



## 저작자표시-비영리-동일조건변경허락 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.
- 이차적 저작물을 작성할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



동일조건변경허락. 귀하가 이 저작물을 개작, 변형 또는 가공했을 경우에는, 이 저작물과 동일한 이용허락조건하에서만 배포할 수 있습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

## ABSTRACT

Roles of advance organizers in listening comprehension have been actively investigated in the field of L2 listening research. The effects of a lexical advance organizer (LAO), which pre-teaches words used in the listening script have also been explored in several previous researches.

This study aims to investigate the combined effects of using the aural lexical advance organizer with the read-aloud method on Korean EFL high school students' English listening comprehension and vocabulary learning. The aural lexical advance organizer is distinguished from the written lexical advance organizer, which lacks information about the spoken form of words. The read-aloud method is opposed to the silent-reading method, where students do not pronounce words.

The participants were 146 Korean third grade high school students. They were divided into Group C, A, and R. Group C received the written lexical advance organizers and used the silent-reading method. Group A received the aural lexical advance organizers and used the silent-reading method. Group R received the aural lexical advance organizers and used the read-aloud method. Three tests were conducted; the post-listening comprehension test, post-vocabulary test and the delayed-vocabulary test. Each vocabulary test consisted of the meaning section and the pronunciation section. The scores were analyzed by one-way ANOVA, post-hoc Scheffe test and paired t-test. In the post-listening comprehension test, Group R achieved significantly

higher scores than other groups. In the post-vocabulary meaning test, no difference was discovered among the three groups, whereas Group R scored significantly higher than other groups in the pronunciation test. In the delayed test, Group R showed significantly higher scores both in the meaning and the pronunciation test than other groups. The findings revealed the necessity of using the aural lexical advance organizer and the read-aloud method together. Moreover, the read-aloud method enhanced students' participation and concentration.

The present study suggested the content of a good lexical advance organizer and the appropriate method of using it for improving EFL Korean high school students' listening comprehension and vocabulary learning; A lexical advance organizer should contain not only the written form of words, L1 equivalents and exemplary sentences, but also the sound of the words and the exemplary sentences. The read-aloud method is recommended as a method of using the aural lexical advance organizer.

Key words: pre-listening activity, aural lexical advance organizer,  
read-aloud method, English listening comprehension,  
vocabulary learning

Student Number : 2006-23356

# TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>LIST OF TABLES</b> .....	<b>v</b>
<b>LIST OF FIGURES</b> .....	<b>vi</b>
 <b>CHAPTER 1. INTRODUCTION</b> .....	 <b>1</b>
1.1. Purpose of the Study .....	1
1.2. Research Questions .....	4
1.3. Organization of the Thesis .....	5
 <b>CHAPTER 2. REVIEW OF LITERATURE</b> .....	 <b>6</b>
2.1. Definition of Listening Comprehension .....	6
2.2. Assessment of Listening Comprehension .....	9
2.3. Advance Organizers and Lexical Advance Organizers .....	12
2.4. Written Lexical Advance Organizers and Aural Lexical Advance Organizers .....	16
2.5. Read-aloud Method .....	17
2.6. Vocabulary Learning .....	18
 <b>CHAPTER 3. METHODOLOGY</b> .....	 <b>21</b>
3.1. Participants .....	21
3.2. Pre-tests .....	23
3.3. Instruments .....	26
3.3.1. Post-Listening Comprehension Test .....	26

3.3.2. Lexical Advance Organizer .....	28
3.3.3. Vocabulary Meaning Test .....	31
3.3.4. Vocabulary Pronunciation Test .....	33
3.4. Procedure .....	34
3.5. Data Analysis .....	37

## **CHAPTER 4. RESULTS AND DISCUSSION** .....

4.1. Descriptive Statistics .....	38
4.1.1. Post-Listening Comprehension Test .....	38
4.1.2. Post-Vocabulary Pronunciation Test .....	40
4.1.3. Post-Vocabulary Meaning Test .....	43
4.1.4. Delayed-Vocabulary Pronunciation Test .....	44
4.1.5. Delayed-Vocabulary Meaning Test .....	46
4.1.6. Comparison of Pre-, Post- and Delayed-VMT .....	49
4.1.7. Comparison of Pre-, Post- and Delayed-VPT .....	52
4.2. Discussion .....	55
4.2.1. Impacts on Listening Comprehension .....	55
4.2.2. Impacts on Vocabulary Learning .....	57

## **CHAPTER 5. CONCLUSION** .....

5.1. Summary of Major Findings .....	62
5.2. Pedagogical Implications .....	64
5.3. Limitations and Suggestions for Future Research .....	69

## **REFERENCES** .....

## **APPENDICES** .....

## **ABSTRACT IN KOREAN** .....

## LIST OF TABLES

Table 3.1 Participants' Information & Group Formations .....	22
Table 3.2 Descriptive Statistics for Pre-LCT Scores .....	23
Table 3.3 One-way ANOVA of Pre-LCT Scores .....	24
Table 3.4 Descriptive Statistics for Pre-VT Scores .....	25
Table 3.5 One-way ANOVA of Pre-VT Scores .....	25
Table 3.6 The Pilot Test Result of LAO Draft .....	29
Table 3.7 Summary of Experimental Procedure .....	35
Table 4.1 Descriptive Statistics for Post-LCT Scores .....	39
Table 4.2 One-way ANOVA of Post-LCT Scores .....	39
Table 4.3 Post-hoc Scheffe Test of Post-LCT Scores .....	40
Table 4.4 Descriptive Statistics for Post-VPT Scores .....	41
Table 4.5 One-way ANOVA of Post-VPT Scores .....	42
Table 4.6 Post-hoc Scheffe Test of Post-VPT Scores .....	42
Table 4.7 Descriptive Statistics for Post-VMT Scores .....	43
Table 4.8 One-way ANOVA of Post-VMT Scores .....	44
Table 4.9 Descriptive Statistics for Delayed-VPT Scores .....	45
Table 4.10 One-way ANOVA of Delayed-VPT Scores .....	46
Table 4.11 Post-hoc Scheffe Test of Delayed-VPT Scores .....	46
Table 4.12 Descriptive Statistics for Delayed-VMT Scores .....	47
Table 4.13 One-way ANOVA of Delayed-VMT Scores .....	48
Table 4.14 Post-hoc Scheffe Test of Delayed-VMT Scores .....	48
Table 4.15 Paired T-test Result for Scores on VMT .....	50
Table 4.16 Paired T-test Result for Scores on VPT .....	53

## LIST OF FIGURES

Figure 2.1 Constructs of Listening Comprehension Competence (Buck, 2011) .....	8
Figure 2.2 English Listening Comprehension Test Questions and Constructs of Listening Comprehension Ability (NEAT, 2012) .....	10
Figure 4.1 Changes of VMT Scores between Groups .....	49
Figure 4.2 Changes of VPT Scores between Groups .....	52

# CHAPTER 1

## INTRODUCTION

The present study seeks to investigate the combined effects of aural lexical advance organizer and read-aloud method on Korean EFL high school students' listening comprehension and vocabulary learning. The first section of this chapter describes the purpose of the current study. The next section addresses the research questions.

### 1.1. Purpose of the Study

An advance organizer is a kind of pre-learning strategy suggested by Ausubel (1960), which is designed to support learners as they enter an abstract or difficult set of knowledge. Literally, the advance organizer plays the role of a bridge between old and new knowledge (Ausubel & Fitzgerald, 1961). Researchers have conducted several studies to explore the effectiveness of different forms of advance organizers on the learning process and other related issues. Providing background knowledge or linguistic information through advance organizers has been well-documented in studies on L2 listening comprehension as well (Lin & Chen, 2006). Among those researches, there have been some researches specialized in a specific kind of advance organizer, called a lexical advance organizer. The lexical advance organizer introduces important or difficult words to students

to facilitate their L2 aural text comprehension (Choi, 2007; Chang, 2007; Chung & Huang, 1998; Chung, 2002; Jafari & Hashim, 2012; Mortazavi, 2011). However, from these previous studies, it is difficult to get pedagogically meaningful implications that can be applied to Korean EFL listening educational settings because of a number of reasons as follows:

First, the format and content of lexical advance organizers (LAOs) have not been clearly defined in the previous studies. Some LAOs simply provided L2 words and their L1 equivalents, while others added exemplary sentences containing the L2 word. Still others let students listen to L2 words and their L1 equivalents. As a result, the effects of LAOs on improving L2 listening comprehension have been inconsistently evaluated. In some studies, the effects of LAOs were even proven to be less powerful than other kinds of advance organizers (Chang & Read, 2006; Keshvarz & Babai, 2001). Therefore, this study will try to examine the effects of LAOs more precisely by carefully considering what information a lexical advance organizer should offer to students in order to help them develop their English listening comprehension. The format and the content of a LAO will be clearly defined and distinguished in this study. By doing so, an optimal way to present a LAO as the main instrument for listening comprehension classes and the proper way to utilize it can be discussed.

Secondly, when LAOs or other advance organizers were provided to participants, the explanation on how to use them was not properly

stated in previous studies. When there is no explicit instruction to use the LAO, students are likely to misuse it or fail to use it properly. Hence, Liu (2006) claimed that researchers should monitor whether learners use advance organizers appropriately. A study conducted by Chang (2007) shows what happens when the method of using advance organizers is not explicitly instructed. She gave her students three different lengths of time to study L2 words prior to listening comprehension test, but did not provide an explanation about how to study the LAOs. It turned out that the method of studying the L2 words determined the students' listening comprehension test scores, regardless of the length of time given to them for vocabulary preparation. Especially, students who studied the words while reading them aloud scored high even though they had spent only 30 minutes in studying the words before the tests. The researcher attributed different study methods that students used to this unexpected result. For the future investigation, the methods of using LAOs should be clearly defined and explicitly instructed to the participants to ensure that the facilitative effects of LAOs on building L2 listening comprehension skills can be properly examined.

Lastly, many of the previous studies (Chung & Huang, 1998; Chung, 2002; Herron, 1994; Herron, Hanley, & Cole, 1995; Li, 2012; Lin & Chen, 2006) focused on video listening comprehension, employing tertiary level L2 learners. In other words, the effectiveness of advance organizers was frequently investigated in the situation where participants watched video materials in L2 courses in a

university or a college. Most Korean EFL high school learners, however, tend to be involved in audio listening comprehension, not in video-viewing listening comprehension. Therefore, the effectiveness of using advance organizers in high school students' audio listening comprehension situation should be examined.

Due to those reasons, the current study will choose a specific kind of advance organizer, an aural lexical advance organizer which provides the written information of words along with their spoken information, and a read-aloud method as independent variables that potentially improve Korean EFL high school students' listening comprehension.

In summary, the purpose of this study is (a) to explore the effects of using the aural lexical advance organizer with read-aloud method and listening comprehension, and (b) to examine the effects of using the aural lexical advance organizer with read-aloud method on vocabulary learning.

## 1.2. Research Questions

Research questions posed in this study are as follows:

- 1) What are the effects of the aural lexical advance organizer and read-aloud method on Korean EFL high school students' listening comprehension?
- 2) What are the effects of the aural lexical advance organizer and read-aloud method on vocabulary learning?

### 1.3. Organization of the Thesis

The organization of the thesis is as follows: Chapter 1 presents the purpose of the study, emphasizing the necessity and significance of the current study. Chapter 2 reviews previous studies on advance organizers in order to provide a theoretical background for this study. The roles of various kinds of advance organizers, especially focusing on lexical advance organizers in listening comprehension and vocabulary learning are discussed. In addition, the roles of the read-aloud method in listening comprehension and vocabulary learning are cited. Chapter 3 discusses methodology and data analyses used in the study. Methodology section introduces the participants and instruments employed in the current study. Then, the results from the analyses are provided in Chapter 4. Statistical analyses are displayed and discussed. Finally, Chapter 5 reports the major findings and provides pedagogical implications, limitation of the study, and suggestions for the future research.

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter reviews literature relevant to the present study. Section 2.1 defines what listening comprehension is. Section 2.2 discusses assessment of listening comprehension and introduces major English listening comprehension tests currently administered in Korea. Section 2.3 introduces various kinds of advance organizers and discusses the roles of advance organizers in improving L2 listening comprehension. Section 2.4 defines the aural lexical advance organizers and the written lexical advance organizers and distinguishes the two in terms of their content and format. In section 2.5, the read-aloud method and its impact on comprehension and vocabulary knowledge will be introduced. In section 2.6, various vocabulary learning strategies that L2 learners utilize and their effects are discussed.

