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교육학석사학위논문

The Effects of Dictation Allowing Mother
Tongue on the Listening Comprehension of
Korean High School EFL Learners

한글 병행 영어받아쓰기가 한국고등학생의
듣기능력향상에 미치는 영향

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외국어교육과 영어전공

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The Effects of Dictation Allowing Mother Tongue on the Listening Comprehension of Korean High School EFL Learners

by

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ABSTRACT

This study investigates the potential benefits of using Korean learners' mother tongue (MT) in the EFL listening class, with a focus on dictation practice. The present study looked into the relationship between two dictation methods, Dictation Allowing Mother Tongue (DAMT) and Dictation Excluding Mother Tongue (DEMT), and learners' language proficiency as well as learner attitudes towards these dictation methods. A total of 124 third-year Korean high school students participated in the study. Based on the result of the pre-test, the subjects were randomly assigned to group DAMT and group DEMT, with each group further divided again by level of English proficiency, high and low. During the seven-week experimental period, two different types of dictation practice were conducted. After the experimental period was over, students took a post-test. A survey on learner attitude towards the dictation methods was also conducted after the post- test.

The results of this study showed that there was no significant difference in the effects of the two dictation methods on students' listening ability. However, it turned out that the two dictation methods affected students differently according to their proficiency levels. More specifically, DEMT was more effective for higher-level students while DAMT was more effective for lower-level students, and the effects of dictation methods, overall, were greater for lower-level students than higher-level students. In survey results, the lower-level group in DAMT and the higher-level group in DEMT showed

a more positive attitude towards their dictation methods. Furthermore, it was discovered that lower-level students from DAMT felt particularly more comfortable and confident when permitted to use the Korean alphabet in English dictation.

The findings of this study suggest the following pedagogical implications. Across language proficiency, dictation practice is useful for developing Korean high schools students' listening ability. More specifically, the use of students' mother tongue in English dictation can have a positive effect for those who have a lower proficiency level. Therefore, the complete exclusion of L1 in L2 learning should be reconsidered and the introduction of L1 should be reviewed from a more diverse perspective among teachers and learners themselves.

Key Words: mother tongue, dictation, listening comprehension, L1 in L2
learning

Student Number: 2004-22041

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CHAPTER 1.

INTRODUCTION

The present study seeks to investigate the potential benefits of high school students' mother tongue in EFL listening class, with a particular focus on dictation activities. This chapter will present the rationale and purpose of the study, research questions, and the organization of the thesis.

1.1. The Necessity and Purpose of the Study

Listening plays a crucial role in people's lives, and is also the most frequently used language skill (Morley, 1977). Listening is the primary means by which we can take in information and learn new skills. It is the dominant view that comprehension precedes production and listening should be given priority over the other language skills (Brown, 1987). According to Rivers and Temperley (1978), listening activates the emergence of the other three language skills: speaking, reading, and writing.

The importance of listening comprehension is clearly reflected in the Korean College Scholastic Ability Test (CSAT) as well. Since the CSAT was first administered in 1994, the number of listening comprehension questions in the English section has steadily increased. In 1994, the first year of CSAT, the number of listening comprehension questions was 8, which accounted for 16%

of total questions asked on the test. Since 1994 the listening comprehension section has increased multiple times culminating in the most recent 2013 exam with the listening comprehension questions taking up approximately 50% of the entire test.

Numerous researchers (e.g., Valette, 1977; Morley, 1991; Underwood, 1993; Peterson, 1991) have written about methods for teachers to improve student performance in listening comprehension. Among the various methods, dictation is one of the more popular techniques for improving listening comprehension and is often recommended books related to teaching English as a Foreign Language (EFL) (Gilbert, 1996; Davis, 1995; Paulston, 1976) and teaching listening comprehension (Celce-Murcia, 1996; Rost, 1991; Ur, 1991; Byrne, 1978; Rivers & Temperley, 1978; Morley, 1977). While most prior studies on dictation revealed that dictation can be an effective device for EFL learners' language skills, one researcher, Cheung (2005), explored dictation from a different perspective; he tried to find out whether the use of the Korean alphabet could influence the accuracy of English sentences which university students in Korea produced during dictation. His study showed that statistically significant differences were found in the improvement of accuracy in dictation, especially with regard to the beginning and intermediate students.

There have been previous studies about the advantages of using mother tongue in L2 classes. For example, one such study showed that the use of L1 can reduce learner anxiety and could create a learner-friendly environment thereby

facilitating the language learning process (Auerbach, 1993). This is especially effective if learners are beginners, because by the use of L1 in class teachers can help students overcome their apprehension of using L2 (Duff & Polio, 1990). Following the previous studies which indicated that students' mother tongue can help lower their affective filter and boost their motivation, this study conducted a survey about learner attitudes when learners are allowed to use their mother tongue in English dictation class.

Perceiving phonemic characteristics of the target language is the first step to developing L2 listening (Wipf, 1984). Phonemic awareness is significantly related to bottom-up processing by which learners decode the linguistic input at the level of phonology, morphology and syntax, mapping the input against their expectations to confirm consistencies and to repute implausible interpretations (Carrell, 1983; Carrell & Eisterhold, 1983; Rost, 1990). Transcribing English sentences in Korean seems to imply the unfamiliarity of subtle phonemic difference of English e.g., /b-v/. However, it might be more meaningful for some students if they were able to identify one or both phonemes while using the Korean alphabet /ㅂ/ despite its uncertainty.

There has been no research done so far with the inclusion of the mother tongue in English dictation. Most of the previous studies with regard to English dictation conducted on Korean students dealt with dictation in terms of dictation methods—phrase or sentence dictation and word dictation. English dictation always seems to work for some of the students in one way or another, but it

would be challenging to investigate the effect of dictation on low-level students' listening ability because they have limited English vocabulary, experiencing a variety of difficulties in almost every English dictation practice. Therefore, it would be meaningful to allow students' mother tongue in English dictation to find out if the use of L1 can be fruitful, at least for some Korean learners in the EFL context. Cheung's (2005) study is believed to be the very first attempt to introduce mother tongue in English dictation. He targeted Korean college students, who were asked to transcribe whole sentences in Korean first and then write them down in English. However, transcribing whole English sentences in the Korean alphabet might hinder students from identifying the English phonemes that they otherwise could be made aware of and that are crucial to English learning.

Therefore, this study, in English dictation training, is designed to allow Korean high school students to use their mother tongue. The point here is that they use their L1 only when necessary, i.e., when students can't express in English what they hear, in order to minimize the assistance or intervention of Korean alphabet in phonemic awareness of English. The current study aimed to examine the effectiveness of two dictation methods: Dictation Allowing Mother Tongue (DAMT) and Dictation Excluding Mother Tongue (DEMT). Moreover, the relationship between the effectiveness of the two dictation methods and learners' level of English listening proficiency is examined. Finally, this study carefully looks into Korean learners' attitudes towards DAMT and DEMT.

1.2. Research Questions

In order to investigate the effects of DAMT and DEMA on Korean learners' listening comprehension ability, and examine learner attitudes towards the two dictation methods, the following research questions were considered:

- 1) Are there any differences between DAMT (Dictation Allowing Mother Tongue) and DEMA (Dictation Excluding Mother Tongue) in terms of the effects on developing listening comprehension ability among Korean EFL high school students?
- 2) Do the effects of DAMT and DEMA on L2 listening comprehension vary according to the students' English proficiency level?
- 3) What attitudes do Korean learners have towards DAMT and DEMA?

1.3. Organization of the Thesis

This chapter introduces the necessity, purpose and research questions of the current study. The subsequent chapters are organized as follows: Chapter 2 reviews the previous literature related to the present study; Chapter 3 describes the methodology utilized in this study including the participants, materials, data collection procedures and statistical analyses; Chapter 4 provides results and discussion of the findings. Chapter 5 covers the summary of the findings and

their pedagogical implication. The major limitations and suggestions for further research are presented at the end of the study.

CHAPTER 2.

LITERATURE REVIEW

This chapter reviews literature relevant to the present study. Section 2.1 defines what listening comprehension is and introduces the process of listening comprehension, especially focusing on top-down and bottom-up processing. The next chapter examines previous studies on the use and effects of dictation. Section 2.3 explores the relationship between phonemic awareness and listening comprehension. Lastly, previous studies on the effects of using mother tongue in the L2 classroom are reviewed.

2.1. Process of L2 Listening Comprehension

There have been a variety of trials to define listening and the constructs consisting of it. Underwood (1993) simply defined listening as the activity of paying attention to and trying to get meaning from something we hear. This definition assumed listening as a mere perception of messages by hearing and understanding them. Listening comprehension includes getting the gist or details of spoken texts. With the aid of different types of knowledge, listeners go through different processing to grasp what they want from the activity of listening. Rost (1990) tried to define listening in terms of its functions: critical, global, intensive, interactional, transactional, recreational, and selective listening.

While there has been little agreement on the definition of listening comprehension, most researchers have agreed with the identification of two different modes of the listening process; top-down and bottom-up. The investigation of these two types of psychological processing has been a crucial area of L2 listening research for understanding the complex nature of listening.

Top-down processing involves the listener's ability to bring prior information to understand the language they hear (Morley, 1991). When listeners use top-down listening skills, they incorporate what they hear from the text along with any prior knowledge related to the topic of the text. Since listeners use their pre-existing knowledge to interpret a text and make predictions and plausible expectations of what they are about to hear, top-down processing is referred to as 'knowledge-driven' processing (Goodman, 1967). On the other hand, when listeners are involved in bottom-up processing, they operate their decoding system to discriminate sounds or sound sequences, and analyze them into words, clauses, and sentences. The listeners organize these elements into meaningful units to which they assign grammatical status and then interpret the meanings and topics of the whole message based on the meanings of lexical items, word-order, and syntax. Since the lower level of information converges into the higher level of information, bottom-up processing is also called 'data-driven' (Carrell, 1983; Rost, 1990).

Several researchers have addressed the question of whether top-down or bottom-up processing is more important in discriminating between L2 learners'

listening performance. Rubin's 1994 study shows us that there has been a lot of discussion about whether listeners first use their linguistic knowledge to focus on form (bottom-up) and then use their background knowledge to work on meaning (top-down) or vice versa, and whether these two processes interact with each other, and if so, when and how this happens.

Related research has also been done concerning listener's dependence on bottom-up or top-down processing. For instance, Bacon (1992) provides evidence for the preference of bottom-up processing; her subjects used bottom-up processing when presented with input that requires higher level listening skills. On the other hand, other studies provide evidence for top-down processing in listening comprehension; one such example is Lund's study comparing listening and reading comprehension. Lund (1991) argues that listeners show more reliance on top-down processing, while readers rely heavily on bottom-up processing. In addition, Wolff (1987) claims that listeners rely more on top-down processing with a difficult text, while they use bottom-up and top-down processes together with an easy text.

There are also other studies which advocate the concurrent engagement of top-down and bottom-up processes in listening comprehension. Marslen-Wilson (1973) insists that the two processes take place simultaneously, rather than one occurring after the other. In their study of listening strategies, O'Malley, Chamnot, and Kupper (1989) demonstrate learners' concurrent involvement in top-down and bottom-up processing. They discovered that while effective

listeners rely heavily on top-down processing, they also find linguistic cues by applying bottom-up processing when necessary. This suggests that at a certain level, as Rubin (1994) points out, a delicate interaction between top-down and bottom-up processing occurs.

Some researchers view a listener's proficiency level as one of the crucial factors that influence their processing type. They insist that listeners tend to choose either one or the other of the two processes according to their listening proficiency. Some earlier studies revealed that high-level listeners are better able to use top-down or knowledge-based processes, whereas low-level listeners tend to rely on bottom-up or text-based processes. Hildyard and Olson (1982), for instance, point out that skilled listeners tend to use a knowledge-based interactive mode of text processing, whereas less-skilled listeners attend mostly to local details. More recently, Shohamy and Inbar (1991), in a study of the effects of text and question type on listening comprehension, also demonstrated that less-skilled listeners performed much better on local questions which required the listener to identify details and facts, as opposed to global questions which force the listener to synthesize information, draw conclusions, and make inferences. Park (2001) also shows that learners' listening ability is affected more by their linguistic knowledge than their background knowledge, and therefore, concludes bottom-up processing plays a crucial role for lower level students. Conrad (1985) illustrates a similar result, showing that as listener's proficiency decreases, they rely more on bottom-up processing than top-down

processing. Lee (2006) asserts that form-based teaching, a teaching method that facilitates bottom-up processing, is more effective for low-level students while meaning-based teaching, a method that promotes top-down processing, is more effective for high-level students.

