Contents

1 Introduction .................................................................................................................. 1
   1.1 Background ............................................................................................................. 1
   1.2 Limited Research in Listening Comprehension ..................................................... 2
   1.3 New Challenges in Academic Listening Research ............................................... 3
   1.4 Gaps Between Requirement and Reality ............................................................ 4
   1.5 Aims and Scope of the Empirical Research Reported in This Volume .................... 5

2 The Theory of Academic Lecture Comprehension ..................................................... 7
   2.1 Introduction ............................................................................................................. 7
   2.2 The Nature of Academic Lecture Comprehension ................................................. 7
   2.3 Discourse Structure of Academic Lectures ......................................................... 8
   2.4 Macro Structure of Academic Lectures ............................................................... 9
   2.5 Discourse Signaling Cues of Academic Lectures ................................................. 10
   2.6 Construction of Discourse Structure ................................................................. 11
   2.7 Note-Taking of Academic Lectures ................................................................. 13
   2.8 Importance of Investigating Lecture Comprehension Construct ......................... 14
   2.9 Conclusion ............................................................................................................ 15

3 Approaches to Assessment of Lecture Comprehension ............................................. 17
   3.1 Introduction .......................................................................................................... 17
   3.2 The Competence-Based Construct ...................................................................... 17
      3.2.1 The Sub-skill Approach ............................................................................. 18
      3.2.2 The Strategy Approach ........................................................................... 20
      3.2.3 The Cognitive Approach ......................................................................... 22
   3.3 Task-Based Construct ......................................................................................... 28
   3.4 Approaches to Assessment of Lecture Comprehension ........................................ 31
   3.5 Conclusion ............................................................................................................ 32
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Task Characteristics of TEM 8 Mini-Lecture Comprehension</td>
<td>33</td>
</tr>
<tr>
<td>4.1</td>
<td>Introduction</td>
<td>33</td>
</tr>
<tr>
<td>4.2</td>
<td>Task Characteristics of TEM 8 Mini-Lecture Comprehension</td>
<td>34</td>
</tr>
<tr>
<td>4.3</td>
<td>The Test Format of TEM 8 Mini-Lecture Comprehension</td>
<td>36</td>
</tr>
<tr>
<td>4.4</td>
<td>A Proposed Construct Framework for Lecture Comprehension</td>
<td>37</td>
</tr>
<tr>
<td>4.5</td>
<td>Conclusion</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>Exploring Task Demands of TEM 8 Mini-Lecture Comprehension</td>
<td>43</td>
</tr>
<tr>
<td>5.1</td>
<td>Introduction</td>
<td>43</td>
</tr>
<tr>
<td>5.2</td>
<td>Participants in the Quantitative Part of the Research</td>
<td>43</td>
</tr>
<tr>
<td>5.3</td>
<td>Design of Questionnaire</td>
<td>44</td>
</tr>
<tr>
<td>5.4</td>
<td>Questionnaire Collection</td>
<td>45</td>
</tr>
<tr>
<td>5.5</td>
<td>Results of Questionnaire Survey</td>
<td>46</td>
</tr>
<tr>
<td>5.5.1</td>
<td>Descriptive Statistics</td>
<td>46</td>
</tr>
<tr>
<td>5.5.2</td>
<td>Exploratory Factor Analysis</td>
<td>50</td>
</tr>
<tr>
<td>5.5.3</td>
<td>Similarities and Differences Between Teachers’ and Students’ Perception</td>
<td>61</td>
</tr>
<tr>
<td>5.6</td>
<td>Discussion on Task Demands</td>
<td>62</td>
</tr>
<tr>
<td>5.6.1</td>
<td>Main Factors Representative of Task Demands</td>
<td>63</td>
</tr>
<tr>
<td>5.7</td>
<td>Conclusion</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Employing the Think-Aloud Method to Explore Listeners’ Test-Taking Cognitive Processes</td>
<td>67</td>
</tr>
<tr>
<td>6.1</td>
<td>Introduction</td>
<td>67</td>
</tr>
<tr>
<td>6.2</td>
<td>Participants in the Qualitative Part of the Research</td>
<td>68</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Participant Selection</td>
<td>68</td>
</tr>
<tr>
<td>6.2.2</td>
<td>Rationale of Grouping</td>
<td>70</td>
</tr>
<tr>
<td>6.2.3</td>
<td>Participants’ Background Information</td>
<td>71</td>
</tr>
<tr>
<td>6.2.4</td>
<td>Research Instruments</td>
<td>71</td>
</tr>
<tr>
<td>6.3</td>
<td>Qualitative Data Collection</td>
<td>75</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Pilot Study of the Qualitative Part of the Research</td>
<td>76</td>
</tr>
<tr>
<td>6.4</td>
<td>Data Collection Procedure of the Qualitative Part of the Research</td>
<td>77</td>
</tr>
<tr>
<td>6.5</td>
<td>Transcription of TAPs, Retelling Protocols and Interviews</td>
<td>79</td>
</tr>
<tr>
<td>6.5.1</td>
<td>Segmentation</td>
<td>80</td>
</tr>
<tr>
<td>6.5.2</td>
<td>Coding Scheme</td>
<td>81</td>
</tr>
<tr>
<td>6.5.3</td>
<td>Coding Schemes of the Three Phases</td>
<td>83</td>
</tr>
<tr>
<td>6.6</td>
<td>Results of the Test-Taking TAPs</td>
<td>88</td>
</tr>
<tr>
<td>6.6.1</td>
<td>An Overview of Test-Takers’ Test-Taking Cognitive Processes</td>
<td>88</td>
</tr>
<tr>
<td>6.6.2</td>
<td>The Test-Taking Cognitive Operation Model</td>
<td>88</td>
</tr>
<tr>
<td>6.6.3</td>
<td>Interaction Between the Task and Cognitive Processes</td>
<td>93</td>
</tr>
</tbody>
</table>
6.7 Discussion on the Interaction Between Task Targets and Cognitive Processes ................................................. 107
   6.7.1 Levels of Cognitive Processes .................................. 107
6.8 Conclusion .................................................................. 108