#### 2.1. Definition of Listening Comprehension

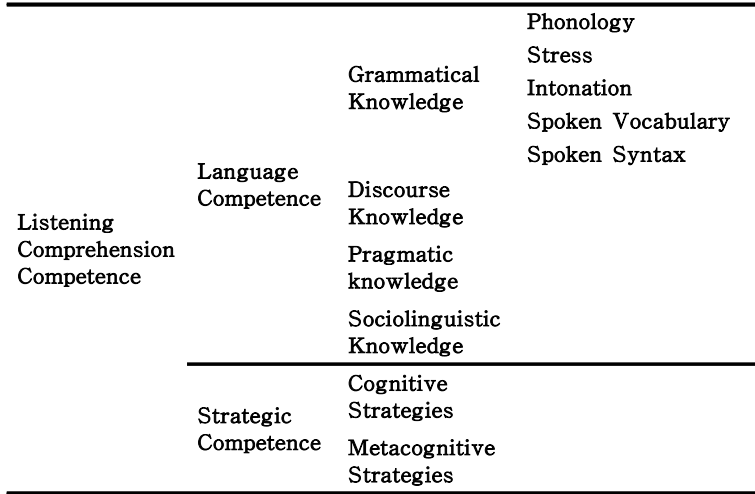
There have been a lot of trials to define 'listening' and the constructs consisting of it. Lundsteen (1971) defined listening as 'the process by which spoken language is converted to meaning in the mind.' Underwood (1989) simply defined listening as 'the activity of paying attention to and trying to get meaning from something we

hear.’ These two definitions assumed listening as a mere perception of messages by hearing and understanding them. Rost (1990) tried to define listening in terms of its functions: critical, global, intensive, interactional, transactional, recreational, and selective listening. Listening comprehension can also be defined in terms of its purposes. Listening comprehension includes getting the gist or details of spoken texts. With the aid of different types of knowledge, listeners go through different modes of processing to grasp what they want from the activity of listening.

While there have been little agreement on what listening comprehension is, researchers have agreed with identification of two different modes of listening process; top-down and bottom-up. Top down processing involves the listener’s ability to bring prior information to understand the language they hear (Morley, 2001). When listeners use top-down listening skills, they incorporate what they hear from the text and prior knowledge which are related to the topic of the text. Although listeners are not able to decode every single word used in the text, they manage to understand the meaning thanks to the background knowledge. On the other hand, when listeners are involved in bottom-up listening, they focus on decoding or recognizing each word that comprises of the information, so a skill of phonological decoding and word recognition is highly required. A good listening comprehension test should assess both top-down and bottom-up listening processes of the test-taker.

Buck (2001) claimed that listening comprehension ability is

composed of two different constructs; competence-based listening construct, and task-based listening construct. Figure 2.1. shows Buck’s model of listening comprehension competence which separates language competence and strategic competence, based on Bachman & Palmer’s model of language competence (Bachman & Palmer, 1996).



**Figure 2.1**  
**Constructs of Listening Comprehension Competence**  
**(Buck, 2001)**

As shown in Figure 2.1, language competence for listening comprehension is made up of 4 small factors; grammatical knowledge, discourse knowledge, pragmatic knowledge and sociolinguistic

knowledge. Grammatical knowledge is composed of 5 subordinate constructs, including phonology, stress, intonation, spoken vocabulary, and spoken syntax. Lexical advance organizers can help students with this grammatical knowledge for successful listening comprehension. Especially when a lexical advance organizer introduces the written form of words and spoken form of words along with exemplary sentences to students, these 5 components of grammatical knowledge for listening comprehension can be well prepared.

### 2.2. Assessment of Listening Comprehension

Based on his model of listening comprehension ability, Buck (2001) suggested that a good competence-based listening comprehension assessment should evaluate the following five constructs: test-taker's knowledge of the sound system; understanding local linguistic meanings and full linguistic meanings; understanding inferred meanings and communicative listening ability.

Figure 2.2 shows the types of listening comprehension test questions and listening comprehension constructs that each question type possibly evaluates. The Figure 2.2 was adopted from the introduction to the listening comprehension section of National English Ability Test. Four listening comprehension question types ask students to answer with appropriate response, or to understand main idea, specific information, and visual material such as pictures, graphs and maps. The constructs used here agree with those of

competence-based listening comprehension assessment introduced earlier (Buck, 2011). The questions requiring appropriate response and understanding of the main idea assess all the five listening comprehension constructs, whereas the questions demanding students' understanding of specific details or visual material do not evaluate the construct of inferring meaning from what is heard.

	<b>appropriate response</b>	<b>main idea</b>	<b>specific information</b>	<b>pictures, graphs, maps</b>
<b>sound system</b>	o	o	o	o
<b>local meanings</b>	o	o	o	o
<b>full meanings</b>	o	o	o	o
<b>inferred meanings</b>	o	o		
<b>communicative listening ability</b>	o	o	o	o

\*'o' indicates the question type evaluates the particular construct

**Figure 2.2**  
**English Listening Comprehension Test Questions and**  
**Constructs of Listening Comprehension Ability (NEAT, 2012)**

In Korea, there are three major listening comprehension tests that are being implemented. Annual Korean College Scholastic Ability Test (CSAT) was first launched in 1994 and has been administered as a

major assessment tool for admission to post-secondary educational institutions. Since 1994, the number of listening comprehension questions has been steadily increased. In 1994, the first year of the CSAT, the number of listening comprehension question was 8, which accounted for 16% of total questions. After one year, the listening comprehension section expanded to 20%, which means 10 questions, and another year later, it took up 31%. Since 2001, the number of listening comprehension questions has been 17, taking up 34%, which indicates out of 50 questions, 17 are listening comprehension questions. Starting in 2013, there will be 5 more listening comprehension questions, which accounts for approximately 50% of the English section in the CSAT. A total number of English questions will be 45, and among them, 22 will be listening comprehension questions. It is clear that the importance placed on listening comprehension section has been steadily increased for the last 18 years of the CSAT's history.

The national listening comprehension test for middle and high school students is another test conducted nation-wide. This test is designated by 15 municipal and provincial offices of education and tested twice a year. It contains 20 questions, including all the listening comprehension question types introduced in Figure 2.2.

In 2012, Korea Institute of Curriculum and Evaluation (KICE) launched the National English Ability Test (NEAT), an Internet-Based Test (IBT) which evaluates Korean students' English listening, reading, speaking and writing skills. NEAT Level 2 and 3

are designed to test secondary level Korean students' English ability. Although the listening comprehension section in NEAT looks different from that of CSAT and the national English listening comprehension test, it satisfies Buck's criteria of listening comprehension test.

### **2.3. Advance Organizers and Lexical Advance Organizers**

Ausubel (1960) asserted that the learning and retention of unfamiliar but meaningful verbal material can be facilitated by using an advance organizer, which refers to the advance introduction of relevant concepts. He proved the effectiveness of an advance organizer through his experiment with 40 undergraduate students. With that finding, he suggested that the greater use of appropriate advance organizers in the teaching of meaningful verbal material could lead to more effective comprehension and retention. Ever since the concept of advance organizer has been introduced, it has been adopted and utilized as a supportive option for various educational purposes, including second or foreign language teaching and learning as well. Anderson and Lynch (1988) claimed that using advance organizers can change listening into an interactive communicative process, not a receptive and passive one. When listeners are provided with advance organizers, their already existing knowledge can be stimulated and be ready to use when they try to understand

incoming messages. Advance organizers usually appear in the form of narration or description because it stimulates listeners' background knowledge related to the subject (Ausubel & Fitzgerald, 1961), yet there are many other kinds of advance organizers, such as pictures, illustrations, graphs, matrices, outlines, questions, and concept maps, which can be presented in various channels such as paper-based, audio, or video, etc. Visual type advance organizers such as pictures, photos, and video clips were found to facilitate listening comprehension and the retention of the aural input (Herron et al., 1995; Mueller, 1980; Teichert, 1996; Wilberschied & Berman, 2004). When students listen to a story, narrative, and content related advance organizers such as brainstorming, concept maps, questions, and descriptions of the story were proven to be helpful (Li, 2012; Lin & Chen, 2006; Sarandi, 2010; Aidinlou, Nasab, & Motlagh, 2012).

A lexical advance organizer is a kind of advance organizer that consists of words appearing in the text, which are possibly new or difficult to target students (Chang, 2007; Mortazavi, 2011). It is similar to a keyword advance organizer which offers words that are important in understanding the text at some point. However, the words shown in a lexical advance organizer should not only contribute to comprehension but also seem to be new or potentially difficult to listeners. LAO's effectiveness on facilitating EFL learners' listening comprehension and lowering their affective filters has been proved by many researchers (Choi, 2007; Chang, 2007; Chung, 2002; Chung & Huang, 1998; Jafari & Hashim, 2012; Mortazavi, 2011; Lin

& Chen, 2006).

Research by Chung and Huang (1998) compared the effects of using three types of aural advance organizers in improving students' comprehension of L2 (English) video: introducing main characters of the video story; pre-teaching of new words and expressions selected from the story; the combination of the two. The results showed that an introduction of new words and expressions prior to watching the fictional video helped students understand the story better than the introduction of main characters or both vocabulary and characters.

The relationship between the length of time allotted for vocabulary preparation was investigated by several researchers. Mortajavi (2011) provided 75 intermediate level Iranian teenaged EFL learners with three different types of treatment: no LAO; with LAO; LAO with time-lapse (one session before the listening comprehension test). The time-lapse group with LAO achieved the highest scores in the listening comprehension test (LCT), the LAO group gained the second highest scores, and the control group marked the lowest scores. Unfortunately, the study didn't clearly explain what information the LAO included and how the participants used the time given to them before the listening comprehension test. Chang (2007) gave Chinese tertiary level EFL students written LAOs with three different lengths of preparation time: one week; one day; thirty minutes before the vocabulary test and listening comprehension test. Although the more preparation time the students had, the higher score they achieved both in the vocabulary test (VT) and the LCT, significant differences

among groups were only found in the VT, but not in the LCT. Before the researcher concluded that the use of LAO had failed in contributing to improvement in listening comprehension, she examined questionnaire results and discovered some interesting cases. Some students who were given 30 minutes of vocabulary preparation time achieved remarkably higher scores than others in the same group because they pronounced the words in LAO during the preparation time. Accordingly, the researcher suggested that the teachers should make their students read aloud or pronounce the words during the vocabulary preparation time.

While the findings of studies introduced above prove the effectiveness of vocabulary preparation in listening comprehension, there was a study whose findings underscore the role of lexical advance organizer at pre-listening stage (Chang & Read, 2006). Chang and Read (2006) examined the effects of different types of supports on listening comprehension of college students in Thailand. They discovered that providing general information about the topic of lectures was more effective than other types of supports such as vocabulary instruction, repetition of input and previewing the listening comprehension questions. They also found that lower proficiency level students benefited more from information that was related to the content of the aural text than their higher level counterparts. They concluded that lower level learners used content-related support in order to compensate their less developed listening abilities and to lower their anxiety level.

## **2.4. Written Lexical Advance Organizers and Aural Lexical Advance Organizers**

Knowing a word involves three aspects of the word: form, meaning and use (Nation, 2001). More precisely, a word is comprised of the spoken (pronunciation) and written (spelling) part of its form. Therefore, to maximize the effects of providing vocabulary support at the pre-listening stage, the support should include the written and spoken form of words and their use altogether.

Nation (2001) also discussed the role of vocabulary knowledge in listening comprehension. He distinguished spoken vocabulary from written vocabulary. Spoken vocabulary refers to words that a person can recognize when they are heard or use them when he or she speaks. Written vocabulary indicates words that a person can notice when he or she reads them from a written text or use them while the person is writing. According to Nation (2001), having the spoken vocabulary is likely to guarantee one's ability to hear the word and remind the word's meaning to understand the whole aural text. Therefore, it is necessary for teachers and instructors to design classroom activities or materials that can encourage their EFL students to enlarge their spoken vocabulary by hearing the correct pronunciation of words and enunciating the words on their own.

This study will distinguish a written format of LAO from its spoken format. The written format of LAO will be called as a written LAO, while the spoken format of LAO will be called as an

aural LAO (ALAO).