2.2. Previous Studies on the Use and Effects of Dictation

In the Longman dictionary of Applied Linguistics (2002: 157) dictation is defined as ‘a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers with pauses during which they must try to write down what they have heard as accurately as possible’. Oller (1971) defines dictation as ‘a technique in which learners receive some spoken input for a short time, and then write what they heard’. He also suggests that this process involve holding language material briefly in memory before producing it.

Sawyer and Silver (1972) identified four types of dictation that can be used in language learning. The first type is the phonemic item dictation; it consists of the teacher presenting the individual sounds of a language to students for transcription. The second type is the phonemic text dictation, in which students phonetically transcribe a short text; it is an extension of the phonemic item dictation. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech. The third one, orthographic item

dictation, is dictating individual words in isolation for transcription, similar to the traditional spelling test. It is useful to reinforce the correlation between the spelling system and sound system of a language. The final type is orthographic text dictation, in which students transcribe short texts. In addition to reinforcing the correlations of the spelling and sounds of English, orthographic text dictation uncovers comprehension and grammatical weaknesses in learners which the teacher can analyze and address in future lessons.

Dictation could be a productive learning device for revising language skills. Through dictation learners can have immediate feedback on their linguistic performance, and it also could function as a means for learners to recognize what they have learned by demonstrating what they have heard. The positive effects of dictation have been studied steadily and have long been used in the field of language learning. Nation (2009) regards dictation as a valuable language-focused teaching and learning technique. The most common advantages are as follows: dictation can help students diagnose and correct grammatical errors; it ensures attentive listening and trains students to distinguish sounds; it helps students learn punctuation and develop aural comprehension. Wilson (2003) contends that an excessive focus on meaning, either through extra vocabulary learning or additional listening practice, will not necessarily help the listening comprehension of learners. A so called discovery listening is described as an approach to teaching listening which keeps a balance between attention to form and attention to meaning and tries to achieve a focus on sound and word

recognition by adapting the dictation approach. There is further support for dictation; researchers have shown that dictation can help learners improve different aspects of their proficiency. Morris (1983), drawing on the mistakes made by learners on three dictations, concludes that dictation is a technique which can be utilized both as a testing technique and, more importantly, as a learning activity which helps students to develop their accuracy in listening and writing and reinforces structure and vocabulary. There is also evidence that dictation can be used as a technique because of the large amount of input it provides for learners. According to Standfield (1985) since learners employ more than one faculty during dictation, they are more successful in internalizing the language. The results of Kim's (2008) study emphasize that dictation is a good indicator of overall language proficiency and helps learners integrate and develop all four language skills.

Some researchers call dictation dual-access processing because during dictation learners alter and harmonize their perception, conception, and expression. In dictation practice students seemingly write what they hear in the order of given words, but in actuality they use their background knowledge of vocabulary and structure, recognize what they hear, and write the answers. Therefore, students are required not only to listen carefully but also to write exactly. Davis (1995), for instance, defines dictation as decoding sounds and recoding them in writing. They also state some of the reasons for using dictation;

- 1) Learners are active during and after the exercise.
- 2) Dictation triggers oral

communicative activities. 3) Dictation fosters automaticity and unconscious thinking of learners. 4) Dictation is suitable for use with large groups.

Dictation has often been used as an effective method for developing listening ability, and its effects have been verified in previous studies (Choi, 1998; Davis, 1995; Kim, 2000; Kim, 1996; Park, 2008). Davis (1995) lists 10 reasons for using dictation in EFL classes, including giving a good listening practice to the whole class in a short time and making students listen attentively. Choi (1998) investigated the effects of dictation on the development of Korean middle school students' listening comprehension in English. Although the full dictation group proved to be more effective in listening comprehension than the spot dictation group, there was no significant difference between the two. Kim (2000) showed that employing dictation as a tool of performance assessment helped students improve their listening comprehension to a significant degree. Kim (1996) investigated the learning effects of dictation practice on listening comprehension. The study found out that phrase and sentence dictations are more closely interrelated with developing listening comprehension ability than with word dictation. Park (2008) investigated the effects of three methods of listening practice—dictation, repeating, and schema-building—on the improvement of Korean high school students' listening skills. The study showed the dictation group was more effective than other groups. Students in both the higher-level and lower-level groups achieved significant improvements in scores through dictation practice, while in the repeating group and schema-building group,

lower-level students achieved considerable and meaningful improvement. Her study implied that dictation is easy to use in schools and is useful for both high-level and low-level learners. Nam and Seong (2009) revealed that dictation leads to improvement in student listening proficiency, and suggested that English listening classes with dictation practice need to identify learner's weakness with regard to listening and dictating and then proceed towards processing their autonomy for better results. For example, when listening strategies are introduced and some words for dictation are presented in advance, students will be encouraged to use their own listening strategies to choose appropriate or right words and write down the words.

2.3. Phonemic Awareness and Listening Comprehension

Language learning starts with noticing its sounds, which consist of phonemes, the smallest units of speech. Noticing these units means identifying phonemic difference. Phonemic awareness is a necessary prerequisite for phonics, spelling, word recognition, reading, and writing for L1 learners (Eldredge, 1995) because it is important in facilitating decoding and listening for EFL learners (Chung & Ahn, 2000). Chung and Ahn mention that EFL learners should develop auditory perceptual skills in order to notice separate sounds in a word. Phonemic awareness training is useful for developing these skills. Phonemic awareness is needed not only for reading, but also for decoding and even listening in a broad

sense (Nam, 2006).

Brown (2000) asserts that L1 phonological categories could play an important role in the first stage of learning L2, before constructing new phonological categories of L2. He also suggests that in order for L2 learners to acquire phonological representations successfully, the accurate perception of phoneme contrasts is needed. In other words, phonemic contrasts are necessary to acquire accurate phonemic awareness. Thus, their native phonological features could have a negative effect on English acquisition if EFL learners' native phonological features are not shared with English phonology (Lindsey et al., 2003; Cho & McBride-Chang, 2005).

Ahn (2009) studied the relationship between Korean high school students' phonemic awareness ability and performance in English listening performance. The results of the study clearly demonstrate that the ability to identify English phonemes is highly correlated with one's English listening ability. He also reveals that high-level students in listening comprehension are superior in identifying phonemes as well.

In his research Ahn (2010) analyzes the features and frequency of the phonemic change patterns in the CSAT listening comprehension (2008-09). He examines learners' degree of recognition on the phonemic change features. The research suggests that teachers can improve the listening comprehension skills of their students by raising awareness of phonemic change patterns. The dictation and the translation tests of Korean high school students were also designed based on the CSAT listening comprehension test to investigate how well they notice

phonemic change related words and phrases according to their proficiency levels. The results reveal that students did not fully recognize the phonemic changes in the dictation test. The results also demonstrate that understanding and recognition of phonemic changes in the speech stream played a crucial role in the listening comprehension. Therefore, the study indicates that strategy-based listening skills and raising learners' awareness of the phonemic change patterns in association with the form-meaning-pronunciation and collocations need to be considered for better listening comprehension.

Unlike these previous studies which emphasize the phonemic awareness of L2, the current study seems to take an opposite stand in that the researcher allowed EFL students to transcribe English sentences using the Korean alphabet, keeping students from being fully aware of English phonemes. It is likely that this type of dictation method might impede EFL learners in their progress of spoken English; however, some EFL students are so incapable of perceiving English sounds that they don't know where to start listening. For native Korean speakers the Korean alphabet could function as a kind of stepping stone or a bridge to connect to the target language. L1 and L2 are two different languages but there should be some similarities so that these two languages can be connected to each other and play a beneficial role while learning the L2 (Bell, 1995). It is seemingly not possible to entirely ignore the L1 or assume that L1 does not exist in the L2 class. Leather (1999) mentions that when confronted with speech in an unknown language, adult listeners tend to map it into the

segment categories of their L1 since their speech perceptual boundaries are sharply drawn for known but not for unknown languages. Cheung (2005) in his study also showed that by using Korean alphabet as the phonological representation of the sounds, the students were better able to transcribe without a preconceived notion about the English words they knew or were familiar with, and transferred the sounds into English words. This pattern might be equally applied to the EFL students' listening process. Once students start to conceive certain English sounds as phonemes, even if inaccurate, they are expected to be aware of English phonemes through steady training and practice.

2.4. Previous Studies on the Effects of Using L1 in Learning L2

Using students' L1 in an L2 class has been criticized for such a long time and people still believe that English classes should be taught only in English for learner's communicative competence (Auerbach, 1993). For instance, Littlewood and Yu (2009) mentioned that if the teachers allow students to use their L1 in an L2 classroom, this might lead to an overuse of L1. Duff and Polio (1990) also claimed L2 classes should be conducted in L2 as much as possible. They added that translation into L1 could keep the students from using L2. Even though there are some previous studies which dealt with the potential dangers of using

L1 in an L2 class and which claimed that it is necessary to encourage teachers and students to minimize L1 in an L2 classroom, there are surely also positive effects of students using their mother tongue.

There exists a body of research (e.g., Harbord, 1992; Turnbull, 2001; Cook, 2001) which reveals the efficiency of L1 use in learning the L2. Some examples of positive effects are saving time, exact transmitting of meaning, effective grammar teaching and learning, and checking students' comprehension and testing. For instance, using L1 could help students manage the entire procedure by saving time that might otherwise have been wasted if only the L2 were used to conduct the class; this is especially true for classes with low-level students (Cook, 2001). Turnbull (2001) also agrees that using L1 can save time in the EFL classroom, and he affirms that it could help students understand challenging English words by quickly switching from L2 to L1. Another positive effect of using L1 when learning L2 is that it could help students familiarize themselves with the exact meaning of vocabulary without ambiguity, as the meaning of L2 can be conveyed through translations or code-switching. When students speak L2 through code-mixing, they can rely on their existing knowledge to use the newly learned words (Celik, 2003). In addition to saving time and learning vocabulary with little ambiguity, L1 can also be beneficial when teaching and learning L2 grammar and structure. If there are similar rules or forms with the learner's L1, they tend to understand the target grammar better (Huang, 2010).

Some use of L1 may assist learners to work with the task at a higher cognitive level than might have been possible had they been working in L2. Anton and DiCamilla (1998) claimed that when a teacher uses L1 in the L2 classroom, learners can use L1 as a cognitive tool to help “scaffold” their learning. Storch and Wigglesworth (2003) suggested that the use of L1 may provide learners with additional cognitive support enabling them to analyze language and work at a higher level than would be possible if the use of L1 were discouraged. In addition, they reported a finding from their study demonstrating that L1 could be a useful tool especially in more meaning-focused activities such as a joint composition task, in which the shared L1 would enable learners to discuss the prompt and structure of the composition in more depth, and thus complete the task more easily. Anton and Dicamilla (1998) contend that L1 mediates the cognitive processes that learners use in problem-solving tasks and also has a meta-linguistic function when they are trying to produce complex linguistic forms or understand particular linguistic forms.

From an affective aspect, as well as cognitive perspectives, students’ mother tongue is also fruitful in the L2 classroom. Brooks (2009) mentions that entering a new classroom is a stressful situation, especially for the adult learners. She suggests that the use of L1 can relieve the classroom shock and could help to reduce the stress and anxiety when entering the L2 classroom for the first time; this is especially true if learners are beginners. The use of L1 should be allowed when low-level learners ask questions, and teachers can reduce the level of

anxiety by use of L1 in class (Duff & Polio, 1990). Lee (2011), in her qualitative study, also shows that adult students felt uncomfortable and afraid that they may make too many mistakes if they speak English only. She reveals that L1 helps learners feel more confident and to have more assurance when using L2, because it can help reduce their stress levels while learning English, and prevent them from embarrassment or loss of face, which is a significant factor for adult learners of L2.

The use of L1 also can establish constructive social relationships and this may be the common reason for teachers to use L1 in the class. (Littlewood & Yu, 2009). Moreover, using L1 could be considered as a demonstration of respect for learners in building closer relationships. (Brooks, 2009). L1 could build intimate rapport between a teacher and students in the L2 classroom, especially where all the students and the teacher share the same first language. Anton and DiCamilla (1998) mention that in the collaborative activity of L2 learners, L1 can be used not only for cognitive functions but also for social functions; they stressed that the use of L1 seems to be necessary, especially for low-level students in constructing a social space that could facilitate the completion of a task.