7 Using Retelling Protocols to Explore Listeners’ Mental Representation of the Two Mini-Lectures .......................... 109
   7.1 Introduction ......................................................... 109
   7.2 Participants’ Overall Retelling Protocols in Phase 2 .......... 109
   7.3 Consistency Between Phase 1 and Phase 2 ...................... 112
   7.4 Comparison Between a High-Achiever and a Low-Achiever ... 120
      7.4.1 Source: 2013 TEM 8 Mini-Lecture
          (See Appendix 7 for the Script) ................................ 120
      7.4.2 The First Characteristic of Being an Active Learner ...... 121
      7.4.3 The Second Characteristic of Being an Active Learner ... 121
      7.4.4 The Third Characteristic of Being an Active Learner .... 122
      7.4.5 The Fourth Characteristic of Being an Active Learner ... 123
      7.4.6 The Fifth Characteristic of Being an Active Learner ...... 124
      7.4.7 The Sixth Characteristic of Being an Active Learner ...... 125
      7.4.8 Conclusion of the Mini-lecture .............................. 126
      7.4.9 The Two Participants’ Responses to the Researcher’s Questions Concerning the Vague Part of the Discourse .................................................. 126
   7.5 Interview Data ..................................................... 127
      7.5.1 Task Type .................................................. 128
      7.5.2 Note-Taking ............................................... 128
      7.5.3 Key Words/Selective Information .............................. 128
      7.5.4 Summary/Inferences ....................................... 129
      7.5.5 Working Memory ......................................... 129
   7.6 Conclusion .......................................................... 130

8 Linking Task Demands, Cognitive Processes and Language Competence ................................................................. 131
   8.1 Introduction ....................................................... 131
   8.2 Research Questions Revisited ..................................... 131
      8.2.1 Research Question 1: Task Demands ...................... 132
      8.2.2 Research Question 2: Cognitive Processes and Task Targets ......................................................... 132
   8.3 Linking Task Targets, Task Demands and Cognitive Processes ................................................................. 133
      8.3.1 Key-Point Gaps .............................................. 133
      8.3.2 Details Gaps ................................................. 133
      8.3.3 Inference Gaps .............................................. 134
      8.3.4 Summary Gaps .............................................. 134
8.4 Triangulation of Task Demands and Cognitive Processes .......... 135
  8.4.1 Decoding ....................................... 136
  8.4.2 Discourse Construction .................................. 136
  8.4.3 Note-Taking ..................................... 136
8.5 Localized Lecture Comprehension Construct Model ............ 137
  8.5.1 Features of the Localized LCC Model ................ 137
  8.5.2 Further Elaboration on the Localized LCC Model ...... 137
8.6 Test-Takers’ Cognitive Behavior in Phase 1 and Phase 2 Across Their Different Competence Levels ......................... 141
  8.6.1 Argument 1 ..................................... 141
  8.6.2 Argument 2 ..................................... 141
  8.6.3 Argument 3 ..................................... 142
  8.6.4 Argument 4 ..................................... 142
  8.6.5 Argument 5 ..................................... 144
  8.6.6 Argument 6 ..................................... 145
  8.6.7 Argument 7 ..................................... 147
8.7 Other Aspects ......................................... 148
  8.7.1 Retelling as a Measure to Assess Academic Lecture Comprehension .................................. 148
  8.7.2 Parsing Complicated Sentences ...................... 149
  8.7.3 Schema ........................................ 150
  8.7.4 Working Memory ................................ 151
8.8 Conclusion ........................................... 152
9 Conclusion and Recommendations .................................. 155
  9.1 Introduction .......................................... 155
  9.2 Verified LCC Framework ................................ 155
  9.3 Answers to Research Questions ........................... 157
    9.3.1 Research Question 1 .............................. 157
    9.3.2 Research Question 2 .............................. 158
  9.4 Implications for Assessing Academic Lecture Comprehension .... 159
  9.5 Integration of Task Types ................................ 162
  9.6 Recommendations for Pedagogy ........................... 163
    9.6.1 Selective Attention ............................... 163
    9.6.2 Meaning Construction ................................ 164
    9.6.3 Discourse Structure Construction .................... 165
    9.6.4 Paraphrase ...................................... 166
  9.7 Future Directions ...................................... 167
  9.8 Conclusion ........................................... 168
Testing Lecture Comprehension Through
Listening-to-summarize Cloze Tasks
The Trio of Task Demands, Cognitive Processes and
Language Competence
Wang, H.
2018, XIII, 207 p. 16 illus., Hardcover
ISBN: 978-981-10-6201-8