## 2.5. Read-aloud Method

Although there had been several conflicting approaches toward reading aloud, the debate on the relative benefit of reading aloud and silent reading decreased because of the new findings obtained by some researchers that the effectiveness of reading aloud and silent reading varies according to the student's reading proficiency level; reading aloud is more advantageous to the beginning level readers who need to be involved in a slow but accurate reading procedure (Fisher, Flood, Lapp, & Frey, 2004; Hickman, Pollard-Durodola, & Vaughn, 2004), while reading silently is more effective to advanced level students since oral reading may slow down their reading speed (Griffin, 1992). Still, many ESL teachers have their students read aloud, pointing out some of its benefits; expansion of spoken vocabulary, facilitating awareness of the sounds of the language and developing self-confidence. In addition, the facilitative effects of strategically conducted read-alouds on improving students' listening comprehension has been found (Beck & McKeown, 2001). Beck and McKeown (2001) suggested that many students who struggle with decoding skills should be taught to have rich amount of oral language opportunities such as read-alouds. Well-constructed classroom read-alouds were also found to be beneficial in promoting English learners' vocabulary and comprehension (Santoro, Chard, Howard, &

Baker, 2008). This suggestion is especially meaningful for Korean EFL high school students who have very little auditory experiences such as hearing the pronunciation of English words and pronouncing English words on their own. The read-aloud method will be called RM for convenience.

## 2.6. Vocabulary Learning

Although lexical competence plays a key role in improving language learners' communicative competence, teaching and learning of vocabulary was often neglected in the field of second language acquisition (Coady & Huckin, 1997). Meara (1982) asserted that this neglect is very striking because in reality, most of foreign language learners identify the vocabulary learning as their greatest source of problem in L2 acquisition.

It is generally said that there are two types of vocabulary learning: incidental learning and explicit learning. Incidental vocabulary learning refers to expanding vocabulary knowledge without any specific intention to focus on vocabulary (Read, 2000; Nation, 2001). On the other hand, explicit vocabulary learning refers to intentional, or instructed learning of words, focusing solely on expanding vocabulary knowledge (Nation, 1990). In order to enlarge vocabulary size, learners utilize various kinds of vocabulary learning strategies (Schmitt, 1997). Some vocabulary specialists surveyed vocabulary learning strategies L2 learners use when they study new

L2 words (Decarrico, 2001; Gu & Johnson, 1996). Guessing meaning of unknown words from context is one of the strategies that facilitate incidental vocabulary learning. Using mnemonic devices that can help learners associate L2 words and their prior knowledge is also beneficial (Nation, 1990). Other possible vocabulary learning strategies are studying and practicing new words in peer groups, reading aloud new words while studying, using verbal and written repetitions and participating in extended rehearsals. Verbal repetition includes listening to a new word several times or saying a new word aloud while studying new words (Hennessey, Leitão, & Mucciarone, 2010). Written repetition includes seeing a new word several times by using visual aids such as flashcards or writing the word down a number of times to remember its spell (Schmitt, 1997; Joseph, 2006). Extended rehearsals indicate that reviewing new words right after being introduced to the words and studying them repeatedly at gradually extended intervals (Decarrico, 2001; Joseph, 2006).

Lawson and Hogben (1996) investigated successful ways of strategic learning of vocabulary by observing what actually happened when experienced L2 learners tried to learn new L2 words. They provided students with a number of sentences in Italian, where a new or unfamiliar word to the students was included. They presented the students with dictionary-like definitions of Italian words in English. They asked the students to use whatever means they wanted as they attempted to learn the meaning of the new words. Then the students were required to think aloud strategies they actually utilized.

According to their observation, some of the students consulted a dictionary to look up the meaning of the words in detail. Other students wrote the word's meaning in the margin of the text or added it to their vocabulary cards or personal word lists. Still others simply used a strategy of repeating the word and its meaning several times. The findings of this study suggested that the active, and constructive elaboration of words brings better recall of the words than simple repetition because it creates a stronger word-meaning association. Lawson and Hogben (1996) concluded that simple repetition may be helpful in maintaining a particular word; but simple rehearsal alone is not very effective for long-term use of the word, because it does not involve extensive elaboration of the word-meaning complex. Therefore, elaborative vocabulary tasks are needed for effective vocabulary learning and long-lasting memory of L2 words.

## CHAPTER 3

### METHODOLOGY

This chapter deals with methodology and data analyses used in the study. Section 3.1 describes the participants, and section 3.2 reports the pre-test results taken with the participants. Section 3.3 introduces instruments used in the present study, including the written and the aural type lexical advance organizer, post-listening comprehension test, pre-, post- and delayed-vocabulary test. The pilot tests results are displayed as well. Section 3.4 explains the procedure of the actual experiment and section 3.5 reports the procedure of data analyses.

#### 3.1. Participants

A total of 146 high school third grade students whose age ranges from 17 to 18 were recruited to carry out the experiment and to assess their listening comprehension. They were selected from a co-ed high school, which is located in Gyeonggi province. Most of the students have been involved in English education for 9 years. Students who have lived in countries where English is spoken as a first or second language for more than 6 months were excluded.

Data was collected for about one month period and 146 volunteer

students were divided into three sub-groups; Group C, Group A, and Group R. There were 48 students who were assigned to Group C and 19 of them were males and 29 of them were females. Group C is a ‘control group’, where students were provided with a written LAO and studied it by using a silent-reading method. In Group A, 46 students received ALAO and used the silent-reading method instead of RM. This group consisted of 36 males and 10 females. Group R’s students received ALAO and studied it by reading aloud the words. This group consisted of 52 students, including 25 male students and 27 female students. The information about the participants and group formations are summarized in Table 3.1.

**Table 3.1**  
**Participants’ Information & Group Formations**

Group	N	Male	Female	Treatments
C	48	19	29	Written LAO + silent reading
A	46	36	10	Aural LAO + silent reading
R	52	25	27	Aural LAO + reading aloud
Total	146	80	66	

Another possible treatment where students are provided with written LAOs and read aloud the words is excluded in the study because this treatment is likely to cause students’ pronunciation failure. It is almost impossible for students to read aloud new words without listening to the pronunciation of the words since the words

shown in the LAO have high spelling–pronunciation discrepancies.

### 3.2. Pre-tests

To assess the participants’ listening proficiency at the outset of the research, their national listening comprehension test results were used. All the 146 participants took the national listening comprehension test produced by the collaboration of 15 municipal and provincial offices of education for high school third graders on the 26th of April, 2012. The listening comprehension test (LCT) had twenty questions. Each correct answer was counted as a 0.5 point, so the total score of the pre-LCT was 10.

Three groups were tentatively formed by randomly distributing the 146 students and each group’s mean score of pre-LCT was calculated. One-way ANOVA ( $\alpha=0.05$ ) result showed that there was no significant difference between the three groups. Table 3.2 and 3.3 show the result of statistical analysis of pre-LCT scores.

**Table 3.2**  
**Descriptive Statistics for Pre-LCT Scores**

Group	N	PPS	Mean	SD
C	48	10	6.62	2.11
A	46	10	7.16	2.10
R	52	10	6.87	1.85
Total	146		6.88	2.01

**Table 3.3**  
**One-way ANOVA of Pre-LCT Scores**

	SS	DF	MS	F	Sig.
Between Groups	6.920	2	3.460	.852	.429
Within Groups	581.024	143	4.063		
Total	587.944	145			

According to Table 3.2, the mean score of Group C’s pre-LCT was 6.62, and that of Group A was 7.16, which was the highest mean score among the three groups. Group R’s mean score was 6.87. The results of one-way ANOVA showed that there was no significant difference among the mean scores of three tentative groups ( $F=.852$ ,  $p=.429$ ). On the basis of this result, the three groups were proved to be homogeneous in terms of their prior listening comprehension proficiency.

After the pre-LCT, the tentative groups took a pre-vocabulary test (pre-VT) to find out whether their prior vocabulary knowledge about the target words was significantly different. The pre-VT consisted of two parts: meaning and pronunciation. Table 3.4 shows the descriptive statistics for three groups’ mean scores of pre-VT pronunciation and meaning section. Table 3.5 displays one-way ANOVA result of the scores of each section.

**Table 3.4**  
**Descriptive Statistics for Pre-VT Scores**

Group	N	Pronunciation			Meaning		
		PPS	M	SD	PPS	M	SD
<b>C</b>	48	18	9.75	3.60	18	3.73	2.76
<b>A</b>	46	18	9.78	4.01	18	4.24	2.95
<b>R</b>	52	18	10.44	3.08	18	3.77	2.57
Total	146		10.0	3.55		3.90	2.75

\*PPS: possible perfect score

**Table 3.5**  
**One-way ANOVA of Pre-VT Scores**

	Pronunciation				Meaning			
	SS	DF	F	Sig.	SS	DF	F	Sig.
<b>Between Groups</b>	15.34	2	.604	.548	7.578	2	.499	.608
<b>Within Groups</b>	1815.65	143			1085.080	143		
<b>Total</b>	1830.99	145			1092.658	145		

The possible perfect score of pre-VT for meaning and pronunciation was 18 respectively. The result of one-way ANOVA test revealed that the mean differences of pre-VT for pronunciation across three subject groups were not significant ( $F=.604$ ,  $p=.548$ ). For the pre-VT for meaning, the one-way ANOVA showed that the

mean differences across the three groups were not significant as well ( $F=.499$ ,  $p=.608$ ). The pre-VT scores between the three groups were not significantly different both in terms of subjects' knowledge related to the meaning and the pronunciation of target words. In summary, these groups were proved to be homogeneous both in the aspect of prior knowledge about the target words as well as listening comprehension ability, so further data collections and analyses based on these groups became possible.

### 3.3. Instruments

#### 3.3.1. Post-Listening Comprehension Test

The post-listening comprehension test (post-LCT) questions were created mainly by the researcher of the current study with the assistance of two in-service high school English teachers. Four monologue type scripts and one conversation script were adopted from listening comprehension reference books for Test of English for International Communication (TOEIC), Test of English Proficiency test developed by Seoul National University (TEPS) and the Korean College Scholastic Ability Test (CSAT). The chosen scripts are displayed in Appendix 1.

Monologues were preferred in the present study because they tend to contain sophisticated words and lack repetitions or modifications

that can occur during the conversation. Monologues are actually proven to be more syntactically and lexically complex and less redundant compared to conversations (Rubin, 1991). All of the chosen scripts were written with words that were potentially sophisticated to students and were recorded by native speakers of standard American English.

Ten comprehension questions were created using the five selected listening scripts. Each script was followed by two comprehension questions; one is a full meaning comprehension item and the other is a local meaning comprehension item. Full meaning comprehension type items require the test takers to find the main idea of the aural text or draw inferences based on what they hear. The full meaning comprehension type questions correspond to global type questions. The global type questions include synthesizing information, drawing conclusions and focusing on cause and effect relationships (Rubin, 1991). A local meaning comprehension type requires the subjects to catch detailed information or understand a specific word or expression. Rubin (1991) described that the local questions require students to locate details, understand single words based on context, paraphrase and recognize facts. Each listening script is played twice, and students solve the two comprehension questions in order.

The total number of post-LCT questions is 10, with the possible perfect score, 10. The comprehension questions are displayed in Appendix 2.

### 3.3.2. Lexical Advance Organizer

A draft of lexical advance organizer (LAO) which was made up of words used in the chosen scripts was produced and reviewed by the researcher and two in-service high school English teachers. The first draft of the LAO included 24 words adopted from 5 listening scripts whose meanings were supposed to be unknown to target subjects. Then, the words were evaluated according to three criteria: contribution to comprehension, difficulty in meaning and difficulty in pronunciation. Words chosen by any of the three evaluators contribute to the understanding of the script or have difficulties in meaning and pronunciation. Those words whose meanings students may not know or those that had high discrepancies between their spelling and pronunciation were preferred because they would make students rely on LAOs and the read-aloud method to learn the meaning and pronunciation of the words. After the three evaluators reviewed the 24 words based on the three criteria, 18 were finally selected. Chosen words are; *itinerary, affordable, accounting, real estate agency, aisle, dairy, sturdy, resistant, acid rain, sulphur dioxide, nitrogen oxide, primary pollutant, fragrance, artificial, chemical, odds, asthma, and ventilated.*

After completing a draft of LAO, a pilot test was carried out in the same high school where subjects for the current study were attending. 40 first or second grade students who were members of English extracurricular program were recruited. When over 50% of

participants were unable to either bring up its meaning or pronounce it correctly, the word will be included in the final draft of LAO. 40 participants were asked to fill out blanks with meaning of each word for 5 minutes. After that, each participant was asked to pronounce each word. The result is shown in Table 3.6.