In light of the various advantages of dictation practice and the use of students' L1 in L2 classroom presented in the previous studies, it is expected that English dictation can be more effective for developing students' listening comprehension by allowing students' mother tongue. Dictation can help students to recognize and discriminate sounds or sound sequences, since it is involved in bottom-up

processing. English dictation allowing students' mother tongue can support the operation of these decoding systems when students have difficulty discriminating English sounds. It could also stimulate students' interest and motivation, and help to lower their affective filter. Thus, investigating and comparing the effects of English dictation allowing learners' mother tongue promises to yield valuable findings.

CHAPTER 3.

METHODOLOGY

This chapter details the methodological design of the study that includes the description of participants, materials, procedure, data collection and analysis.

3.1. Participants

Four classes consisting of 124 third-year students at a public high school in Gyeonggi province were chosen for this study. The subjects from four classes were assigned into two groups, each with the following breakdown: two classes were control groups and the other two experiment groups. Then the groups were divided into lower and higher level, respectively. The control groups are the ones using DEMA (Dictation Excluding Mother Tongue) and the experimental groups are the ones using DAMT (Dictation Allowing Mother Tongue). The overall English proficiency, including listening ability, of the subjects in the present study was lower than that of the general third-grade high school student. Some students who belonged to the lower-level group in DAMT even transcribed all sentences in the Korean alphabet because they knew few English words.

To assess the participants' listening proficiency at the outset of the research, all the participants took a listening test as a pre-test. The subjects whose scores were over the mean were assigned to the higher-level group, and the others

whose scores were below the mean were assigned to the lower-level group. Table 3.1 shows the distribution of the control and experimental groups, and the means and standard deviations of their pre-test scores. The means of the experimental and control group were 16.55 and 16.32, respectively. The mean of higher-level students from group DAMT was 22.46 and that from group DEMA was 21.83. The mean of the lower-level group from group DAMT was 11.68 and that of their same-level counterparts from group DEMA was 11.16.

TABLE 3.1. Distribution of Groups Based on Language Proficiency and Dictation Method

| | Group DAMT | | | Group DEMA | | |
|--------------|------------|-------|------|------------|-------|------|
| | N | M | SD | N | M | SD |
| Higher level | 28 | 22.46 | 5.07 | 30 | 21.83 | 3.84 |
| Lower level | 34 | 11.68 | 3.32 | 32 | 11.16 | 4.03 |
| Total | 62 | | | 62 | | |

In order to examine if the mean difference among the groups was statistically significant, one-way ANOVA (with alpha set at .05) was used. The results of one-way ANOVA were shown in Table 3.2. The results from ANOVA indicated that there was no significant difference among the experimental and control groups that participated in this study (Higher-level groups: $F= .287, p= .594$, Lower-level groups: $F= .330, p= .568$, Total groups: $F= .035, p= .852$). It was

therefore reasonable to assume that the proficiency levels of the experimental and the control groups were homogeneous, making them suitable for the experimental and the control groups in this study.

**TABLE 3.2. ANOVA Summary Table for Mean Differences
between group DAMT and group DEMA**

| Group | Source | SS | df | MS | F | Sig. |
|--------------|----------------|-------|----|-------|------|------|
| Higher-level | Between Groups | 5.766 | 1 | 5.766 | .287 | .594 |
| Lower-level | Between Groups | 4.461 | 1 | 4.461 | .330 | .568 |
| Total | Between Groups | 1.581 | 1 | 1.581 | .035 | .852 |

*p<.05

Finally, the pre-test scores were compared by group and level using a two-way ANOVA, in which the pre-test scores were the dependent variable and group and level were the independent variables. The purpose here was to verify that statistically significant difference only exists between levels and not between the method groups. The results are shown in Table 3.3.

Table 3.3 indicates that proficiency had a significant effect on scores for the pre-test ($F = 230.912, p = .000$). However, dictation method ($F = .166, p = .685$) and the interaction between two independent variables ($F = 3.013, p = .081$) had no significant effects on the results of the pre-test.

Table 3.3. Results of Two-Way ANOVA for the Pre-Test

| Source | SS | df | MS | F | Sig. |
|----------------------------------|-----------|-----|----------|---------|-------|
| Dictation group | 1.349 | 1 | 1.349 | .166 | .685 |
| Proficiency | 1998.428 | 1 | 1998.428 | 230.912 | .000* |
| Dictation group * Proficiency | 26.349 | 1 | 23.349 | 3.013 | .081 |
| Error | 2327.911 | 129 | | | |
| Total | 51233.000 | 140 | | | |

3.2. Research Instruments

3.2.1. Pre-test and Post-test

The pre-test was designed to examine the proficiency gap among the groups. The test should be appropriate to the needs and level of the learners. Two sets of English listening proficiency test were used for pre-testing. These sets were selected from EBS Final (2010), which was the most frequently used textbook in Korean high school English classes. The textbook was published for the preparation of the CSAT (College Scholastic Ability Test) for Korean high school students. Each set of the test consisted of 17 items for testing the participants' listening comprehension. The participants were asked to complete the two sets of listening test in about 40 minutes. The test format was exactly the

same as that of the English listening questions in the CSAT. The post-test was designed to measure how much the participants' listening proficiency improved after a seven-week experimental period. In order to keep the format and number of questions consistent with the pre-test, the post-test was equally designed to include two sets of tests with 34 items in total. The pre-test and post-test are presented in Appendix 1-1 and Appendix 1-2.

In order to investigate the reliability of the test items in the pre-test and post-test, Cronbach's Coefficient Alpha was used. Both the pre-test and post-test turned out to be reliable at .792 and .811, respectively. Since an internal reliability value of 0.6 or above was considered appropriate in Cronbach's α , the tests were considered to be acceptable for the study.

3.2.2. Listening Texts for Dictation Practice

For the experiment, the dictation materials were selected from a listening comprehension textbook, EBS High School English Listening (2013), which was published for third-grade high school students preparing for the CSAT. Group DAMT and group DEMA were given the same texts containing lectures and dialogues dealing with a variety of topics such as school life, computer, environment, and literature and health. For the ultimate goal of developing listening ability, students were dictated ten sentences extracted from this text in

each session during the dictation practice session. Sample scripts of listening texts are presented in Appendix 2.

3.2.3. Dictation Methods

The purpose of this study is to investigate and compare the effects of two different dictation methods in English listening classes—DAMT and DENT. Thus, an explicit comparison of the two methods was needed for instruction. Some key differences between the two teaching methods are summarized in Table 3.4, and a sample for the dictation practice is presented in Appendix 3.

TABLE 3.4.

Organization of Experimental Session for Two Groups

| | Group DAMT | Group DENT |
|---------------------|---|-------------------------------|
| Session 1~4 | Pronunciation Training & Dictation Exercise Session | |
| Session 5~19 | Students' activity using DAMT | Students' activity using DENT |

During session 1 to 4, before students’ actual dictation practice, all of the students in group DAMT and group DENT were taught overall basic pronunciation rules including word stress and sentence stress. Appendix 4 shows the teaching materials from EBS High School English Listening (2013) used for pronunciation training. This training was designed for encouraging bottom-up

listening process by focusing on phonemes, linking sounds, and abbreviation of sounds, schwa, and deletion. The contents and time allotment in pronunciation instruction were exactly the same for group DAMT and group DEMA. Exercises related to dictation as well as pronunciation rules were also implemented throughout the work sheet for four sessions. Then each experimental group conducted a dictation activity at the beginning of sessions 5 to 19 three times a week, for about twenty minutes. For the actual dictation session, the materials for giving dictation were sentences extracted from EBS High School English Listening (2013).

All students in both groups had the same amount of exposure to listening during the experiment. They were both asked to transcribe the same ten sentences which they heard. One major difference was that group DEMA was supposed to dictate what they heard only in English; group DAMT was allowed to dictate some parts in the Korean alphabet, in case they couldn't write them in English. All students from both groups were instructed not to leave any blanks. Examples below show the performance done by DEMA lower-level student (1a) and DAMT lower-level student (1b).

Original sentence: I haven't seen him all morning.

(1a) I heaven see him our morning.

(1b) I 헤븐씨님얼 morning.

The common procedure to carry out the dictation in group DAMT and group DEMA was as follows. First, students listened to a sentence without any pauses. Second, the audio tape was replayed and stopped after each meaningful chunk, and students wrote down what they heard. In the third stage they listened again to the whole sentence to check what they had written. After dictating they checked their writing against the script in their textbook. The researcher had the students self-correct their transcriptions in order to assist their self-evaluation. Then students listened to the tape again while looking at their work sheet and paying special attention to their errors. Finally a teacher finished up the activity by pointing out the key points the majority of the students had missed.

3.3. Survey

To investigate learner attitudes towards DAMT and DEMA, and the relationship between their attitudes and their language proficiency, a survey with ten questions and three open-ended questions was conducted after the post-test. Three open-ended questions were designed in order to investigate what students thought about the dictation method of the group which they belonged to: 1) What did you learn from DAMT (DEMA) in this class? 2) What was the most difficult thing in practicing DAMT (DEMA)? 3) What was the biggest advantage of practicing DAMT (DEMA)? Ten questions were also added to investigate learner attitudes. These questions were based on Likert-scale and are presented

in Table 3.5. For the ten questions introduced above, the answers were categorized into five options according to Likert scale: 1. “Never”, 2. “Not really”, 3, “Somewhat so”, 4. “Very much so”, N. “I don’t know”. Survey questions are presented in Appendix 5-1and 5-2.

TABLE 3.5.

Likert-Scaled Survey Item List

| | |
|-----|---|
| Q1 | This dictation method helps me improve listening comprehension ability. |
| Q2 | I had difficulty as I didn’t know many English words. |
| Q3 | This dictation method makes me more interested in English listening. |
| Q4 | It took me a lot of time and effort to dictate by using this method. |
| Q5 | This dictation method is effective for understanding phonological rules of English. |
| Q6 | I was in trouble because I had to dictate whole sentences. |
| Q7 | I’d like to keep using this dictation method in studying English listening. |
| Q8 | I’m now able to see why this dictation method is employed in class. |
| Q9 | I’d like to recommend using this dictation method to other students. |
| Q10 | Overall, this dictation method is a useful learning material. |

3.4. Procedures

The data was collected from 124 students in four classes. The research was implemented for seven weeks, from the beginning of April 2013 through the end of the following month. All conditions were the same for the two groups, except for the dictation methods. The participants took an unannounced pre-test in the presence of the researcher at the beginning of the semester. Following the pre-test, each of the four classes was randomly assigned to two groups, group DAMT and group DEMA. Then the participants from respective groups were divided into two groups, higher and lower, by their proficiency levels.

During the experimental period, two different types of dictation methods were respectively given to group DAMT and group DEMA by the researcher. Before the students' dictation practice, new words and expressions for dictation were presented in order for students to anticipate and set their own strategies for dictation. Each class engaged in three sessions of listening practice every week, totaling fifteen sessions per class in five weeks. After the practicing period was over, listening comprehension of the students was post-tested in the same manner as in pre-test. After the test, students were asked to answer a survey questionnaire, which was designed to investigate their attitudes towards DAMT and DEMA.

3.5. Data Analysis

In order to analyze the data, SPSS (Statistical Package for Social Science) 21.0 software package (with alpha set at .05) was used. A one-way ANOVA was used in comparing the mean and standard deviation of students' pre-listening test, to examine whether the control group and the experimental group, with each group further divided by language proficiency, could be regarded as statistically identical. To examine the reliability of the pre- test and post-test, Cronbach's coefficient alpha was employed. In order to investigate the effect of dictation methods according to students' learning proficiency, a two-way ANOVA was used, with dictation method and participants' proficiency level as independent variables, and each post-test result as a dependent variable. Also a paired samples t-test was administered to further investigate the effects of each dictation method.

A survey on learner attitudes was also conducted after post-test. For survey results, students' answers were categorized into five Likert-scales: "Never", "Not really", "Somewhat so", "Very much so", "I don't know". "Never" was coded to 1, "Very much so" was coded to 4, and "I don't know" was coded to N. Percentage of each category were calculated and compared to investigate the significance of attitude difference.

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter reports on the results of the statistical analyses of data and provides the discussion in light of these results.

4.1. Results

This section describes the results of the current study in two parts. First, the effects of DAMT and DEMT are presented in section 4.1. Second, the survey results following the subsequent section.

