave at 4. Or a worker can come in at 10 and leave at 7. You can imagine how useful this is for people who have children.

OK, fourth. Some companies allow their employees to work at home instead of coming into the office every day. They keep in touch with the office by computer and by phone.

There's even a new word for this kind of work situation. It's called "telecommuting." Commuting means traveling back and forth from home to work. With telecommuting, however, people are using the phone and computer instead of a car or bus. It saves time and money.

The fifth new program helps parents a lot: Some companies now have day-care centers at the office for the children of their employees. So the worker comes to work with his or her little kids and leaves them at the center, and can visit them during lunch or whatever, and then the parent and children drive home together at the end of the day. And then the parent isn't worrying about the kids all day; they're right there.

So I've given you five examples of new company policies that are supposed to make life a little easier for working mothers and fathers. But it's important for me to tell you that only a few large companies can afford to help their employees with these kinds of programs. For most people, trying to work and take care of a family at the same time is still very, very difficult. In my opinion, our society and our government could do a lot more to help working parents, and I hope they do in the future.

**Appendix 8****Worksheet for Lecture Entitled North America : The Land and the People**

Short forms/  
Symbols of  
Abbreviation

The North American Continent Consist of:

1) \_\_\_\_\_

2) \_\_\_\_\_

There are obvious differences in people's:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_



Short forms/  
Symbols of  
Abbreviation

Title: \_\_\_\_\_

\_\_\_\_\_

Canadians

New Yorkers

Bostonions

Title: Grammar

Give 3 points

Short forms/  
Symbols of  
Abbreviation

Title: \_\_\_\_\_

Groceries are carried in:

1) Paper bags in \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Conclusion:

Give two points