**Table 3.6**  
**The Pilot Test Result of LAO Draft**

	Words	Correct Pronunciation(%)	Correct Meaning (%)
1	itinerary	1	5
2	affordable	2	10
3	accounting	1	5
4	real estate agency	2	10
5	aisle	9	45
6	dairy	1	5
7	sturdy	0	0
8	resistant	3	15
9	acid rain	6	30
10	sulphur dioxide	0	0
11	nitrogen oxide	0	0
12	primary pollutant	1	5
13	fragrance	0	0
14	artificial	4	20
15	chemical	8	40
16	odds	0	0
17	asthma	2	10
18	ventilated	0	0

Many of the chosen words are also characterized with their high discrepancy between their spelling and pronunciation. During the pilot test, the test-takers produced a number of common pronunciation errors. For example, many of the participants pronounced the word *affordable* as [əfɔːrdéibəl]. Many students pronounced the silent *s* as such in *aisle*. This information about common errors was recorded in order to use it when the researcher determined the criteria of grading vocabulary pronunciation test.

Based on the pilot test result, LAOs were created. The written LAOs consist of two sets: the printed version, and the PowerPoint version. The printed written LAO contains each word’s spelling, meaning written in Korean, an exemplary sentence and Korean translation of the sentence. Appendix 3 shows the printed version of the written LAO. The PowerPoint presentation of written LAO is designed to explain how to study the LAO and control each student’s speed of studying the LAO. The PowerPoint written LAO includes 2 slides that indicate the methods of studying LAO and 18 slides that show each word’s spelling, its Korean meaning, an exemplary sentence in English and its Korean translation. The PowerPoint written LAO is displayed in Appendix 4. Each slide is designed to be presented for 30 seconds so that the whole presentation takes about 10 minutes.

The aural LAOs (ALAOs) consist of three sets: the printed written LAO, the PowerPoint presentation of the written LAO and a native English speaker’s sound of reading each word aloud and its

exemplary sentence. The voice was adopted from online English dictionary service available at *Naver Korean-English-Korean online dictionary* (dictionary.naver.com). The articulation of words and sentences was recorded in Standard American English, which was believed to be more familiar to participants than British English. During the 30 seconds allotted to each slide, the pronunciation of each word and its exemplary sentence repeats twice. L1 meanings and their L1 translations are not provided in ALAO.

### 3.3.3 Vocabulary Meaning Test

Participants' prior knowledge about the words' meaning was tested by carrying out pre-vocabulary test for meaning. Before the experiment started, all participants were asked to fill in the blanks in the answer sheet of pre-vocabulary test for meaning with Korean definition. There were 18 questions asking the meaning of each word. The words in the test were the same with those in Table 3.6. Students were asked to write as many Korean definitions as possible with a 5-minute time limit. After 5 minutes, all answer sheets were collected.

For the pre-vocabulary meaning test, grading was flexible. Participants didn't have to answer with the meaning used in the post-LCT script, and other possible contextual meanings could be accepted. For example, *isle* is used as a term describing a walkway between two sections in a supermarket in the listening text, but

some students described its definition as a walkway between seats in an airplane, which was considered as a correct answer. *Resistant* and *chemical* are homonym which have two different meanings with one written form. These words can be used for two different parts of speech; an adjective and a noun. In the listening test, *resistant* is used for an adjective, and *chemical* is used for a noun. Therefore, either adjective or noun was accepted as a correct answer.

After the students finished taking the post-LCT, they took the post-vocabulary meaning test (post-VMT), and then took the delayed-VMT approximately one month after the post-VMT.

The test questions in pre-, post- and delayed-VMT are the same. The answer sheets of pre-, post- and delayed-VMT are displayed in Appendix 5. Each question asked students to write down the L1 (Korean) definition of a word which is included in LAO. The test consisted of 18 questions asking the meaning of words they were supposed to see in the LAO. Students had to write down the Korean definition of the words. Each correct answer was counted as one point, so the possible perfect score was 18. However, the method of grading VMTs was little different from that of pre-vocabulary test for meaning. When grading VMTs, students' answers containing meanings of words which were not included in the LAOs were all rejected. In the pre-vocabulary test for meaning, all possible meanings of a word were accepted, but in the post- and delayed-VMT, the meaning introduced through LAO was only accepted as a correct answer.

### 3.3.4. Vocabulary Pronunciation Test

Participants' prior knowledge about the words' pronunciation was tested by carrying out pre-vocabulary test for pronunciation. During the test, the students were called out and took an individual interview with the researcher. Students received a list of 18 words shown in LAO and pronounced the words one by one so that the interviewer could hear them. Each interview was recorded for the future grading. Each correct pronunciation was counted as one point, so the possible perfect score was 18.

After the post-LCT, all the participants took the post-vocabulary pronunciation test (post-VPT). They had the same individual interview administered in the pre-vocabulary test for pronunciation. But this time, the students were tested by either the researcher or the assistant. The assistant is a college student who is majoring in elementary education. Students were randomly distributed into two groups and the researcher interviewed one group while the assistant took charge of the other. The assistant's help was needed to save time since the time available for the interview session was only 40 minutes. To prevent students from listening to the others' performance, each group was located in a different interview spot. While participants were waiting for their turn, they stayed in their classroom, and the researcher and the assistant called out the next student's name and took him or her to the particular spot, where no distracting sound was heard. When each student was taken into the

interview spot, he or she read aloud the LAO word list. The list showed only the spelling of words, without its meaning or other additional information. The researcher and the assistant didn't grade students' performance in front of them, because allowing test-takers to watch their scores while they are taking the test might motivate or de-motivate them.

The researcher graded the post-VPT twice by listening to the recorded sound of students. Although the assistant provided information about student's errors, the researcher herself decided whether it was an error or not. By doing so, the grading procedure and its result could be consistent. One month after the post-VPT, the students took delayed-VPT to examine how much knowledge about the pronunciation remained in their memory.

The pre-, post- and delayed-VPT questions are the same; each question requires students to pronounce a word from LAO correctly. Students have to pronounce 18 words and one correct pronunciation is counted as one point, which means the total score is 18.

## 3.4. Procedures

After the students finished taking the pre-VT, they participated in the experiment. To prevent students from learning the target words by chance, the experiment was conducted in no more than 2 days after the pre-VT. The experiment consisted of two parts; first 20 minutes were spent on exposure to the LAO, and the next 10

minutes were allotted for studying the LAO on their own. All participants took the post-vocabulary test after the experiment. The delayed-vocabulary test followed one month after the post-vocabulary test. The procedure of experiment is summarized as in Table 3.7.

**Table 3.7**  
**Summary of Experimental Procedure**

Session	Activity	Time(min)
1	Pre-listening comprehension test	20
2	Pre-vocabulary test for meaning	10
	Pre-vocabulary test for pronunciation	80
3	LAO distribution & LAO presentation	20
	LAO self study	10
	Break	5
	Post-listening comprehension test	15
4	Post-vocabulary meaning test	10
	Post-vocabulary pronunciation test	40
5	Delayed-vocabulary meaning test	10
	Delayed-vocabulary pronunciation test	80

The detailed descriptions of each group's experimental procedure are as follows:

In Group C (N=48), for the first 20 minutes, students were provided with the written LAO. For 20 minutes, they silently read the printed written LAO while watching the PowerPoint presentation of

the written LAO. After watching the presentation twice, students were asked to study the target words on their own for 10 minutes. During that time, they were asked to read the words silently. They did not read aloud the words or write down the spellings and definitions of words.

Students in Group A (N=46) were provided with an aural LAO (ALAO). They listened to the sound of ALAO carefully twice, while either watching the PowerPoint presentation of the written LAO or looking through the printed written LAOs. During the 20-minute of ALAO exposure time, they read the words silently, and were totally prevented from reading aloud the words and sentences. During the 10 minute-self study time, they silently read the words and sentences during that time. Writing the words down for practice was not allowed.

Group R (N=52) students were provided with the ALAO. At first, they were asked to hear ALAO once, remaining silent. When they heard the ALAO second time, they repeated after the voice from ALAO. They read aloud each word and its exemplary sentence twice. After the 20 minute ALAO session, students were given 10 minutes of self-study time and they studied the words while reading aloud the words individually. Writing the words down for practice was not allowed.

All participants handed in their printed written LAOs to the instructor after the self-study time. After a 5-minute break, the post-LCT was carried out for 15 minutes. After another 5-minute

break, they filled out the post-VMT sheet with the L1 meaning of the words. After submitting the post-VMT sheets, the students participated in the post-VPT.

Approximately one month later, all participants took a delayed-vocabulary test. The delayed-VMT and VPT were conducted in the same way as the pre- and post-vocabulary test had been conducted.

### 3.5. Data Analysis

In order to compare scores gained by Group C, Group A and Group R in the pre-VT, the post-LCT, the post-VT, and the delayed-VT, one-way ANOVA ( $\alpha=0.05$ ), and post-hoc Scheffe test were conducted. To examine the increment or decline of VMTs and VPTs conducted at three different time periods, paired t-test was used. The dependent variables were three groups' scores of post-LCT, post-VT, and delayed-VT. The independent variables were combined treatments of LAO (written or aural) and reading methods (reading aloud or reading silently). SPSS (Statistical Package for Social Studies) version 20.0 was used as the main statistical program for the analyses.

## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter presents the results of the current study and leads a discussion based on the major findings. Section 4.1 displays the descriptive statistics of all the test scores obtained by the experiments. Section 4.2 discusses the impacts of the aural lexical advance organizers and the read-aloud method on enhancing the students' listening comprehension and vocabulary learning.

#### 4.1. Descriptive Statistics

The research questions posed in this study were whether using the aural LAO and the read-aloud method is effective in improving EFL Korean high school students' listening comprehension and whether it is effective in their vocabulary learning. In order to answer the first research question, the means and standard deviation of the post-listening comprehension test scores of three groups (Group C, Group A, and Group R) were calculated.

##### 4.1.1. Post-Listening Comprehension Test

Table 4.1 reveals the descriptive statistics for post-listening

comprehension test (post-LCT) scores. The possible perfect score of post-LCT is 10. Group C marked the lowest mean score (M=6.35), and it was followed by the Group A's score (M=6.63). The highest score was obtained by Group R (M=8.10).

**Table 4.1**  
**Descriptive Statistics for Post-LCT Scores**

Group	N	PPS	Mean	SD
C	48	10	6.35	1.99
A	46	10	6.63	2.07
R	52	10	8.10	1.27
Total	146		7.06	1.95

\*PPS: the possible perfect score

**Table 4.2**  
**One-way ANOVA of Post-LCT Scores**

	SS	DF	MS	F	Sig.
Between Groups	88.23	2	44.115	13.648	.000*
Within Groups	462.22	143	3.232		
Total	550.45	145			

\*p < .05

**Table 4.3**  
**Post-hoc Scheffe Test of Post-LCT Scores**

Group		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
C	A	-.27627	.37095	.758	-1.1939	.6413
	R	-1.74199	.35986	.000*	-2.6321	-.8518
A	C	.27627	.37095	.758	-.6413	1.1939
	R	-1.46572	.36390	.000*	-2.3659	-.5656
R	C	1.74199	.35986	.000*	.8518	2.6321
	A	1.4657	.36390	.000*	.5656	2.3659

\*p < .05

One-way ANOVA result showed that there is a significant difference among the mean scores of three groups (F=13.648, p=.000). Post-hoc Scheffe test results confirmed that the mean difference between Group C and Group A was not statistically different (p=.758), but the Group R's score was significantly higher than other groups' scores (p=.000).

#### 4.1.2. Post-Vocabulary Pronunciation Test

In order to examine immediate effects of the treatment on the participants' learning of the pronunciation of words, the means and

standard deviation of the post-vocabulary pronunciation test (post-VPT) scores of three groups (Group C, Group A, and Group R) were calculated. Table 4.4 shows the descriptive statistics of three groups' post-VPT scores. The possible perfect score was 18. Group R's post-VPT mean score was the highest, (M=16.23) and it was followed by Group A (M=12.24). The lowest score was obtained by Group C (M=11.04).

**Table 4.4**  
**Descriptive Statistics for Post-VPT Scores**

Group	N	Post-VPT		
		PPS	Mean	SD
C	48	18	11.04	3.038
A	46	18	12.24	4.132
R	52	18	16.23	2.016
Total	146		13.27	3.853

The results illustrate that Group R achieved the most among the three groups. Group R's mean score was the highest (M=16.23), Group A's score was the second highest (M=12.24), and Group C's score was the lowest (M=11.04). When the scores obtained by the three groups were analyzed using one-way ANOVA, a significant difference was detected from the three groups' mean scores ( $F=37.693$ ,  $p=.000$ ). According to the post-hoc Scheffe test result, the

mean score of Group R turned out to be significantly higher than other two groups' scores ( $p < .05$ ). Group A and C's mean scores were not significantly different ( $p > .05$ ). The results are summarized in Table 4.5 and 4.6.