4.1.1. The Effects of DAMT and DEMT on the Post-Test

This study was designed to investigate the ways in which the two dictation methods affected the listening comprehension of the high-level and low-level participants. Table 4.1 shows descriptive statistics for the listening scores achieved by the participants from each experimental group.

TABLE 4.1.
Means and Standard Deviations of the Post-test

| Level | N | Group | Mean | SD |
|--------------|----|-------|-------|-------|
| Higher Level | 28 | DAMT | 23.61 | 4.879 |
| | 30 | DEMT | 23.83 | 3.931 |
| | 58 | Total | 23.72 | 4.405 |
| Lower Level | 34 | DAMT | 14.50 | 4.467 |
| | 32 | DEMT | 12.28 | 4.042 |
| | 66 | Total | 13.39 | 4.255 |

In the post-test, the mean score of the total DAMT group was 18.61 and that of the total DEMT group was 17.87, so the difference in the mean score between group DAMT and DEMT was 74. The mean scores of group DEMT were higher than those of group DAMT in the high-level (DAMT = 23.61, DEMT = 23.83), while the mean score of group DAMT were higher than those of group DEMT in the lower-level (DAMT = 14.50, DEMT = 12.28). Overall, the higher-level students in DEMT achieved slightly higher scores than counterparts of the same level. On the other hand, the lower-level students in DAMT got higher scores than those from the DEMT, with even greater gaps.

In order to explore whether the differences between the two groups were statistically significant, a two-way ANOVA was employed. Listening proficiency (high-level and low-level) and dictation method (DAMT and DEMT)

were submitted as the independent variables, and the post-test scores as the dependent variables. The results are shown in Table 4.2.

Table 4.2 indicates that both learning method ($F = 4.141, p = .044$) and proficiency ($F = 149.939, p = .000$) had significant effects on scores for the post-test. Also, the interaction between two dependent variables ($F = 5.383, p = .022$) had significant effects on the results of the post-test.

Table 4.2.
Results of Two-Way ANOVA for the Post-Test

| Source | SS | df | MS | F | Sig. |
|-----------------------------------|-----------|-----|----------|---------|-------|
| Dictation method | 80.326 | 1 | 80.326 | 4.141 | .044* |
| Proficiency | 2908.727 | 1 | 2908.727 | 149.939 | .000* |
| Dictation Method * Proficiency | 104.419 | 1 | 104.419 | 5.383 | .022* |
| Error | 2327.932 | 120 | 19.399 | | |
| Total | 48218.000 | 124 | | | |
| Corrected Total | 5408.194 | 123 | | | |

To verify the significance of mean difference of the pre-test and the post-test, a paired samples T-test was conducted. The T-test results are shown in Table 4.3 through Table 4.6.

TABLE 4.3**Paired T-test on scores of Higher-level Students in Group DAMT**

| Test | N | M | SD | Df | t | Sig. |
|-----------|----|-------|------|----|--------|------|
| Pre-test | 28 | 22.46 | 5.08 | 27 | -2.039 | .051 |
| Post-test | 28 | 23.61 | 4.88 | | | |

*p < .05

TABLE 4.4**Paired T-test on scores of Lower-level Students in Group DAMT**

| Test | N | M | SD | Df | t | Sig. |
|-----------|----|-------|------|----|-------|-------|
| Pre-test | 34 | 11.68 | 3.32 | 33 | -6.98 | .000* |
| Post-test | 34 | 15.73 | 4.70 | | | |

*p < .05

TABLE 4.5**Paired T-test on scores of Higher-level Students in Group DEMA**

| Test | N | M | SD | Df | t | Sig. |
|-----------|----|-------|------|----|--------|-------|
| Pre-test | 30 | 21.83 | 3.84 | 29 | -3.603 | .001* |
| Post-test | 30 | 23.83 | 3.93 | | | |

*p < .05

TABLE 4.6**Paired T-test on scores of Lower-level Students in Group DEMA**

| Test | N | M | SD | Df | t | Sig. |
|-----------|----|-------|------|----|--------|-------|
| Pre-test | 32 | 11.16 | 4.03 | 31 | -2.370 | .024* |
| Post-test | 32 | 12.29 | 4.04 | | | |

*p < .05

The results from a paired T-test indicate that two test scores were statistically significant in all experimental groups except for higher-level students in group DAMT ($t=-2.039$, $p>.05$). In other words, while lower-level students in both groups and higher-level students in group DEMA showed a statistically significant increase in their scores, the results of higher-level students in group DAMT failed to reach a statistical significance despite the increase in score.

The fact that higher-level students in group DEMA showed a statistically significant increase in the scores but those in group DAMT didn't implies that DEMA significantly contributed to student's listening comprehension compared to DAMT among higher-level students. Thus, it can be concluded that for higher-level students, DEMA is more effective than DAMT. On the other hand, lower-level students in both groups showed a statistically significant increase in their scores. This indicates that the two dictation methods were equally effective for lower-level students. It is noteworthy, however, that the increase in the score of group DAMT was greater than that of group DEMA as shown in Table 4.1. In order to find out whether there was any significant difference in the pre test and post-test between lower-level students in Group DAMT and Group DEMA, a one-way ANOVA was conducted (Table 4.7).

TABLE 4.7.

**ANOVA Summary Table for the Gain Scores of Low-level Students
In Group DAMT and Group DENT**

| Source | SS | df | MS | F | Sig. |
|----------------|---------|----|---------|--------|-------|
| Between Groups | 141.890 | 1 | 141.890 | 15.050 | .000* |
| Within Groups | 603.382 | 64 | 9.428 | | |
| Total | 745.273 | 65 | | | |

*p < .05

TABLE 4.7 shows that a significant difference exists between the gain scores of the two experimental groups. Thus, it can be said that even though the two dictation methods equally contributed to the students' overall listening comprehension for lower-level students, DAMT was far more effective than DENT.

To sum up, no significant difference was found in the effects of DAMT and DENT, while significant difference existed between high and low proficiency levels. In addition, subsequent statistical analyses and the results of T-test also confirmed that DAMT and DENT affected the students' development of listening proficiency in different ways according to their levels. More specifically, the T-test results showed that higher-level students in group DENT had significant increase in the scores, while higher-level students in group DAMT didn't. On the other hand, lower-level students in group DAMT attained a higher increase in the scores than lower-level students in group DENT.

Overall, these results indicate that DAMT was more effective to lower-level students, while DEMA was more effective to higher-level students.

4.1.2. Learner Attitudes towards DAMT and DEMA

A survey consisting of ten Likert-scaled questions and three open-ended questions was conducted after post-test. The survey results were compared according to language proficiency and learning methods.

Survey results on the advantages of DAMT and DEMA are presented in Table 4.8. Among the five options, “Never” and “Not really” are categorized in Y (=Yes) and “Somewhat so” and “Very much so” are categorized in N (=No). Overall, the lower-level group in DAMT and the higher-level group in DEMA showed a more positive attitude towards their dictation method than the higher-level group in DAMT and lower-level group in DEMA. More than half of the lower-level students in DAMT and high-level students in DEMA answered “yes” to survey Q1 asking if the dictation practice helped them develop listening comprehension skills (lower-level in DAMT = 58%, higher-level in DEMA = 53%) and survey Q5 asking whether the dictation practice increased their interest in English listening (lower-level in DAMT = 72%, higher-level in DEMA = 55%), whereas higher-level students from both groups answered more positively than lower-level students from both groups to the survey Q3 asking if the

dictation method helped them understand the phonological rules of English, 60% and 40% respectively.

TABLE 4.8. Advantages of DAMT and DEMA

| Survey Question | Group DAMT | | | | | | Group DEMA | | | | | |
|--|-----------------|----|----|----------------|----|----|-----------------|----|----|----------------|----|----|
| | Higher-level(%) | | | Lower-level(%) | | | Higher-level(%) | | | Lower-level(%) | | |
| | Y | N | DN | Y | N | DN | Y | N | DN | Y | N | DN |
| 1. This dictation method helps me improve listening comprehension ability. | 41 | 32 | 27 | 58 | 22 | 20 | 53 | 33 | 14 | 22 | 51 | 27 |
| 3. This dictation method is effective for understanding phonological rules of English. | 60 | 21 | 19 | 49 | 31 | 20 | 40 | 29 | 31 | 18 | 64 | 18 |
| 5. This dictation method makes me more interested in English listening. | 34 | 30 | 36 | 72 | 21 | 7 | 55 | 22 | 23 | 25 | 59 | 16 |

*Y=Yes, N=No, DN=I don't know.

Table 4.9 shows the difficulties students encountered when practicing each dictation method. Lower-level students in both DAMT and DEMA groups experienced more difficulties because they knew few words and were not used to practicing this kind of dictation. However, as shown in survey Q2 and Q4, it is interesting to note that lower-level students from group DAMT experienced relatively less hardship than that of group DEMA. Also, more than half of the

students in all groups, regardless of their proficiency and dictation method, reported experiencing difficulties in dictating whole sentences (higher-level group in DAMT = 51%, lower-level group in DAMT = 79%, higher-level group in DEMA = 61%, lower-level group in DEMA = 83%).

TABLE 4.9. Difficulties of DAMT and DEMA

| Survey Question | Group DAMT | | | | | | Group DEMA | | | | | |
|---|-----------------|----|----|----------------|----|----|-----------------|----|----|----------------|---|----|
| | Higher-level(%) | | | Lower-level(%) | | | Higher-level(%) | | | Lower-level(%) | | |
| | Y | N | DN | Y | N | DN | Y | N | DN | Y | N | DN |
| 2. I had difficulty as I didn't know many English words. | 11 | 68 | 21 | 69 | 18 | 13 | 15 | 73 | 12 | 75 | 9 | 16 |
| 4. It took me a lot of time and effort to dictate by using this method. | 34 | 48 | 18 | 41 | 33 | 26 | 29 | 52 | 19 | 81 | 5 | 14 |
| 6. I was in trouble because I had to dictate whole sentences. | 51 | 30 | 19 | 79 | 6 | 15 | 61 | 28 | 11 | 83 | 8 | 9 |

*Y=Yes, N=No, DN=I don't know.

Overall evaluations on each dictation method are given in Table 4.10. Within the DAMT group, lower-level students gave more positive evaluations to the DAMT method than higher-level students, recognizing its advantages. On the other hand, higher-level students in DAMT represented two extremes of opinion towards the DAMT method throughout the whole survey; approximately 40% of

them showed favorable attitudes towards DAMT, but the other, about 40% of them, showed negative attitudes toward it. Within the DEMA group, higher-level students demonstrated far more positive attitudes than lower-level students.

TABLE 4.10.

Overall Evaluation of DAMT and DEMA

| Survey Question | Group DAMT | | | | | | Group DEMA | | | | | |
|--|-----------------|----|----|----------------|----|----|-----------------|----|----|----------------|----|----|
| | Higher-level(%) | | | Lower-level(%) | | | Higher-level(%) | | | Lower-level(%) | | |
| | Y | N | DN | Y | N | DN | Y | N | DN | Y | N | DN |
| 7. I'd like to keep using this dictation method in studying English listening. | 42 | 40 | 18 | 78 | 20 | 2 | 55 | 31 | 14 | 26 | 60 | 14 |
| 8. I'm now able to see why this dictation method is used in class. | 45 | 42 | 13 | 58 | 25 | 17 | 60 | 25 | 15 | 11 | 78 | 11 |
| 9. I'd like to recommend using this dictation method to other students. | 42 | 39 | 19 | 66 | 25 | 9 | 61 | 29 | 10 | 15 | 66 | 19 |
| 10. Overall, this dictation method is a useful learning material. | 50 | 39 | 11 | 62 | 22 | 16 | 62 | 31 | 7 | 19 | 58 | 23 |

*Y=Yes, N=No, DN=I don't know.

4.2. Discussion

This section discusses the effect of DAMT and DEMT on students' listening comprehension development on the basis of the statistical results presented in the preceding section, and analyzes the results of surveys on learner attitudes toward DAMT and DEMT.

4.2.1. The Effects of DAMT and DEMT on Listening Comprehension

In order to discuss the effectiveness of DAMT in detail, it is meaningful to investigate what percentage of Korean alphabet was used by the students in group DAMT. All the number of Korean alphabet written in students' work sheets was calculated to draw the percentage of the L1 usage. It turned out that approximately 22% of English words were transcribed into the Korean alphabet by higher-level students, but lower-level students dictated about 53% of the English words using the Korean alphabet. The reliance on L1 of lower-level students was over twice that of higher-level students. However, it is important to note that the rate of L1 usage, for both higher-level and lower-level students, had steadily decreased as the dictation practice went on.