**Table 4.5**  
**One-way ANOVA of Post-VPT Scores**

	SS	DF	MS	F	Sig.
Between Groups	743.065	2	371.533	37.693	.000*
Within Groups	1409.517	143	9.857		
Total	2152.582	145			

\* $p < .05$

**Table 4.6**  
**Post-hoc Scheffe Test of Post-VPT Scores**

Group		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
C	A	-1.197	.648	.185	-2.80	.40
	R	-5.189	.628	.000*	-6.74	-3.63
A	C	1.197	.648	.185	-.40	2.80
	R	-3.992	.635	.000*	-5.56	-2.42
R	C	5.189	.628	.000*	3.63	6.74
	A	3.992	.635	.000*	2.42	5.56

\* $p < .05$

4.1.3. Post-Vocabulary Meaning Test

In order to examine immediate effects of the treatment on each group’s learning of the meaning of words, the means and standard deviations of the post-vocabulary meaning test (post-VMT) scores of three groups (Group C, A, and R) were analyzed. The possible perfect score of the post-VMT was 18. Table 4.7 shows the descriptive statistics of three groups’ post-VMT scores.

Table 4.7  
Descriptive Statistics for Post-VMT Scores

Group	N	Post-VMT		
		PPS	Mean	SD
C	48	18	15.58	4.326
A	46	18	14.15	4.561
R	52	18	15.88	2.572
Total	146		15.24	3.926

The results illustrate that each group marked fairly comparable scores in the post-VMT. Group R achieved the highest score (M=15.88). Unlike the post-VPT result, Group C obtained the second highest score (M=15.58), and Group A marked the lowest score (M=14.15).

When the scores obtained by the three groups were analyzed by

using one-way ANOVA, no significant difference was detected (F= 2.713, p=.070). It means that all three groups achieved similar amount of semantic knowledge of the words through LAO. The results are summarized in Table 4.8.

Table 4.8  
One-way ANOVA of Post-VMT Scores

	SS	DF	MS	F	Sig.
Between Groups	81.700	2	40.850	2.713	.070
Within Groups	2152.909	143	15.055		
Total	2234.610	145			

4.1.4. Delayed-Vocabulary Pronunciation Test

In order to examine the delayed effects of the treatments on the participants’ learning of pronunciation of words, a vocabulary pronunciation test was executed approximately one month after the experiment. The loss of memory is inevitable during a month, but using ALAO and the read-aloud method for vocabulary learning may have influenced participants’ vocabulary retention. The pronunciation test consisted of 18 words that had introduced through LAO, and

each correct pronunciation of the words was counted as one point. Accordingly, the possible perfect score of post- and delayed-VPT was 18. Table 4.9 displays the three groups' delayed-VPT results.

**Table 4.9**  
**Descriptive Statistics for Delayed-VPT Scores**

Group	N	Delayed-VPT		
		PPS	Mean	SD
C	48	18	10.25	3.687
A	46	18	11.43	3.291
R	52	18	14.12	2.935
Total	146		12.00	3.677

The results illustrate that the subjects' delayed-VPT scores decreased in all subject groups. Group R achieved the highest mean score (M=14.12), and the next high score was obtained by Group A (M=11.43). The lowest score was gained by Group C (M=10.25). When the scores obtained by the three groups were analyzed using one-way ANOVA, a significant difference was detected ( $F=18.011$ ,  $p=.000$ ). The post-hoc Scheffe test confirmed that Group R's score was significantly higher than other two groups ( $p < .05$ ), whereas Group C and A's delayed-VPT scores were not significantly different ( $p > .05$ ). One-way ANOVA and post-hoc Scheffe test results are summarized in Table 4.10 and 4.11.

**Table 4.10**  
**One-way ANOVA of Delayed-VPT Scores**

	SS	DF	MS	F	Sig.
Between Groups	394.388	2	197.194	18.011	.000*
Within Groups	1565.612	143	10.948		
Total	1960.000	145			

\* $p < .05$

**Table 4.11**  
**Post-hoc Scheffe Test of Delayed-VPT Scores**

Group		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
C	A	-1.185	.683	.225	-2.87	.50
	R	-3.865	.662	.000*	-5.50	-2.23
A	C	1.185	.683	.225	-.50	2.87
	R	-2.681	.670	.001*	-4.34	-1.02
R	C	3.865	.662	.000*	2.23	5.50
	A	2.681	.670	.001*	1.02	4.34

\* $p < .05$

#### 4.1.5. Delayed-Vocabulary Meaning Test

A delayed-vocabulary meaning test was executed approximately

one month after the experiment. The loss of memory was expected to be considerable in terms of students memory related to the meaning of words. There were 18 questions asking the students to write down the meaning of the words in Korean they had studied through LAO. Each correct definition was counted as one point, and the possible perfect score was 18. Table 4.12 displays the delayed-VMT scores across the subject groups.

**Table 4.12**  
**Descriptive Statistics for Delayed-VMT Scores**

Group	N	Delayed-VMT		
		PPS	Mean	SD
C	48	18	5.48	4.672
A	46	18	6.96	4.422
R	52	18	9.44	5.147
Total	146		7.36	5.024

The results show that Group R achieved the highest delayed-VMT score (M=9.44). Group A's delayed-VMT mean score was 6.96 and Group C's delayed-VMT mean score was 5.48.

When the scores obtained by the three groups were analyzed using one-way ANOVA, there was a significant difference among the three groups' mean scores ( $F=8.842$ ,  $p=.000$ ). The post-hoc Scheffe test result showed that Group R's score was significantly higher than two other groups ( $p < .05$ ), while Group C and A's scores were not

significantly different ( $p > .05$ ). The results are summarized in Table 4.13 and 4.14.

**Table 4.13**  
**One-way ANOVA of Delayed-VMT Scores**

	SS	df	MS	F	Sig.
Between Groups	402.760	2	201.380	8.842	.000*
Within Groups	3256.719	143	22.774		
Total	3659.479	145			

\* $p < .05$

**Table 4.14**  
**Post-hoc Scheffe Test of Delayed-VMT Scores**

Group		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
C	A	-1.477	.985	.327	-3.91	.96
	R	-3.963	.955	.000*	-6.33	-1.60
A	C	1.477	.985	.327	-.96	3.91
	R	-2.486	.966	.039*	-4.88	-.10
R	C	3.963	.955	.000*	1.60	6.33
	A	2.486	.966	.039*	.10	4.88

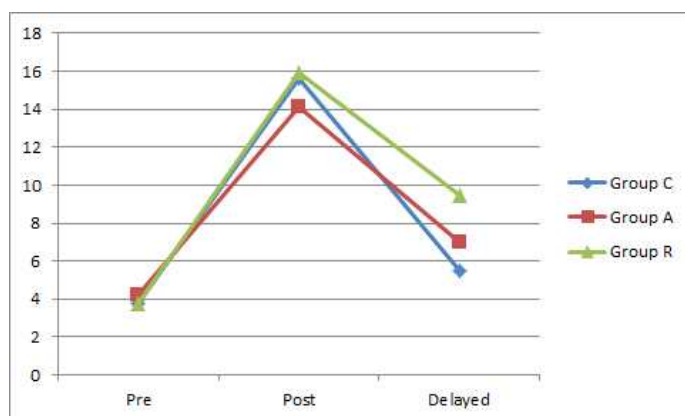
\* $p < .05$

#### 4.1.6. Comparison of Pre-, Post- and Delayed-VMT

As mentioned in chapter 3, the test questions in pre-, post- and delayed-VMT were identical, so it is necessary to compare the results of three tests conducted at different time periods. Figure 4.1 displays the changes in each group's scores in the pre-, post- and delayed-VMT.

**Figure 4.1**

**Changes of VMT Scores between Groups**



The three groups obtained almost the same scores in the pre-VMT and they marked comparable scores again in the post-VMT. However, they scored differently in the delayed-VMT. In order to detect significant difference among the scores, each VMT

test result is analyzed by paired t-test.

Table 4.15 describes paired t-test result for three groups' scores on VMT.

**Table 4.15**

**Paired T-test Result for Scores on VMT**

Group	Pair	Paired Differences		T	DF	Sig. (2-tailed)
		Mean	SD			
C	1	11.854	3.952	20.783	47	.000*
	2	-10.104	4.896	-14.299	47	.000*
	3	1.750	3.278	3.699	47	.001*
A	1	9.913	4.125	16.300	45	.000*
	2	-7.196	4.455	-10.954	45	.000*
	3	2.717	3.060	6.023	45	.000*
R	1	12.115	3.116	28.034	51	.000*
	2	-6.442	4.925	-9.434	51	.000*
	3	5.673	4.528	9.036	51	.000*

Pair 1 shows the difference between the pre- and post-VMT scores. Pair 2 presents the difference between post- and delayed-VMT scores, and Pair 3 displays the difference between pre- and delayed-VMT scores.

According to Figure 4.1 and Table 4.15, all groups increased their VMT scores dramatically right after the experiment but the difference

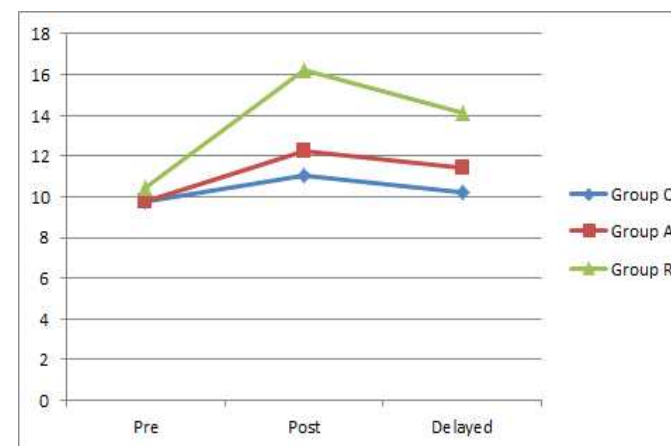
of scores between the groups was small. Among them, Group R's increment was the biggest with the mean difference (MD) of 12.115, and Group A's increase was the smallest (MD=9.913). One month later in the delayed-VMT, each group displayed somewhat different results. Group C lost the biggest amount of knowledge about the meaning (MD=10.154), whereas Group R lost the smallest amount (MD=6.442), which was followed by Group A (MD=2.717). When compared to their prior vocabulary meaning knowledge, Group R maintained the most knowledge even after one month (MD=5.673), whereas Group C retained the least (MD= 1.750).

Although the paired t-test result proves that all treatments used in the study were beneficial in improving each group's vocabulary meaning knowledge both right after the treatment and one month after the treatment when compared to their pre-VMT scores ( $p < .05$ ), Group R's treatment, which provides ALAO and RM turned out to be more powerful than other treatments. The combined effect of ALAO and RM showed the most powerful immediate impact on increasing students' semantic knowledge, and it also helped the students retain their knowledge the most one month later. It is possibly because the students who were exposed to the sounds of the words and produced the sounds on their own were able to establish cohesive word-meaning complex with the assistance of aural information of the words. Repeating the words by reading them aloud might have refreshed the students' minds and helped them build a strong memory of the meaning of the words.

#### 4.1.7. Comparison of Pre-, Post- and Delayed-VPT

The test method of pre-, post- and delayed-VPT were the same as well, so it is necessary to compare the results of three tests conducted at different time periods. Figure 4.2 displays the changes that occurred in each group's scores in VPT.

**Figure 4.2**  
**Changes of VPT Scores between Groups**



The three groups which showed the almost same pre-VPT scores marked varying scores in the post-VPT and scored differently again in the delayed-VPT. In order to confirm the significance of difference, each VPT test result is analyzed by paired t-test.

Table 4.16 describes paired t-test result for three groups' scores on

vocabulary pronunciation test.

**Table 4.16**  
**Paired T-test Result for Scores on VPT**

Group	Pair	Paired Differences		T	DF	Sig. (2-tailed)
		Mean	SD			
C	1	1.292	1.856	4.821	47	.000*
	2	-0.792	2.240	-2.448	47	.018*
	3	.500	2.535	-1.367	47	.178
A	1	2.457	2.656	6.273	45	.000*
	2	-0.804	2.187	-2.494	45	.016*
	3	1.652	2.359	4.750	45	.000*
R	1	5.788	2.710	15.400	51	.000*
	2	-2.115	1.592	-9.580	51	.000*
	3	3.673	2.455	10.788	51	.000*

Table 4.16 describes paired t-test result for three groups' scores on vocabulary pronunciation test. Pair 1 shows the difference between the pre- and post-VPT scores. Pair 2 presents the difference between post- and delayed-VPT scores, and Pair 3 shows the difference between pre- and delayed-VPT scores. According to Figure 4.2 and Table 4.16, all groups increased their VPT scores immediately after the experiment, but only to a certain degree. Among them, Group R's increment was the biggest (MD=5.788) and Group C's increase was the smallest (MD=1.292). One month later, Group R lost the biggest

amount of knowledge related to the pronunciation of the words (MD=2.115), whereas Group C lost the smallest amount of knowledge (MD=.792). When compared to their prior knowledge, Group R maintained the most even after one month (MD=5.673), whereas Group C retained the least (MD= 1.750).

According to the paired t-test result, only Group A and R showed meaningful changes after the experiment and one month after the experiment when compared to their pre-VPT scores ( $p < .05$ ). Both groups received ALAO which offered the sounds of new words and the ALAO must have played a beneficial role in Group A and R's learning of the pronunciation. Although Group C showed increment in the post-VPT ( $p = .000$ ), but it did not show meaningful improvement in the delayed-VPT when compared to its prior knowledge about the pronunciation ( $p = .178$ ). This result suggests that Group C's treatment didn't facilitate the students' phonological vocabulary learning in the long run possibly because of their lack of exposure to the aural input. When comparing Group A and R's VPT scores, Group R's treatment turned out to be more powerful ( $p = .000$ ) than that of Group A ( $p = .016$ ). Group A, where students did not pronounce the new words were not successful in building a strong tie between the word and its pronunciation. The combined effect of ALAO and RM did help Group R's students establish a cohesive complex between the word and its pronunciation; it created the most powerful immediate impact on expanding the students' vocabulary pronunciation, and it also helped them retain their phonological knowledge the most.

## 4.2. Discussion

### 4.2.1. Impacts on Listening Comprehension

The first research question posed in the present study was whether the use of the aural lexical advance organizer with the read-aloud method has facilitative effects on students' English listening comprehension. Group R's listening comprehension test (LCT) score was notably higher than the rest of the groups. The mean of Group R's LCT scores was the highest, while the remaining two groups' mean scores were almost the same. One-way ANOVA test and post-hoc Scheffe test showed that only Group R's scores were significantly higher than other groups' scores. Group R's success can be attributed to the appropriate use of the aural lexical advance organizer (ALAO) and the read-aloud method (RM) through the explicit instruction delivered by the teacher. On the other hand, Group C's condition where neither ALAO nor RM was available caused the group's lowest LCT score. Group A scored almost the same with Group C, which suggests that the ALAO does not function as effectively as it does when it is not accompanied by RM for supporting students' listening comprehension. In other words, exposure to the spoken form of words itself does not make a big contribution to the students' success in listening comprehension test. It can be concluded that students need to practice pronouncing the words on their own to maximize the effectiveness of ALAO, so that

they can identify more words and use the vocabulary knowledge to understand the aural message.

More surprisingly, the students who had a lack of exposure to the spoken form of words and didn't have an opportunity to read aloud the words (Group C) obtained fairly comparable scores with those who received enough amount of spoken input from ALAO (Group A). This result strongly supports the findings obtained by Chang (2007) and Chung & Huang (1998). As Chang discussed in her study, when students studied new words both in their written forms and spoken forms, they performed better in the listening comprehension test than their counterparts who did not study the words by reading them aloud. Chung and Huang confirmed that providing a concise advance organizer that focused on vocabulary was more helpful than giving information about the characters when students listening to a video material. They asserted that L2 teachers should concentrate on preparing their students with new words than distracting their attention with other kinds of preparation. The result of current study supports Chang and Chung & Huang's conclusion by proving the facilitative effect of using lexical advance organizers in listening comprehension. Including the current study, these previous studies also disproved the discoveries gained by Chang and Read (Chang & Read, 2007). They underscored the effectiveness of vocabulary preparation and claimed that providing content advance organizer was the most beneficial to L2 learners' listening comprehension. In this study, members of Group R, who studied new words while listening

to the spoken form of the words and reading them aloud performed very well in the post-listening comprehension test. If Chang and Read had presented new words both in their written and spoken forms and made the students read aloud the new words, they could have observed the facilitative effect of vocabulary preparation at pre-listening stage. To investigate the combined effect of ALAO and RM more fundamentally, a discussion based on what students actually gained from the treatment given to them should be followed. Hence, how far the students had progressed in their vocabulary knowledge should be examined in order to support the benefits caused by ALAO and RM. The result of post-VT will be examined in order to interpret each group's post LCT scores.

#### **4.2.2. Impacts on Vocabulary Learning**

The second research question posed in the current study was whether the use of ALAO and RM affects students' vocabulary learning. In order to answer the question, post-, and delayed-vocabulary tests were conducted. Based on the results of post-VPT, only Group R students marked significantly higher scores than other groups' students. The next highest score in the pronunciation test was achieved by Group A, where participants had heard the spoken form of words through ALAO, but had not pronounced the words on their own. In Group C, where neither ALAO nor RM had been

provided, participants scored the lowest and the difference between the mean of their pre- and post-VPTs was the smallest as well. Although Group A's pronunciation score was little higher than that of Group C, one-way ANOVA and post-hoc Scheffe test revealed that only Group R's score was significantly higher than other groups. In conclusion, Group A and C both failed to gain a certain amount of knowledge related to the pronunciation of words, and this may have caused their low scores in post-LCT.

It is worth discussing why Group C and A failed to achieve some phonological knowledge through ALAO, unlike Group R. Especially Group A unexpectedly performed poor in the post-VPT. During the 20 minute of LAO exposure time, Group C did not receive any aural input from the LAO and had to study the words by silently reading them, so it is very understandable that they did not make any progress in learning the pronunciation of words. Although Group A and R were equally exposed to the aural input through ALAO, Group R was allowed to pronounce the words on their own, whereas Group A had to remain silent during the experiment. Based on the observation on the experiment, the amount of attention the participants had paid to the sound of ALAO may have caused the varying pronunciation test results obtained by Group A and R. According to the instructor's observation, the combination of ALAO and RM made Group R students pay full attention to hearing the pronunciation of the words. The fact that they should pronounce the words with their own voice may have encouraged Group R to listen

to ALAO's sound very carefully. Some students even tried to transcribe the pronunciation of each word in order to use the information later. Group A, on the other hand, were less motivated than Group R in hearing ALAO's sound because they did not have to pronounce the words later. Eventually, Group A showed unexpectedly low achievement in the post-VPT and LCT as well. Therefore, it can be inferred that the practice of read-aloud elicited students' attention toward the sound of ALAO and encouraged them to concentrate on hearing it, which eventually helped them learn the words' pronunciation better. On the other hand, the silent-reading method blocked the students from paying full attention to the ALAO and listening to it carefully. This result can be supported by one of the vocabulary learning strategies suggested by Decarrico (2001). She insisted that L2 teachers encourage their students to say a word and its meaning aloud and to use verbal repetition of new words so that they can consolidate the link between the word's pronunciation and its meaning.

Unlike the result of VPT, no significant difference among the three groups was observed in the post-VMT. One-way ANOVA didn't approve any meaningful difference among the three groups' mean scores. All the three groups obtained a certain amount of the meaning of the words after receiving the treatment. Therefore, it can be concluded that when it comes to learning the meaning of words, the type of LAO and the method of studying it do not matter. In other words, as long as students are taught the meaning of words

prior to listening and given some time to study the words, they can learn the meaning of words fairly successfully. Moreover, students' extended knowledge about the meaning of the words assisted their listening comprehension at some point. This result implies the necessity for allowing students to spend some time to study the words to learn the meaning of words before taking the listening comprehension test. This implication corresponds to the suggestions made by researchers who investigated the effect of giving time-lapse between the use of the lexical advance organizer and the listening comprehension test (Mortajavi, 2011; Chang, 2007). They suggested that EFL teachers give some time to students after pre-teaching of new words so that the students can learn the words and internalize the knowledge. Moreover, this finding is also supported by what Decarrico (2001) mentioned earlier. She claimed that in order to consolidate the linkage between the words and their meanings, repetitions and rehearsals after the initial learning of the words are critically important. All participants in this study were engaged either in written or aural repetition of the words, and they reviewed the words soon after receiving a lexical advance organizer. Accordingly, it can be concluded that it is important to arrange a certain amount of time for L2 learners to review newly learned words by making them repeat the words verbally or visually in order to better consolidate their vocabulary knowledge.

Based on the findings from the delayed-VT, it turned out that listening to ALAO and reading aloud the words is the most effective

way for students to remember the meaning and pronunciation of words they studied one month ago. The one-way ANOVA and the post-hoc Scheffe test result of the delayed-VMT and the delayed-VPT showed that only Group R made a significant difference in their performance. It can be inferred that when students listen to a native-speaker's voice through ALAO and internalize it by reading each word aloud, the retention of the meaning and pronunciation of words increases drastically. Hence, it can be concluded that to achieve the goal of extending students' long-term memory of both meaning and pronunciation knowledge, exposure to enough aural input of spoken form of words and the practice of reading-aloud are very essential. This conclusion corresponds to what Lawbon and Hogben (1996) discovered in their study. As they claimed, L2 learners who successfully retained the vocabulary knowledge are more likely to engage in many rehearsals and elaborations. When students engage in a more elaborative strategies, the better retention they are likely to have. This corresponds to the current study's findings, because students who actively studied new words by using verbal repetition showed better retention than those who learned the words by less elaborative strategy such as reading the words silently.

## CHAPTER 5

### CONCLUSION

The final chapter summarizes the major discoveries achieved in this study and explores some of the pedagogical implications that are beneficial for teachers, instructors, instructional designers, textbook writers and of course, students in Korean EFL settings. Finally, the limitations that were observed during the process of data collection and analyses are described. Based on the observed limitations, suggestions for the future research are offered.

#### 5.1. Summary of Major Findings

This study investigated combined effects of aural lexical advance organizer and read-aloud method on Korean EFL high school students' listening comprehension and vocabulary learning. To assess the participants' listening comprehension and vocabulary learning, a post-listening comprehension test, a post-vocabulary test, and a delayed-vocabulary test were conducted.

In order to answer the research questions, one-way ANOVA, post-hoc Scheffe and paired t-tests were used for data analyses. The students in Group R, who received a combined treatment of the aural lexical advance organizer and the reading-aloud method performed the best on the post-listening comprehension test, the pronunciation

section of post-vocabulary test, and both sections of the delayed vocabulary test. They gained benefits from the treatment and experienced success both in listening comprehension and vocabulary learning. The student who studied words using the aural lexical advance organizer while reading the words aloud recognized and understood more words while they were taking the listening comprehension test. They learned more information about the meaning and pronunciation of the words immediately after the experiment. Furthermore, they remembered much of the information one month after receiving the treatment. Group R's success strongly supports the necessity of verbal repetition of newly learned words: verbal repetition such as read-alouds successfully create a long-term linkage among a L2 word, its meaning and pronunciation.

The research revealed no facilitative effect of using the aural lexical advance organizer with silent-reading method and using the written lexical advance organizer with silent-reading method on students' listening comprehension. These two treatments helped the students learn the meaning of words: the students who received these treatments successfully learned the meaning of words because they had time to intensively study the meaning of the words without reading the words aloud. On the other hand, no facilitative effects were found in expanding the students' phonological knowledge. It is possibly because the absence of read-alouds attracted less attention from the participants during the experimental session, and created a less powerful tie among the words and the knowledge related with

the pronunciation of the words.

## 5.2. Pedagogical Implications

The current study proposes a number of pedagogical suggestions that can be helpful both to English teachers and Korean EFL students. First, this study suggests a good format of vocabulary preparation material and strategy that have facilitative effects on Korean EFL high school students' listening comprehension and vocabulary learning. In the light of statistical analyses of test scores, being exposed to enough amount of the spoken form of words through ALAO and studying the words by pronouncing them were proved to be beneficial to the participants' listening comprehension performance and vocabulary learning. Therefore, when developing a material or strategy for vocabulary preparation, using ALAO with RM is highly recommended.