Table 4.11.

The Percentage of Korean Alphabet Used by Students in DAMT

| | 1 st week | 2 nd week | 3 rd week | 4 th week | 5 th week |
|-------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Higher-level in DAMT | 22% | 21.2% | 20.5% | 14.8% | 13.3% |
| Lower-level in DAMT | 53% | 50.9% | 43.2% | 33.9% | 27.1% |

The results of this study showed that over all, there was no significant difference in the effects of DAMT and DEMA on the participants' improvement in their listening skills. The two teaching methods, however, had a different effect according to their proficiency levels. This study showed that DEMA was more effective for higher-level students while DAMT was more effective for lower-level students.

Students of high proficiency level received more benefits from DEMA which was the traditional dictation method frequently conducted in EFL classrooms. A possible reason for this is that the students with higher-level listening proficiency might already develop their own listening skills by continuous listening practice for such a long time. This result coincides with the previous studies of Park (1997) showing that proficient students use language learning skills better than less proficient students.

The crucial reason why DAMT was more effective for lower-level students might be the dictation method using the Korean alphabet. The result is consistent

with the finding of the previous study by Cheung (2005). Lower-level students were expected to have more problems coping with the abundant English words and sentences during English dictation, but Cheung found that the use of students' mother tongue could influence the accuracy of the English sentences students produced in English dictation. He revealed the significant effect in the improvement of dictation ability using the mother tongue, especially at the beginning and intermediate group rather than advanced group. This might be due to the fact that the Korean alphabet served as a kind of phonemic marker. It might be possible for students to understand the pronunciation rules (such as deletion or contraction) through dictation training using the Korean alphabet. One of the students in group DAMT, for example, transcribed *should have told you* in Korean alphabet 슈리틀쥬 at first. As he came across the similar pattern over and over throughout all the dictation sessions, he got used to this pattern and completely perceived the rules, dictating it precisely in English at the end.

Another possible reason for the fact that DAMT was more helpful for lower-level students than high-level students is that lower-level students tend to rely on bottom-up processing. Dictation activity includes discriminating sounds or sound sequences, and analyzing them into words, clauses, and sentences. It can be inferred that lower-level students could perform much better in activities using bottom-processing which plays a crucial role for low-level students. This result also coincides with the previous studies of Hildyard and Olson (1982) and Conrad (1985) which showed that as listeners' proficiency decreases, they rely more on bottom-up processing than top-down processing.

4.2.2 Learner Attitudes towards DAMT and DEMA

The survey results showed that the lower-level group in DAMT and the higher-level group in DEMA generally had a more positive attitude towards their dictation methods than the higher-level group in DAMT and lower-level group in DEMA. This aspect of attitude seems to coincide with the post-test results which showed that the higher-level students from the DEMA group and the lower-level students from the DAMT group performed better than their same-level of counterpart groups. It is also noteworthy that 72% of the lower-level students in group DAMT mentioned that DAMT made them more interested in English. Therefore, it can be inferred that favorable attitudes towards the dictation method, along with the dictation practice, might be helpful for better performance in the post-test.

As has already been demonstrated from Table 4.5, low-level students experienced more difficulty in dictation practice because they did not have many English words. However, more than 50% of the students in all groups, even higher-level students, experienced hardship in dictating whole sentences. This can be explained by the fact that dictating whole sentences is a very difficult task even for high-level students because one should concentrate on every single detail they hear. Transcribing whole sentences would require long-term practice and continuous exercise, but as Kim (1998) suggested, phrase and sentence dictations are more closely interrelated with developing listening comprehension

ability than with word dictation. This is the reason why sentence dictations could be a demanding but essential listening activity in the L2 classroom.

In overall evaluations on each dictation method, lower-level students in DAMT gave more positive evaluations to the DAMT method than higher-level students in the same group, recognizing its advantages. It was expected that DAMT would help lower-level students feel comfortable and less nervous in English class, since they could dictate in the Korean alphabet, instead of English, in case they couldn't transcribe what they heard in English. As Lee (2011) suggested, L1 seems to help learners feel more confident and have more assurance to use L2 since it could help them not to be stressed in English learning.

Students also responded to open-ended questions about how they felt about the dictation method of the group which they belong to. To look into their answer deeper will aid in understanding their attitudes towards each dictation method. Some positive reactions in the DAMT group included that the DAMT method is effective and fun because one can learn about the phonological rules through the dictation practice by oneself. Two very concrete and positive reactions in the lists below were from higher-level students, and the rest were from lower-level students.

<common comments from both higher-level and lower-level students>

- ✓ It was fun. We should do it more often.
- ✓ This English class makes me feel easy and unstressed.
- ✓ It helped me to get interested in English listening.

<higher-level student from DAMT>

- ✓ I used to leave what I couldn't hear in blank during dictation practice, so it was hard to check up the missing points that I have to study more. But after I filled them up in Korean alphabet, it functioned as a kind of marker which I should supplement. For instance, I didn't recognize that I could not hear past participle containing auxiliary verbs such as *should have told you, could have been, might have seen*. However, after practicing DAMT and dictating them in the manner such as 슈럽틀쥬, 쿠텨빈, 마이럽썸 did I realize the phonological rule related with abbreviation of sounds that I couldn't hear and focus on that sounds with concentration.

<higher-level student from DAMT>

- ✓ I am not very confident in English, so I was sometimes unwilling to participate in activities in English class. However, this class is fun as I can complete the task using Korean alphabet.

<lower-level student from DAMT>

- ✓ I am proud of myself as I believe my English listening ability has improved little by little. I, for example, couldn't hear the word *appointment* at first. However, I transcribed it in Korean alphabet 포인먼 and then understood the phonological rules such as schwa. Now I am able to hear the words such as *acceptance, acquire, ability* with little difficulty.

<lower-level student from DAMT>

- ✓ I didn't know many English words, so I was always anxious and unpleased in English class. This uncomfortable feeling gave me lots of stresses, but now I feel somewhat easy and confident under the condition of not forcing me to use English only.

Other students answered that DAMT was not good for them, since some English words were difficult to transcribe in the Korean alphabet. Below are negative comments from higher-level and lower-level students in group DAMT.

<common comments from both higher-level and lower-level students>

- ✓ It's still hard and not fun.
- ✓ There are some sounds that can't be transcribed precisely in Korean alphabet.

<higher-level student>

- ✓ Using Korean alphabet made me confused. When I dictate English sentences sometimes I rely on Korean alphabet even though I know the English words.

<higher-level student>

- ✓ Korean and English have different phonemic systems, but it is hard to distinguish them when using DAMT. For example, when I transcribed *feed them in* $\pi/\text{ㅍ}$ it was unsure whether π in $\pi/\text{ㅍ}$ indicated [f] or [p] in English.

<lower-level student>

- ✓ I feel less stressful in this class, but I still don't know what to do because of a lack of knowledge about English.

<lower-level student>

- ✓ I had trouble transcribing sentences even in Korean alphabet, because there were too many unknown English words.

Some positive reactions in group DEMT included that DEMT was effective for developing listening ability as it ensures attentive listening and trains students to distinguish sounds. Some students said that they liked it because it developed their accuracy in listening and reinforced vocabulary. But there were other students who did not like DEMT. They preferred to just listen to English sentences over and over, rather than transcribing them.

CHAPTER 5.

CONCLUSION

This chapter concludes the present study with two sections. Section 5.1 provides the implications for instruction and Section 5.2 is composed of the limitations of the study and suggestions for future research.

5.1. Summary of Findings and Pedagogical Implications

The major finding of this study is that there were significant different effects on two dictation methods, DAMT and DEMT, depending on the students' level of listening proficiency. This provides us with some suggestions in the instruction of L2 listening comprehension.

The present study showed that higher-level students benefited from DAMT, while lower-level students benefited from DEMT, and the effects of dictation methods, overall, were greater for lower-level students than higher-level students. Therefore, it is suggested that proper dictation methods appropriate for students' English proficiency could be adopted in listening instruction. Lower-level students using L1 in DAMT mentioned that Korean alphabet in English class helped them learn English more effectively and clearly, and they also felt relieved when a teacher conditionally permitted them to use L1. This finding is supported by what Auerbach (1993) mentioned earlier. He claimed that the use

of L1 can reduce learners' anxiety and could create a learner-friendly environment for effective language learning. The current study, therefore, implies the beneficiary role of students' mother tongue in studying L2. Of particular significance is the fact that Korean students continue to have great difficulty with the usage of English, which implies that a change in the teaching method may be needed. With regard to learning motivation and the affective factor of EFL students, as well as the improvement of their listening ability, the results of the present study may support a new direction in teaching and learning.

However, as mentioned above, dictation using L1 has the limitation of keeping learners from being aware of English phonemic differences even if the study result shows that it might be helpful for lower-level learners. As Ahn (2009) mentioned earlier in his study, the ability to identify English phonemes is highly correlated with English listening ability. Phonemic awareness is significant in facilitating decoding and listening for EFL learners (Chung & Ahn, 2000). Therefore, it may be advisable to use DAMT as a temporal strategy rather than long-term activity. It should be kept in mind that the ultimate goal of exercising with DAMT is also identifying English phonemes.

5.2. Limitations and Suggestions for Future Research

Although the current study reports a few interesting findings concerning dictation methods, there are several limitations that need to be discussed. As

pointed out earlier in this paper, the investigations with regard to dictation using L1 in the Korean EFL context just began to emerge. This is why the number of limitations of the present study is so high. The following discusses the main limitations that should be considered in interpreting the results and conducting further research.

First, this study was conducted with a small sample size of 124 Korean third grade high school students living in a particular region of Korea. Therefore, it might be too small to generalize the major findings to the larger population from this result. In future studies, it is recommended to work with a greater number of students, varying in proficiency levels, age, and geographical residences, so that the results from the study could more easily be generalized.

Secondly, participants in this study experienced only one method of dictation. If they were given an opportunity to practice both dictation methods, they would have more specific and holistic view on comparing both methods.

Thirdly, regarding the improvement of listening proficiency, this study had several shortcomings. For example, the time spent on the dictation practice was just 50 to 60 minutes a week in total, which accounted for about a quarter of total English listening class. Another shortcoming was time; the post-test was given only 7 weeks after the pre-test. It was considered that the time frame was too brief to implement various and sufficient dictation practice.

Lastly, this study did not investigate the potential delayed effects of DAMT and DEMA. According to Alwright (1984), any teaching or learning technique

does not immediately show its effect; thus, more time is needed in order to see the effect of teaching and learning in the learners' performance. Therefore, there is a necessity to see whether the two dictation methods will show similar effectiveness or not with long-term studies.

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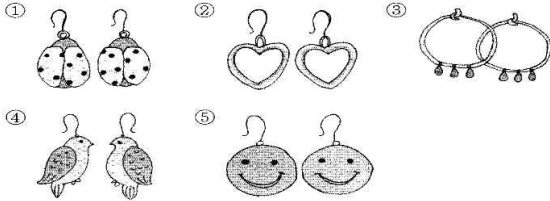
APPENDICES

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APPENDIX 1-1

Pre-test Sheet

Q1. 대화를 듣고, 여자가 구입할 귀고리를 고르시오.



Q2. 대화를 듣고, 여자가 잠을 자지 못한 이유로 가장 적절한 것을 고르시오.

- ① 회사 동료와 다투어서 ② 회사 일이 너무 힘들어서
- ③ 남자 친구가 헤어지자고 해서 ④ 남자 친구가 다른 친구를 만나서
- ⑤ 남자 친구가 전화를 해주지 않아서

Q3. 다음을 듣고, 무엇에 관한 설명인지 고르시오.

- ① 초콜릿의 종류 ② 초콜릿의 역사 ③ 초콜릿의 효능
- ④ 초콜릿의 제조법 ⑤ 초콜릿의 부작용

Q4. 대화를 듣고, 여자가 남자에게 부탁하는 것을 고르시오. [1 점]

- ① 책 빌려주기 ② 과제 제출하기 ③ 도서관에 책 반납하기
- ④ 시험 준비 함께 하기 ⑤ 에세이 준비 도와주기

Q5. 대화를 듣고, 여자가 할 일로 가장 적절한 것을 고르시오.

- ① 전시실 살펴보기 ② 신용카드 취소하기
- ③ 경찰서에 전화하기 ④ 신용카드 신청하기 ⑤ 분실물 보관소에 가기

Q6. 다음을 듣고, 여자가 한 말의 목적으로 가장 적절한 것을 고르시오.