Secondly, the discovery of a facilitative effect of using ALAO and RM at the pre-listening stage is pedagogically meaningful because it can be a good way to support listeners' interactive application of 'top-down' and 'bottom-up' listening skills. 'Top-down' listening skills require listeners to bring their prior knowledge to draw meaning from what they hear. If listeners learned some important or new words used in an aural text before hearing it by using ALAO and RM, they could bring the lexical information to complete the task of understanding the spoken message. 'Bottom-up' processing indicates a

process of decoding where meaning moves from recognition of individual sounds to recognition of the meaning of whole utterances (Ur, 1984). Using ALAO and RM helps listeners improve their decoding skills since it allows them to recognize individual words better, thanks to the exposure to the spoken form of words and practice of pronunciation with the assist of ALAO and RM. Listeners better identify words and comprehend the aural input, organizing individual words into a meaningful unit. To summarize, using ALAO and RM before listening facilitates the process of recollecting students' prior lexical knowledge and then promotes an effective utilization of the lexical knowledge into listening comprehension by helping them recognize more words while listening. Through the major findings from the current study, the combination of ALAO and RM was proved to be effective in improving Korean EFL high school students' vocabulary knowledge and word recognition ability. These enhanced lexical knowledge and word identification ability will play key parts in developing dynamic interaction between top-down and bottom-up process skills, and eventually will lead to better listening comprehension results.

Thirdly, this study assures the necessity of giving a certain amount of time for students to study the words introduced by LAOs. Regardless of the LAO type and the studying method, all participants successfully learned the meaning of words during 10 minute self-study time given after they first introduced to the words. However, when it comes to the learning of pronunciation and

long-term vocabulary retention, the read-aloud method is very critical. Accordingly, it is highly recommended that EFL teachers give their students time to study words by themselves, and plainly explain to their students how to use LAO. Teachers should instruct them to read the words aloud, not letting their students study the words silently. This finding corresponds to what Liu insisted in her doctoral thesis (Liu, 2006); there should be a clear instruction on utilizing LAOs to control how they actually use them during the self-study time.

More importantly, when utilizing ALAO and RM in EFL English listening classes, teachers should not separate the presentation of ALAO and the practice of RM, but be sure to use them together. According to the findings from Group A's performance, providing ALAO without being accompanied by the read-aloud method lessened the benefits of ALAOs by decreasing the amount of attention the students paid to the sound of ALAO. On the other hand, the students who were asked to read aloud the words after they heard the pronunciation of the words, they paid full attention to the sound of ALAO and participated in the reading-aloud activity sincerely. The facilitative effects of strategically conducted read-alouds on improving students' comprehension has been well-documented in recent research (Fisher, Flood, Lapp, & Frey, 2004; Hickman et al., 2004, Santoro et al., 2008). These recent researches clearly show that when a read-aloud is carefully planned and strategically utilized in L2 classroom, it refreshes students' mind and encourages their

participation. Hence, EFL teachers should encourage RM at any point of the vocabulary preparation because it maximizes students' participation and concentration.

Using ALAO and RM is remarkably beneficial in enhancing EFL students' abilities to pronounce English words as well. Therefore, providing enough amount of exposure to the voice of a native English speaker who reads aloud the words is necessary before students start to study the words. There are several ways to let them hear the pronunciation of words. Providing audio CDs or MP3 files in a form of textbook supplement is one of them. Online dictionary's voice service is also a good channel to provide aural input of spoken vocabulary. There are several free online dictionaries which offer authentic representation of how to pronounce English words. A popular search portal in South Korea, *Naver*, provides a free online Korean-English-Korean dictionary service. *Naver dictionaries* (<http://dic.search.naver.com>) provide not only the pronunciation of words but also offer native English speakers' voices of reading exemplary sentences aloud. Using *Naver dictionaries*, users can hear a word pronounced individually and how the word sounds in sentences as well. Some websites on the Internet such as *macmillandictionary.com*, and *merriam-webster.com* provide free audio pronunciation services based on Standard American English while other websites such as *oxforddictionary.com* and *collinsdictionary.com* offer standard British English pronunciation. *Cambridge dictionaries* (<http://dictionary.cambridge.org>) present both British and American

English pronunciation so that students can discover differences between the two.

Additionally, the use of ALAO and RM can be recommended as a vocabulary learning model that Korean EFL students can use when they study English words on their own. The combination of the two turned out to be helpful in expanding Korean EFL high school students' vocabulary retention because it showed the strongest delayed effects on vocabulary memory. When students encounter both the written and spoken form of the words and practice the pronunciation of words, they tend to remember more words, not only the meaning of the words but their pronunciation as well. The benefits of read-aloud on enlarging vocabulary knowledge discovered in this study agree with the result of Hickman's research on the effects of read-aloud on improving vocabulary for English language learners (Hickman et al., 2004). Therefore, when Korean EFL high school students study words, it is highly recommended that they should be exposed to both the written and spoken form of words and make sure to have rich amount of oral English experience by pronouncing the words while they memorize the meaning.

Finally, this study suggests the necessity of elaborative vocabulary task and extended rehearsal of newly learned words in order to consolidate the vocabulary knowledge. L2 learners need to be engaged in elaborative vocabulary task such as saying the words aloud in order to learn the words more effectively. Moreover, students are required to practice extended rehearsals in order to extend the

memory of the words longer. Extended rehearsals refer to reviewing the newly learned words at gradually increasing intervals. The effectiveness of extended rehearsal of words has been agreed by a number of vocabulary specialists (Larsen-Freeman, 2000; Zimmerman, 1997). In this study, the students reviewed the words only once after the initial learning, and did not review the words again after the first rehearsal. As a result, they lost considerable amount of what they had learned in the delayed test. To prevent L2 learners' memory loss, well-designed vocabulary tasks and rehearsal plans are needed.

### **5.3. Limitations and Suggestions for Future Research**

There are several limitations to the present study that raise questions to be addressed in future studies. First, in the post-listening comprehension test, only one conversation (dialogue) type listening text was used. Most of the listening scripts were expository type of monologues and speeches. This made it impossible to generalize the reported findings from the current study to all types of listening scripts including dialogues, conversations and narratives.

For future studies, the effectiveness of using the aural lexical advance organizer and the read-aloud method in helping students understand various kinds of listening scripts can be studied. Researchers can distinguish listening scripts according to text types

(dialogue / monologue) or discourse types (narrative / expository) and compare the effects of using ALAO and RM in comprehending different types of listening scripts.

Another limitation of the present study was that the pre-, post- and delayed-vocabulary pronunciation tests were graded by the researcher alone. Although the assistant took a note in Korean when there had been a mistake in pronouncing a word, the researcher used the information written in notes as a reference, not a primary source of grading. The reason of the researchers' grading the test alone is to maintain consistency in the procedure of grading. Listening to spoken performances and marking them needs a concrete standard of assessment, so that the researcher listened to each participant's recorded sound more than twice and reviewed their scores. However, in order to obtain a more objective result of grading, there should have been more than two other raters who were not personally related to the current study. In order to grade the pre-, post- and delayed-VPT more objectively, there should have been other raters so that the inter-rater reliability could be calculated.

Using ALAO and RM satisfies only the aural repetition of new words by letting the students listen to the sounds of words several times and say the words aloud by using the read-aloud method. As Decarrico (2001) mentioned, students need to use various vocabulary learning strategies, including not only aural repetition but also written or visual repetition. This study, however, focuses only on aural repetition and put relatively less focus on written repetition. The

future studies can examine the effects of visual repetitions, such as using flashcards, or showing pictures and paintings that can efficiently describe the target words.

Finally, this study was conducted with the small sample size of 146 Korean third grade high school students living in a particular region of Korea, which made it difficult to generalize the major findings to larger population. The effects of reading-aloud may vary according to students' age, their English proficiency level and their residential area. Moreover, male and female students were not evenly distributed into three groups in this study. Although Group R displayed a perfect distribution between male and female students, the number of one gender group was much bigger than the other in Group C and Group A. In Group C, female group was dominant, and vice-versa in Group A. The research results could have been more accurate if the gender factor had been properly controlled. In the future studies, it is recommended to work with the greater number of students, varying in proficiency levels, ages and residential areas, randomly sampled in terms of their genders so that it is hoped that the suggestions made by the current studies can be applied to a bigger population.

## REFERENCES

- Anderson, A., Lynch, T. (1988). *Listening*. New York, NY: Oxford University Press.
- Aidinlou, N., Nasab, M., & Motlagh, S. (2012). The impact of content related information on Iranian EFL learners' listening comprehension. *International Journal of Scientific & Engineering Research*, 3(10), 1-5.
- Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of Educational Psychology*, 51(5), 267-272.
- Ausubel, D. P. (1963). *The psychology of meaningful verbal learning*. New York, NY: Grune and Stratton.
- Ausubel, D. P. (1978). *Educational psychology: A cognitive view* (2nd ed.). New York, NY: Holt, Rinehart.
- Ausubel, D. P. & Fitzgerald, D. (1961). The role of discriminability in meaningful verbal learning and retention. *Journal of Educational Psychology*, 52(5), 266-274.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford, UK: Oxford University Press.
- Bachman, L. F. & Palmer, A. S. (1996). *Language testing in practice*. Oxford, UK: Oxford University Press.
- Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher*, 55, 10-20.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford.
- Brown, H. D. (2004). Principles of language learning and teaching (5th ed.). New York, NY: Longman.
- Buck, G. (1991). The testing of listening comprehension: An introspective study. *Language Testing*, 8(1), 67-91.
- Buck, G. (2001). Assessing listening. Cambridge, UK: Cambridge University Press.
- Celce-Murcia, M. (2010). Teaching pronunciation. New York, NY: Cambridge University Press.
- Chang, A. C-S. (2005). Question preview in EFL listening comprehension tests. *New Zealand Studies in Applied Linguistics*, 11, 75-95.
- Chang, A. C-S. (2007). The impact of vocabulary preparation on L2 listening comprehension, confidence and strategy use. *System*, 35, 534 - 550.
- Chang, A. C-S. (2008). Listening strategies of L2 learners with varied test tasks. *TESL CANADA JOURNAL*, 25(2), 1-25.
- Chang, A. C-S., & Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40(2), 375-397.
- Chang, A. C-S., & Read, J. (2008). Reducing listening test anxiety through various forms of listening support. *TESL - EJ*, 12(1), 1-25.
- Choi, H. Y. (2012). Roles of depth and breath of vocabulary knowledge in English reading comprehension among Korean high school students. MA thesis. Seoul National University.
- Choi, S. W. (2007). Impact of varying pre-listening support on listening comprehension and perceived anxiety. *새한영어영문학*, 49(3), 123-146.
- Chung, J-M. (1999). The effects of using video texts supported with advance organizers and captions on chinese college students' listening comprehension: An empirical study. *Foreign Language Annals*, 32(3), 295-308.
- Chung, J-M. (2002). The effects of using two advance organizers with video texts for the teaching of listening in English. *Foreign Language Annals*, 32(3), 295-308.
- Chung, J-M., & Huang, S. C. (1998). The effects of three aural advance organizers for video viewing in a foreign language classroom. *System*, 26(4), 553-565.
- Coady, J. & Huckin, T. (1996). Second language vocabulary acquisition: A rationale for pedagogy, Cambridge, UK: Cambridge University Press.
- Decarrico, J. S. (2001). Vocabulary learning and teaching. In Celce-Murcia, M. (Ed.). Teaching English as a second or foreign language. (pp. 285-299). Boston, MA.: Heinle & Heinle.
- EBS FM Radio Editors. (2012). EBS English listening comprehension 1. Seoul, Korea: Educational Broadcasting System in Korea.
- Edu-Chosun TEPS Research institute. (2008). It's TEPS SMART: Listening comprehension. Seoul, Korea: Edu Chosun.