- ① to attract shoppers ② to give safety tips
- ③ to find a missing child ④ to apologize to customers
- ⑤ to advertise for a baby-sitter

Q7. 대화를 듣고, 남자가 지불할 금액을 고르시오.

- ① \$15.30 ② \$16.40 ③ \$16.70 ④ \$51.40 ⑤ \$51.70

Q8. 대화를 듣고, 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① student teacher ② tour guide tourist
- ③ salesclerk customer ④ taxi driver passenger
- ⑤ police officer driver

Q9. 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오.

- ① in a car ② in a train ③ at a hospital
- ④ at a restaurant ⑤ at a gas station

Q10. 대화를 듣고, 여자가 남자를 위해 할 일을 고르시오.

- ① to bring a camera ② to make a guest list
- ③ to put up the notice ④ to send out invitations
- ⑤ to buy a Christmas tree

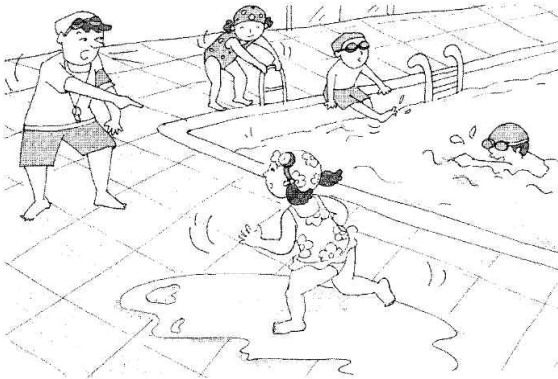
Q11. 대화를 듣고, 클리너를 사용하지 않아야 할 곳으로 언급된 것을 고르시오.

- ① brass ② enamel ③ plastic ④ wooden surfaces ⑤ floor tiles

Q12. 다음 표를 보면서 대화를 듣고, 두 사람이 시청할 TV 프로그램을 고르시오.

| TV Programs | | | |
|-------------|-----------|---------|--------------------------------------|
| | Time | Channel | Program |
| ① | 7:00 p.m. | 4 | Documentary: The Life of Panda Bears |
| ② | 7:00 p.m. | 5 | Reality Show |
| ③ | 7:30 p.m. | 6 | Movie: Star Wars |
| ④ | 7:30 p.m. | 7 | Sports: Basketball |
| ⑤ | 7:30 p.m. | 8 | Ralk Show |

Q13. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



- ① ② ③ ④ ⑤

Q14. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman:

- ① Only one of them reads. ② They rarely go to the cinema.
 ③ Few people enjoy watching TV. ④ TV programs are very interesting.
 ⑤ More people are taking up exercise.

Q15. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man:

- ① I think I should be going now.
- ② It is the last place I want to go.
- ③ I hope you will have a wonderful trip.
- ④ I'd like to, but I'm going to visit Europe.
- ⑤ Call the company and find out more about it.

Q16. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

[3 점]

Woman:

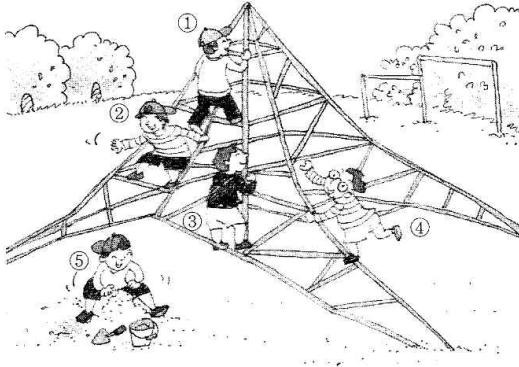
- ① I think the restaurant must have closed.
- ② You'd better not eat out with Jerry next time.
- ③ Now you can sleep tonight without worrying.
- ④ I don't think two people have similar problems.
- ⑤ You should report to the health authorities about it.

Q17. 다음 상황 설명을 듣고, Jane 이 David 에게 할 말로 가장 적절한 것을 고르시오.

Jane:

- ① Cheer up. It's not the end of the world.
- ② This is on me. I will treat you this time.
- ③ Congratulations on winning the scholarship.
- ④ Let me congratulate you on passing the exam.
- ⑤ I'm pleased to inform you of a scholarship opportunity.

Q18. 대화를 듣고, 여자가 설명하는 인물을 고르시오. [1 점]



Q19. 대화를 듣고, 남자의 심정으로 가장 적절한 것을 고르시오.

- ① bored and uninterested ② surprised and envious
- ③ satisfied and delighted ④ impressed and thankful
- ⑤ depressed and frustrated

Q20. 다음을 듣고, 무엇에 관한 설명인지 고르시오.

- ① 조난시 행동 요령 ② 오지탐험 준비 과정
- ③ 가족여행의 즐거움 ④ 물을 정화시키는 방법 ⑤ 휴대폰 위치 추적 서비스

Q21. 대화를 듣고, 여자가 남자에게 부탁한 일을 고르시오.

- ① 식당 예약하기 ② 자동차 수리하기 ③ 샌드위치 사오기
- ④ 음반 준비하기 ⑤ 차로 데려다 주기

Q22. 대화를 듣고, 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① hotel clerk····· guest ② tour guide····· tourist
- ③ principal ····· teacher ④ customs officer····· passenger
- ⑤ sales clerk ····· shopper

Q23. 대화를 듣고, 두 사람이 금요일 저녁에 할 일로 가장 적절한 것을 고르시오.

- ① 야구 경기장에 간다. ② 텔레비전을 사러 간다.
- ③ 야구 경기에 참가한다. ④ 실험 보고서를 작성한다.
- ⑤ 야구 녹화방송을 시청한다.

Q24. 다음을 듣고, 여자가 하는 말의 목적으로 가장 적절한 것을 고르시오.

- ① 효과적인 대중연설 요령을 조언하기 위해
- ② 낙후된 통신 장비의 개선을 요구하기 위해
- ③ 새로운 통신 장비의 출시를 광고하기 위해
- ④ 비디오카메라의 사용 방법을 설명하기 위해
- ⑤ 원격 화상 회의에 필요한 유의사항을 알리기 위해

Q25. 대화를 듣고, 남자가 Liverpool 에 도착하게 될 시각을 고르시오.

- ① 1:20 ② 2:10 ③ 2:45 ④ 3:15 ⑤ 3:45

Q26. 대화를 듣고, 두 사람이 대화하고 있는 장소로 알맞은 것을 고르시오.

- ① at a funeral ② at a wedding ③ at a farewell party
- ④ at a school reunion ⑤ at a retirement banquet

Q27. 대화를 듣고, 두 사람이 토요일에 할 일로 가장 적절한 것을 고르시오.

- ① 춤을 추러 간다. ② 영화를 감상한다. ③ 회식에 참석한다.
- ④ 재즈클럽에 간다. ⑤ 색소폰 연습을 한다.

Q28. 다음을 듣고, 방송에서 언급한 내용을 고르시오. [3 점]

- ① 휴대전화 사용요금의 인상 ② 오토바이 사고의 급격한 증가
- ③ 자연재해로 인한 피해 예상액 ④ 담배광고를 금지하는 법률제정
- ⑤ 장애아동을 돕기 위한 자선공연

Q29. 다음 표를 보면서 대화를 듣고, 두 사람이 볼 영화를 고르시오.

| Movie | Time | | |
|---|-------|--------|--------|
| <i>Spider-Man 3</i> (Action) | 1 :00 | 4:00 | ① 6:30 |
| <i>Romantic Holiday</i> (Romantic Comedy) | 2:30 | ② 4:00 | ③ 6:30 |
| <i>The Dead Girl</i> (Horror) | 1 :00 | ④ 5:00 | ⑤ 7:00 |

Q30. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



- ① ② ③ ④ ⑤

Q31. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man: _____

- ① Normally, that's part of my routine.
 ② You must go to the school library with me.
 ③ That's probably why I feel so stressed out.
 ④ Why don't you go to the gym and work out?
 ⑤ That will give you some good temporary relief.

Q32. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman: _____

- ① Thank you. It is a really lovely tie.
 ② A nice fountain pen. I'm sure he will like it.
 ③ I'm looking forward to his playing this guitar.
 ④ Okay. I'll buy two tickets for this performance.
 ⑤ We could get a Mozart opera. He likes classical music.

Q33. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man: _____

- ① You're right. You can live without a cell phone.
- ② I don't think so. Calling a cell phone is very expensive.
- ③ That's not true. All I have to pay is the monthly charge.
- ④ Of course. You can check your email with your cell phone.
- ⑤ No way. You should not use a cell phone while you're driving.

Q34. 다음 상황 설명을 듣고, Mrs. Johnson 이 남편에게 할 말로 가장 적절한 것을 고르시오.

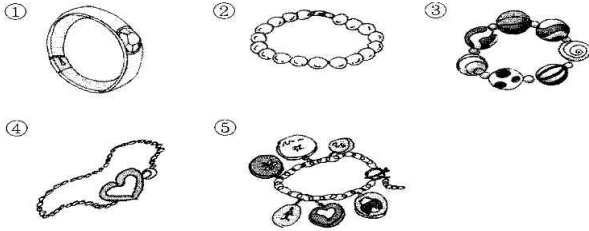
Mrs. Johnson: Honey, _____

- ① if your ankle hurts, rest it for several days.
- ② you should change your job before it's too late.
- ③ thank you very much for the wonderful painting of the house.
- ④ you'd better hurry to the hospital and have your ankle examined.
- ⑤ you should avoid walking under a ladder because it brings bad luck.

APPENDIX 1-2

Post-test Sheet

Q1. 대화를 듣고, 두 사람이 구입할 팔찌를 고르시오.



Q2. 대화를 듣고, 여자의 심정으로 가장 적절한 것을 고르시오. [1 점]

- ① upset ② ashamed ③ excited ④ frustrated ⑤ worried

Q3. 다음을 듣고, 무엇에 관한 설명인지 고르시오.

- ① 연어의 요리법 ② 연어의 서식지 ③ 연어의 영양가
④ 연어의 포획 방법 ⑤ 연어의 산란 시기

Q4. 대화를 듣고, 남자가 여자에게 부탁하는 일을 고르시오.

- ① 기념 사진을 촬영하기 ② 여행 차량을 불러오기
③ 여행 가이드 소개하기 ④ 관광 상품을 추천하기 ⑤ 관광지에 대해 설명하기

Q5. 대화를 듣고, 여자가 곧바로 할 일로 가장 적절한 것을 고르시오.

- ① 영화 보기 ② 집에 가기 ③ 서점 가기 ④ 차 마시기 ⑤ 눈 구경하기

Q6. 다음을 듣고, 남자가 하는 말의 목적으로 가장 적절한 것을 고르시오.

- ① to encourage the staff to find new jobs
- ② to persuade the staff to do overtime work
- ③ to advise the employees to deal in stocks
- ④ to dissuade the staff from leaving their jobs
- ⑤ to inform the employees of a business decision

Q7. 대화를 듣고, 남자가 지불해야 할 금액을 고르시오.

- ① \$135 ② \$150 ③ \$170 ④ \$180 ⑤ \$200

Q8. 대화를 듣고, 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① father ····· daughter ② student ···· student
- ③ professor ···· professor ④ counselor ···· student
- ⑤ interviewer ···· interviewee

Q9. 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 것을 고르시오.

- ① drugstore ② restaurant ③ clothes shop ④ lost and found ⑤ cell phone shop

Q10. 대화를 듣고, 남자가 여자를 위해 할 일을 고르시오.

- ① to meet a new cook
- ② to wrap leftovers up
- ③ to help her with dinner
- ④ to order some take-out food
- ⑤ to give her the recipe for dinner

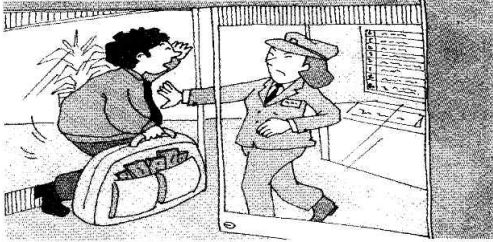
Q11. 대화를 듣고, 남자가 구입하고 싶은 차종에 대해 언급되지 않은 것을 고르시오.

- ① 최대 탑승자 수 ② 보증 기간 ③ 할인 액수 ④ 할부 기간 ⑤ 대출 가능 여부

Q12. 다음 자료를 보면서 대화를 듣고, 여자의 정보와 일치하지 않는 것을 고르시오.

| Emergency Admission | |
|---|--|
| Name | Sarah Stevenson |
| Doctor's name | Susan McDonald |
| ① Has patient been in hospital prior to date? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| ② Is patient allergic to any drugs? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| ③ Is patient taking medication at present? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Chief Complaint | Stomach pain |
| ④ Room Preference | <input checked="" type="checkbox"/> PRIVATE <input type="checkbox"/> SEMI-PRIVATE |
| ⑤ Blood Type | <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> AB <input type="checkbox"/> O / <input checked="" type="checkbox"/> Rh+ <input type="checkbox"/> Rh- |
| Nurse's Signature | Michael Jones |

Q13. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



- ① ② ③ ④ ⑤

Q14. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman:

- ① Thanks a lot. It was all great.
 ② Well, I'd like second, please.
 ③ No thanks. Just iced water, please.
 ④ Okay. I'd like to pay in traveler's checks.
 ⑤ Altogether. And I need the receipt as well.

Q15. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man:

- ① Please turn off the radio. It's annoying.
- ② Why don't we go see the famous opera?
- ③ Thank you for the present. I'll never forget it.
- ④ Oh, I really like classical music. Let's replay it.
- ⑤ Lend me the CD. I'm fascinated by their voices.

Q16. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

[3 점]

Woman:

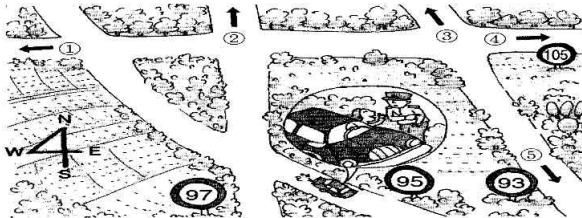
- ① Tobacco business has great possibilities.
- ② They should impose a huge tax on cigarettes.
- ③ It is natural big stars appear on commercials.
- ④ No smoking areas should be abolished at once.
- ⑤ Tobacco commercials on TV should not be banned.

Q17. 다음 상황 설명을 듣고, Jim 이 할 말로 가장 적절한 것을 고르시오.

Jim:

- ① I want to thank you for always sending quality items.
- ② Why don't you visit our office tomorrow for an interview?
- ③ Thank you very much. I'll pay the bill with my credit card.
- ④ You've sent us the wrong items. Please check our order again.
- ⑤ I'm really sorry to bother you. I'll never make such a mistake again.

Q18. 대화를 듣고, 여자가 가야 할 방향을 고르시오.



Q19. 대화를 듣고, 남자의 심경 변화로 가장 적절한 것을 고르시오.

- ① pleased → scared ② bored → excited
- ③ anxious → relieved ④ proud → ashamed
- ⑤ hopeful → disappointed

Q20. 다음을 듣고, 무엇에 관한 광고인지 고르시오.

- ① 컴퓨터 시스템 ② 사무 빌딩 관리 ③ 정보 보안 장치
- ④ 전화 자동 응답기 ⑤ 조사 대행 서비스

Q21. 대화를 듣고, Doris 에 관한 내용과 일치하지 않는 것을 고르시오.

- ① 원하던 대학에 들어갔다. ② 대학 입학 후 다이어트를 시작했다.
- ③ 원래 몸이 뚱뚱했었다. ④ 자기 방에만 틀어박혀 있다.
- ⑤ 어머니가 병원 치료를 시키려고 한다.

Q22. 대화를 듣고, 남자가 거스름돈으로 받을 액수를 고르시오.

- ① \$1.50 ② \$3.50 ③ \$6.50 ④ \$7.00 ⑤ \$8.50

Q23. 대화를 듣고, 두 사람이 하고 있는 일로 가장 적절한 것을 고르시오.

- ① 시상식 안내 ② 수영 경기 중계
- ③ 수영 강좌 교습 ④ 달리기 시합 중계 ⑤ 대표 선수 선발 안내

Q24. 다음을 듣고, 여자가 하는 말의 목적으로 가장 적절한 것을 고르시오.

- ① to conduct a survey
- ② to announce layoffs
- ③ to test the fire alarm system
- ④ to make suggestions about the computer system
- ⑤ to inform workers of a planned electricity failure.

Q25. 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- ① customer ····· electrician ② client ····· architect
 ③ customer ····· salesclerk ④ wife ····· husband ⑤ boss ····· secretary

Q26. 대화를 듣고, 두 사람이 대화하고 있는 장소로 가장 적절한 곳을 고르시오. [1 점]

- ① hotel ② street ③ golf course ④ movie theater ⑤ shopping mall

Q27. 대화를 듣고, 남자가 할 일로 가장 적절한 것을 고르시오.

- ① 쇼핑하러 간다. ② 집에 가서 쉰다.
 ③ 학교 의무실에 간다. ④ 약국에 약을 사러 간다.
 ⑤ 여자를 집까지 태워준다.

Q28. 다음 자료를 보면서 대화를 듣고, 남자가 예약할 곳을 고르시오.

| | coffee shop | cable TV | Internet connection | swimming pool | Room safe |
|------------------------|-------------|----------|---------------------|---------------|-----------|
| Rainbow Inn | o | x | x | o | o |
| Traveler's Rest | x | o | o | x | x |
| The Henry Hotel | o | o | o | o | x |
| The White House | o | | x | o | o |
| The Brown Sands | o | o | o | x | o |

o : Included / x : Not Included

- ① Rainbow Inn ② Traveler's Rest ③ The Henry Hotel
 ④ The White House ⑤ The Brown Sands

Q29. 다음을 듣고, 남자가 광고하고 있는 아파트 단지에 관한 내용과 일치하지 않는 것을 고르시오.

- ① 시내에서 차로 15분 거리이다.
- ② 수영장과 테니스 코트가 있다.
- ③ 각 세대별로 주차 공간이 있다.
- ④ 중앙 냉난방 시설이 되어 있다.
- ⑤ 애완동물은 키울 수 없다.

Q30. 다음 그림의 상황에 가장 적절한 대화를 고르시오.



- ① ② ③ ④ ⑤

Q31. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

Woman:

- ① It really is a shame that I missed that!
- ② You're right. I really enjoyed the lesson.
- ③ Sure, but let me complete this report first.
- ④ You should have set the alarm clock earlier.
- ⑤ I'm reading this really cool book about volcanoes.

Q32. 대화를 듣고, 여자의 마지막 말에 대한 남자의 응답으로 가장 적절한 것을 고르시오.

Man:

- ① Okay. Here's a twenty-dollar bill.
- ② Right. We'd better stop by a gas station.
- ③ I'm sorry, but your card is over its limit.
- ④ No. The work isn't as difficult as you think.
- ⑤ Yes. I'd like to get small bills for this twenty.

Q33. 대화를 듣고, 남자의 마지막 말에 대한 여자의 응답으로 가장 적절한 것을 고르시오.

[3 점]

Woman:

- ① Wow! I should go there someday soon.
- ② Awesome! I think you should try that too.
- ③ I felt like a week was not long enough for me.
- ④ I haven't blown up any balloons in a long time.
- ⑤ I'm sorry to hear that. So, what do you plan to do?

Q34. 다음 상황 설명을 듣고, 여자 종업원이 Jonathan 에게 할 말로 가장 적절한 것을 고르시오.

The waitress:

- ① Don't try and explain it away.
- ② I can't tell you how sorry I am.
- ③ I have something to tell you, too.
- ④ Thanks, but I can manage it myself.
- ⑤ I will overlook your behavior this time.

APPENDIX 2

AN EXAMPLE OF LISTENING SCRIPT

1. 다음을 듣고 여자가 하는 말의 목적으로 가장 적절한 것을 고르시오.

W : Hello! I'm Jane Wilson, and I'm in charge of organizing the Terra Flea Market. As you're well aware, the Terra Flea Market is one of the city's top tourist attractions. It's the best place to sell your secondhand household items, clothing, jewelry, and crafts. If you'd like to reserve a booth to sell these items at our market, please register as a seller on our website www.terrafleamarket.com. The registration fee is five dollars. Spaces are limited, so you'll need to hurry and register as soon as possible. For more information, please visit our website.

2. 다음을 듣고 남자의 에세이에 관한 여자의 충고로 가장 적절한 것을 고르시오.

W : Leonard, I have something to tell you about your first draft.

M : What's that, Ms. Holmes?

W : Basically, I enjoyed your essay. Your topic is pretty interesting.

M : Thank you. How about the details?

W : That's what I want to talk about. It's supposed to be descriptive writing, but your essay is a bit too simple.

M : What do you mean?

W : Well, for example, you wrote that you visited your grandfather's house.

M : Yes, I did. Was I supposed to be more specific?

W : Yes. You should add details, like what day you went, what the weather was like, how you went there, and where your grandfather's house was.

M : But nothing is special about those things.

W : They may not be special to you, but your readers could be curious about them.

M : Okay. I'll make sure to put them in my second draft.

APPENDIX 3

WORK SHEETS FOR DICTATION



고교영어듣기 B 형 (Group DEMT 의 work sheet)

제 4 강. 주제, 제목, 요지(2)

pp. 26~31 의 문장 중 다음에 들려주는 10 개의 문장을 잘 듣고 받아쓰기 합니다.

특히 이번 단원은 ‘조동사+have+p.p’와 ‘주어+동사 축약’에 유의하며 잘 들어보세요

잘 들리지 않는 부분은 영어철자로 표기하세요. 빈 칸은 남겨두지 않습니다.

1. It may have cost the company thousands of dollars.
2. I should have studied more about customs in his country.
3. He shouldn't have taken his eyes off the road.
4. You shouldn't have talked on it for so long.
5. I shouldn't have dealt with the problem a year ago.
6. I'd like to tend a garden myself.
7. I haven't seen him all morning.
8. I'm sure it'll help.
9. I'm reading the newspaper article Mr. Miller handed out.
10. They're in a desperate situation.



고교영어듣기 B 형(Group DAMT 의 work sheet)

제 4 강. 주제, 제목, 요지(2)

pp. 26~31 의 문장 중 다음에 들려주는 10 개의 문장을 잘 듣고 받아쓰기 합니다.

특히 이번 단원은 ‘조동사+have+p.p’와 ‘주어+동사 축약’에 유의하며 잘 들어보세요

잘 들리지 않는 부분은 들리는 대로 한글로 표기하세요. 빈 칸은 남겨두지 않습니다.

1. It may have cost the company thousands of dollars.
2. I should have studied more about customs in his country.
3. He shouldn't have taken his eyes off the road.
4. You shouldn't have talked on it for so long.
5. I shouldn't have dealt with the problem a year ago.
6. I'd like to tend a garden myself.
7. I haven't seen him all morning.
8. I'm sure it'll help.
9. I'm reading the newspaper article Mr. Miller handed out.
10. They're in a desperate situation.

APPENDIX 4

Teaching materials

< Pronunciation drills >

Listening Tips

be동사, 전치사, 관사는 일반적으로 발음이 약화되어 잘 들리지 않는 경우가 많다.

Listening Practice

| | | |
|---|---------------------|---|
| 1 | Word by Word | a / snake / is / the / natural / enemy / of / a / frog |
| | All Together | a snake is the natural enemy of a frog |
| 2 | Word by Word | they / inject / poison / into / their / attackers |
| | All Together | they inject poison into their attackers |
| 3 | Word by Word | some / ants / fire / an / acid / fluid / from / their / rear / ends |
| | All Together | some ants fire an acid fluid from their rear ends |
| 4 | Word by Word | spray / the / acid / fluid / in / all / directions |
| | All Together | spray the acid fluid in all directions |

Listening Tips

일상 대화에서 인칭대명사는 특별히 강조하는 경우가 아니면 대체로 약음으로 발음된다.

Listening Practice

■ Word by Word

1. appreciate / your / accepting
2. it / was / my / first / time
3. some / of / them
4. want / to / feed / them

■ All Together

1. appreciate **your** accepting
2. it was **my** first time
3. some of **them**
4. want to feed **them**

Listening Tips

대화에서 조동사 can은 약하게 [kən]으로 들린다.

Listening Practice

■ Word by Word

1. we / can / enjoy / music
2. I / can / see / her / there.
3. They / can / join / us.
4. She / can / call / now.

■ All Together

1. we can enjoy music
2. I can see her there.
3. They can join us.
4. She can call now.

Listening Tips

대화 중 빠르게 이어지는 부분에서 with의 [ð]는 발음이 주로 약화되는 경향이 있다.

Listening Practice

■ Word by Word

1. talk / about / it / with / the / principal
2. good / luck / with / your / research
3. you / want / to / come / with / me
4. have / a / talk / with / her

■ All Together

1. talk about it with the principal
2. good luck with your research
3. you want to come with me
4. have a talk with her

Listening Tips

대화에서 of 다음에 자음으로 시작되는 단어가 오면 of의 [v]음은 거의 들리지 않고 모음이 올 경우 [v]음이 뒤의 단어에 연결되어 발음된다.

Listening Practice

■ Word by Word

1. pictures / of / people
2. parents / of / children
3. on / the / left / of / a / woman
4. a / basket / of / eggs

■ All Together

1. pictures of people
2. parents of children
3. on the left of a woman
4. a basket of eggs

Listening Tips

일상적인 대화를 나눌 때 빠른 속도의 발음에서 to는 약화되어 [tə]로 발음된다.

Listening Practice

■ Word by Word

1. returns / to / it / again
2. need / to / buy / something
3. something / to / tell / you
4. supposed / to / be

■ All Together

1. returns to it again
2. need to buy something
3. something to tell you
4. supposed to be

Listening Tips

단어의 끝에서 발음되는 [k]는 부드럽게 발음이 되기 때문에 빠른 대화에서는 잘 안 들릴 수도 있다.

Listening Practice

■ Word by Word

1. have / steak / with
2. don't / cook / poisonous / mushrooms
3. buy / a / cake / for / Mom
4. picnic / by / the / lake

■ All Together

1. have steakk with
2. don't cookk poisonous mushrooms
3. buy a cakek for Mom
4. picnic by the lakek

Listening Tips

자음 사이에서 나오는 [d]는 발음이 거의 되지 않고 특히 l이나 n 뒤에서는 잘 들리지 않는다.

Listening Practice

■ Word by Word

1. making / a / much / louder / sound / than / usual
2. It / was / a / cold / night.
3. a / diamond / necklace
4. don't / mind / me / if / I / do

■ All Together

1. making a much louder soundd than usual
2. It was a coldd night.
3. a diamondd necklace
4. don't mindd me if I do

Listening Tips

빠른 속도의 대화에서 and는 [d]가 없어지고 [ən]으로 들린다.

Listening Practice

■ Word by Word

1. many / plants / and / flowers
2. Second, / and / more / importantly
3. hearing / loss / and / sleep / disorders
4. bread / and / butter

■ All Together

1. many plants **and** flowers
2. Second, **and** more importantly
3. hearing loss **and** sleep disorders
4. bread **and** butter

Listening Tips

[t]가 자음 사이에 있을 경우 발음상의 편의와 부드러움을 위해 거의 소리를 내지 않는다.

Listening Practice

■ Word by Word

1. distant / galaxies
2. I / want / proof / from / you
3. he / is / different / from / others
4. it's / on / the / first / floor

■ All Together

1. distant **t** galaxies
2. I **want** proof from you
3. he is different **t** from others
4. it's on the **first** floor

Listening Tips

<주어+be동사>는 축약되어 하나의 소리로 들리기도 한다.

Listening Practice

■ Word by Word

1. I / am / going / there
2. You / are / right
3. That / is / a / good / idea
4. They / are / here

■ All Together

1. **I'm** going there
2. **You're** right
3. **That's** a good idea
4. **They're** here

Listening Tips

자음으로 끝나는 단어 다음에 모음으로 시작하는 단어가 오면 자음은 뒤에 오는 모음에 연결되어 들린다.

Listening Practice

■ Word by Word

1. what / are / you / going / to / do
2. efforts / have / paid / off
3. too / hard / on / yourself
4. please / put / it / away

■ All Together

1. what are you going to do
2. efforts have paid off
3. too hard on yourself
4. please put it away

Listening Tips

[d]나 [t] 뒤에 콧소리(nasal consonant) [n]이 올 경우 [d]나 [t]는 우리말의 짧은 콧소리 '은'으로 발음된다.

Listening Practice

■ Word by Word

1. drawn / to / certain / colors
2. eyes / widen / with / terror
3. hike / up / the / mountain
4. walk / around / the / garden

■ All Together

1. drawn to certain colors
2. eyes widen with terror
3. hike up the mountain
4. walk around the garden

APPENDIX 5-1

Survey for the DAMT Group

영어듣기수업 중 모국어를 함께 사용한 받아쓰기에 관해 여러분의 의견을 묻는 설문지입니다. 설문결과는 연구를 위한 용도로만 사용되오니 솔직하게 답변해 주세요.

- A. 모국어를 함께 이용해서 받아쓰기를 함으로써 새로이 배우게 된 것이 있었다면 무엇인가요?
- B. 모국어를 함께 이용해서 받아쓰기를 할 때 어려운 점이 있었다면 무엇이었나요?
- C. 모국어를 이용해서 받아쓰기를 할 때 가장 도움이 된 것은 무엇이었나요?
- D. 다음을 잘 읽고 해당되는 곳에 체크해 주세요.
1. 절대 그렇지 않다. 2. 그렇지 않은 편이다. 3. 그런 편이다.
 4. 확실히 그렇다. N. 잘 모르겠다.

| | | No ←---→ Yes | | | | |
|---|--------------------------------------|--------------|---|---|---|---|
| 1 | 영어듣기능력향상에 모국어를 사용한 받아쓰기가 도움이 되었다. | 1 | 2 | 3 | 4 | N |
| 2 | 어려운 단어가 많아서 모국어를 사용해 받아쓰기를 하기가 힘들었다. | 1 | 2 | 3 | 4 | N |
| 3 | 모국어로 받아쓰기를 하면서 영어에 흥미가 더 생겼다. | 1 | 2 | 3 | 4 | N |

| | | | | | | |
|----|---|---|---|---|---|---|
| 4 | 모국어로 받아쓰기를 할 때 시간이 많이 들고 받아쓰기를 하는 데에도 어려움을 겪었다. | 1 | 2 | 3 | 4 | N |
| 5 | 영어발음규칙을 연습하고 익히는 데 효과적인 학습방법인 것 같다. | 1 | 2 | 3 | 4 | N |
| 6 | 전체문장을 받아쓰기 해야 해서 문장을 완성하기가 어려웠다. | 1 | 2 | 3 | 4 | N |
| 7 | 앞으로도 듣기공부를 할 때 모국어로 받아쓰기하는 방법을 이용하고 싶다. | 1 | 2 | 3 | 4 | N |
| 8 | 듣기시간에 모국어로 받아쓰기를 하는 목적이 무엇인지 알 것 같다. | 1 | 2 | 3 | 4 | N |
| 9 | 다른 학생들도 모국어를 이용한 받아쓰기를 하는 것을 추천한다. | 1 | 2 | 3 | 4 | N |
| 10 | 모국어를 사용한 받아쓰기는 대체로 유용한 듣기학습방법인 것 같다. | 1 | 2 | 3 | 4 | N |

APPENDIX 5-2

Survey for the DEMENT Group

영어듣기수업 중 받아쓰기 연습에 관해 여러분의 의견을 묻는 설문지입니다.
설문결과는 연구를 위한 용도로만 사용되오니 솔직하게 답변해 주세요.

A. 받아쓰기를 함으로써 새로이 배우게 된 것이 있었다면 무엇인가요?

B. 받아쓰기를 할 때 어려운 점이 있었다면 무엇이었나요?

C. 받아쓰기를 할 때 가장 도움이 된 것은 무엇이었나요?

D. 다음을 잘 읽고 해당되는 곳에 체크해 주세요.

1. 절대 그렇지 않다. 2. 그렇지 않은 편이다. 3. 그런 편이다.
4. 확실히 그렇다. N. 잘 모르겠다.

| | | No ←---→ Yes | | | | |
|---|--|--------------|---|---|---|---|
| 1 | 영어듣기능력향상에 받아쓰기가 도움이 되었다. | 1 | 2 | 3 | 4 | N |
| 2 | 어려운 단어가 많아서 받아쓰기를 하기가 힘들었다. | 1 | 2 | 3 | 4 | N |
| 3 | 받아쓰기를 하면서 영어에 흥미가 생겼다. | 1 | 2 | 3 | 4 | N |
| 4 | 받아쓰기를 할 때 시간이 많이 들고 받아쓰기를 하는 데에도 어려움을 겪었다. | 1 | 2 | 3 | 4 | N |
| 5 | 영어발음규칙을 연습하고 익히는 데 효과적인 학습방법인 것 같다. | 1 | 2 | 3 | 4 | N |
| 6 | 전체문장을 받아쓰기 해야 해서 문장을 완성하기가 어려웠다. | 1 | 2 | 3 | 4 | N |

| | | | | | | |
|----|------------------------------------|---|---|---|---|---|
| 7 | 앞으로도 듣기공부를 할 때 받아쓰기하는 방법을 이용하고 싶다. | 1 | 2 | 3 | 4 | N |
| 8 | 듣기시간에 받아쓰기를 하는 목적이 무엇인지 알 것 같다. | 1 | 2 | 3 | 4 | N |
| 9 | 다른 학생들도 이러한 방식으로 받아쓰기를 하는 것을 추천한다. | 1 | 2 | 3 | 4 | N |
| 10 | 받아쓰기는 대체로 유용한 듣기학습방법인 것 같다. | 1 | 2 | 3 | 4 | N |

국 문 초 록

본 연구는 경기도 소재 인문계 고등학교 3학년 학생들을 대상으로 받아쓰기 방법 중 모국어를 함께 이용한 받아쓰기와 기존의 영어로 받아쓰기 방법이 학습자의 언어능숙도에 따라 어떻게 다른 효과를 보여주는지를 알아보는 것을 목적으로 하였다. 또한 본 연구는 설문조사를 통해 받아쓰기 방법과 관련한 학습자 태도도 함께 살펴 보았다. 집단의 구성은 학기 초 학급편성을 그대로 적용하여 2개 반씩 총 4개 반의 124명의 학생이 실험에 참여하였다. 이들은 사전 시험 결과를 토대로 모국어의 도움을 받아 받아쓰기를 실시하는 집단(영어로 받아쓰기를 하는 것을 기본으로 하되 모르는 부분이 있을 때만 한글로 받아쓰기)과 영어로만 받아쓰기를 하는 집단으로 분류하였고, 듣기 수준에 따라 상위 집단과 하위집단으로 구분하였다. 두 가지 받아쓰기 방법의 효과를 알아보기 위하여 실험 전 실시던 사전 시험 결과와 실험 후 실시했던 사후 시험 결과가 비교, 분석되었고 학습자 태도에 관한 설문조사도 사후 시험 후에 시행되었다.

본 연구의 결과에 따르면, 두 가지 받아쓰기 방법이 학습자의 듣기 능력 향상에 미치는 영향에는 유의미한 차이가 없는 것으로 나타났다. 받아쓰기 방법은 달랐지만 두 집단 모두 받아쓰기 훈련을 통한 듣기연습으로 실력이 다소 상승한 것으로 추측된다. 그러나 모국어를 이용한 받아쓰기의 효과는 학습자의 수준에 따라 다른 것으로 나타났는데 특히 모국어를 이용한 받아쓰기 방법은 하위집단 학습자에게 더 효과적인 것으로 나타났다. 마지막으로, 영어로 받아쓰기를 실시한 그룹에서는 상위학습자 집단이 그들이 속한 집단의 받아쓰기 방식에 더 긍정적인 태도를 보였고, 모국어를 사용한 받아쓰기 방식의 경우에는 하위학습자 집단이 긍정적인 태도를 보여주었다. 이는 상위 학습자는 기존

의 방식인 영어로 받아쓰기 방법을 통해 듣기 훈련이 이미 충분히 이루어진 반면, 하위 집단 학습자들은 어휘학습이나 영어듣기훈련이 부족하므로 모국어를 함께 사용함으로써 영어에 대한 불안과 긴장감을 없애고 학습에 몰입하게 하는 긍정적인 역할을 한 것으로 추측된다.

이 연구는 영어가 외국어로 쓰이는 환경에서 다음과 같은 함의를 갖는다. 우선, 외국어 학습에서 모국어의 완전한 배제는 재고되어야 한다. 둘째, 교사와 학습자는 모국어 사용을 좀 더 다양한 관점에서 바라보는 시각이 필요하다.

주요어: 모국어 사용, 듣기능력 향상, 받아쓰기, 외국어 학습자

학 번: 2004-22041