- Feyton, C. M. (1991). The power of listening Ability: An overlooked dimension in language acquisition. *The Modern Language Journal*, 75(2), 173-180.
- Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58, 8 - 17.
- Gu, Y. & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning* 46(4). 643-679.
- Griffin, S. M. (1992). Reading aloud: An educator comments. *TESOL Quarterly*, 26(4), 784-787.
- Griffin, S. M. (1992). Survey of ESL reading instruction practices in Washington State. Unpublished raw data.
- Hennessey, N. W., Leitão S., & Mucciarone, K. (2010). Verbal repetition skill in language impaired children: evidence of inefficient lexical processing?. *International Journal of Speech Language Pathology*, 12(1), 47-57.
- Herron, C. A. (1994). An investigation of the effectiveness of using an advance organizer to introduce video in the foreign language classroom. *Modern Language Journal*, 78(2), 190-198.
- Herron, C. A., Hanley, J. E. B., & Cole, S. P. (1995). A comparison study of two advance organizers for introducing beginning foreign language students to video. *The Modern Language Journal*, 79(3), 387-395.
- Hickman, P., Pollard-Durodola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher*, 57, 720 - 730.
- Jafari, K., & Hashim, F. (2012). The effects of using advance organizers on improving EFL learners' listening comprehension: A mixed method study. *System*, 40(2), 270-281.
- Joseph, L. M. (2006). Incremental rehearsal: A flashcard drill technique for increasing retention of reading words. *The Reading Teacher*, 59, 803-807.
- Keshvarz, M. & Babai, E. (2001). Incompatibility of dchema with input in listening comprehension. *Indian Journal of Applied Linguistics*, 27(1), 57-83.
- Kim, Y. E. (2008). Roles of breadth and depth of vocabulary knowledge in listening comprehension of Korean high school students. Doctoral dissertation. Seoul National University.
- Kim, Y. J. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *The Modern Language Journal*, 92(1), 114-130.
- Kindle, K. J. (2010). Vocabulary development during read-alouds: examining the instructional sequence. *Literacy Teaching and Learning*, 14(1 & 2), 65-88.
- Koh, K. H. (2011). Sinagong TOEIC final practice book with 1000 questions. Seoul, Korea: Kilbut Easytalk.
- Koh, K. H. (2011). Sinagong TOEIC final practice book with 1000 questions: Answers and explanations. Seoul, Korea: Kilbut Easytalk.
- Laufer, B., & Paribakht, T. S. (1998). The relationship between

- passive and active vocabularies: Effects of language learning context. *Language Learning*, 48, 365-391.
- Lawson, M. J. & Hogbebe, D. (1996). The vocabulary-learning strategies of foreign-language students. *Language Learning* 46(1), 101-135.
- Lee, K. H. (2006). Effects of L2 listening strategy instructions on Korean high school English learners: form-based vs. meaning-based teaching method. MA thesis. Seoul National University.
- Li, C-H. (2012). Are they listening better? Supporting EFL college students' DVD video comprehension with advance organizers in a multimedia English course. *Journal of College Teaching & Learning*, 9(4), 277-288.
- Lin, H. & Chen, T. (2006). Decreasing cognitive load for novice EFL learners: Effects of question and descriptive advance organizer in facilitating EFL learners' comprehension of an animation-based content lesson. *System* 34(3), 416 - 431.
- Liu, Y-H. (2006). The effects of an advance organizer and two types of feedback on pre-service teachers' knowledge application in a blended learning environment. Doctoral dissertation. The Pennsylvania State University.
- Lundsteen, S. W. (1971). Listening: its impact on reading and the other language arts. Urbana, IL: National Council of Teachers of English, Educational Resources Information Center, Clearinghouse on the Teaching of English.
- Meara, P. (1982). Vocabulary acquisition: A neglected aspect of language learning. In V. Kinsella (Ed.), *Surveys I: Eight state-of-the-art articles on key areas in language teaching* (pp. 100-126). Cambridge: Cambridge University Press.
- Mohammadia, M., Moenikia, M., & Zahed-Babelan, A. (2010). The role of advance organizer on English language learning as a second language. *Procedia Social and Behavioral Sciences*, 2, 4667 - 4671.
- Morley, J. (2001). Aural comprehension instruction: principles and practices. In Celce-Murcia, M. (ed.), *Teaching English as a Second or Foreign Language* (pp. 69-85). Boston, MA: Heinle & Heinle.
- Mortazavi, S-M. (2011). The relationship between time lapse between introducing lexical advance organizers and video viewing, and comprehension in a foreign language classroom. *Procedia Social and Behavioral Sciences*, 15, 2023 - 2027.
- Mueller, G. A. (1980). Visual contextual clues and listening comprehension: An experiment. *The Modern Language Journal*, 64(3), 335-340.
- Nation, I. S. P. (1983). Testing and teaching vocabulary. *Guidelines*, 5, 12-25.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. New York, NY: Newbury House.
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1),

- 59-82.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge, UK: Cambridge University Press.
- Nation, K., & Snowling, M. J. (2004). Beyond phonological skills: Broader language skills contribute to the development of reading. *Journal of Research in Reading, 27*, 342 - 356.
- Oxford, R. L. (1993). Research update on teaching L2 listening. *System 21*(2), 205-211.
- Read, J. (1988). Measuring the vocabulary knowledge of second language learners. *RELC Journal, 19*(2), 12-25.
- Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. *Language Testing, 10*, 355-371.
- Read, J. (2000). *Assessing vocabulary*. Cambridge, UK: Cambridge University Press.
- Richards, J. C. (2005). Second thoughts on teaching listening. *RELC Journal, 36*(1), 85-92.
- Ricketts, J., Nation, K., & Bishop, D. (2007). Vocabulary is important for some, but not all reading skills. *Scientific Studies of Reading, 11*(3), 235 - 257.
- Rost, M. (1990). *Listening in language learning*. New York, NY: Longman.
- Rost, M. (1991). *Listening in action: Activities for developing listening in language teaching*. New York, NY: Prentice Hall.
- Rounds, P. L. (1992). Reading aloud. Another educator comments. *TESOL Quarterly, 26*(4), 787-790.
- Rubin, J. (1994). A review of second language listening comprehension research. *The Modern Language Journal, 78*(2), 199-221.
- Santoro, L. E., Chard, D. J., Howard, L., & Baker, S. K. (2008). Making the very most of classroom read-alouds to promote comprehension and vocabulary. *The Reading Teacher, 61*(5), 396 - 408.
- Sarandi, H. (2010). Content related support and listening comprehension: Some limitations. *Procedia Social and Behavioral Sciences 2*, 5605 - 5611.
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.). *Vocabulary: Description, acquisition and pedagogy* (pp.199-227). Cambridge: Cambridge University Press.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge, UK: Cambridge University Press.
- Shin, C. W. (2011). The relationships between Korean EFL learners' proficiency and their vocabulary knowledge. *Journal of Language Sciences, 18*(3), 47-66.
- Teichert, H. U. (1996). A comparative study using illustration, brainstorming, and questions as advance organizers in intermediate college German conversation classes. *The Modern Language Journal, 80*, 509-517.
- Underwood, M. (1989). *Teaching listening*. London, UK: Longman.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge, UK: Cambridge University Press.

Wilberschied, L., & Berman, P. M. (2004). Effect of using photos from authentic video as advance organizers on listening comprehension in an FLES Chinese class. *Foreign Language Annals*, 37, 534-543.

Korea Institute for Curriculum and Education. (2012). National English Ability Test (NEAT). Retrieved from <http://www.neat.re.kr/loginForm.do>

Naver Korean-English-Korean Dictionary. In Naver Online Free Dictionaries. Available at <http://dic.search.naver.com>.

Macmillan Dictionaries Online. Available at <http://www.macmillandictionary.com>.

Merriam-webster Dictionaries Online. Available at <http://www.merriam-webster.com>.

Oxford Dictionaries Online. Available at <http://oxforddictionary.com>

Collins Dictionaries Online. Available at <http://www.collinsdictionary.com>

Cambridge Dictionaries Online. Available at <http://dictionary.cambridge.org>

# APPENDICES

APPENDIX 1. Post-Listening Comprehension Test	
Scripts .....	83
APPENDIX 2. Post-Listening Comprehension Test	
Questions .....	85
APPENDIX 3. The Lexical Advance Organizer	
(Printed Version) .....	87
APPENDIX 4. The Lexical Advance Organizer	
(PowerPoint Version) .....	88
APPENDIX 5. Pre-, Post-, and Delayed-Vocabulary Test	
Answer Sheets .....	89

## APPENDIX 1. Post-Listening Comprehension Test Scripts

### [1-2]

W: Good morning, ladies and gentlemen. Welcome to Washington, DC. My name is Jasmine and I'm a guide with Capital Tours. I will be showing you around for the next two days. I just handed out a sheet of paper that contains our updated itinerary. As you'll see, we will be going to the Smithsonian Museum instead of the Congressional Library. Tomorrow morning, we will meet right here by the elevators at 8:30. The museum is very close, so we're going to walk there together as a group. Tonight, you will be on your own for dinner. On the back of the itinerary I gave you, you'll see the name and phone number of a restaurant that serves affordable American food. I hope you enjoy your first night in Washington, D.C. I'll see you all tomorrow morning.

### [3-4]

M: Good morning, I'm calling about an advertisement I saw on the Internet about your accounting program. Could you tell me a little bit about it?

W: Yes, I'd be happy to. Fall semester courses begin on September 3rd. You can choose accounting principles, introduction to finance, and bookkeeping. If you do the program as a full-time day student, you'll be done with the whole program in one year.

M: Oh, I need to work full-time. I sell houses for a real estate agency.

W: That's not a problem. We have a part-time program with evening classes. That way, you can take classes and work at the same time. Why don't you give me your email address? I can email you a course catalog and brochure.

### [5-6]

W: Welcome, shoppers. Jeremy's Supermarket is pleased to offer our very own line of fruit juices available in aisle 12 next to the dairy section. Because we use the freshest ingredients in our Jeremy's line of fruit juices, they taste incredible with breakfast, lunch, or even with a snack. Plus, all our fruit juices come in sturdy break-resistant bottles. Today, we'll be offering a special 24-hour discount. Buy a bottle of fruit juice for just half the price. Remember! This amazing deal is only available for 24 hours. So, pick up a variety of fruit juices and save.

### [7-8]

W: If we are to control acid rain, we have to know what is actually causing it. So now I'm going to talk about the chemicals involved. There are three chemicals we should look at. These are sulphur dioxide, nitrogen oxides and ozone. The first two of those are primary pollutants - that is, they are produced directly from a source. Ozone is a secondary pollutant, which means, it's formed in the atmosphere from a combination of other primary pollutants.

### [9-10]

M: Do you enjoy a variety of fragrances at home? It's a good idea to put lavender in the bedroom or a bouquet of flowers in the bathroom. But if you plan to put some artificial air fresheners indoors, you have to think again. Recent research evaluated 14 artificial air fresheners on the market, and 12 of them contained harmful chemicals. The research found that being exposed to chemicals from air fresheners, on a regular basis, could increase your odds of developing asthma symptoms by 71%. Another study proved that some artificial air fresheners emitted chemicals that can cause cancer when used in small, poorly ventilated rooms.

## APPENDIX 2.

### Post-Listening Comprehension Test Questions

#### English Listening Comprehension Test

학년 반 이름

모든 지문은 두 번씩 들리드립니다. 문제를 잘 읽고 답을 하기 바랍니다.

[1-2] 여자의 말을 듣고, 물음에 답하세요.

1. 여자가 설명하고 있는 것으로 가장 적절한 것은?

- ① 안전수칙                      ② 여행 일정  
③ 박물관 이용 안내              ④ 도서관 이용 안내

2. 여자가 소개하는 레스토랑의 장점으로 가장 적절한 것은?

- ① 늦게까지 문을 연다.              ② 거리가 가깝다.  
③ 요리가 맛있다.                  ④ 요리 가격이 적당하다.

[3-4] 다음 대화를 듣고, 물음에 답하세요.

3. 두 사람이 대화하고 있는 주제로 가장 적절한 것은?

- ① 인터넷으로 상품 주문하기              ② 회계학 강좌 수강 신청하기  
③ 부동산 상품 거래 시 주의사항              ④ 전일제와 시간제 학생의 차이점

4. 현재 남자의 직업으로 가장 적절한 것은?

- ① 대학교 시간제 강사              ② 레스토랑 요리사  
③ 부동산 중개업자                  ④ 아파트 건설업자

[5-6] 다음 대화를 듣고, 물음에 답하세요.

5. 광고에서 홍보하고 있는 제품으로 알맞은 것은?

- ① 우유                                  ② 과일 주스  
③ 유기농 스낵                      ④ 식사 대용 식품

6. 제품에 관한 언급으로 적절하지 않은 것은?

- ① 12번 통로에 있다.  
② 유제품 코너 안에 있다.  
③ 용기가 튼튼하고 잘 깨지지 않는다.  
④ 24시간 동안 할인 행사가 진행 중이다.

[7-8] 다음을 듣고, 물음에 답하세요.

7. 여자가 하는 말의 주제로 가장 적절한 것은?

- ① 오존층의 파괴                      ② 산성비의 원인 물질  
③ 대기 오염의 심각성              ④ 산성비가 주는 피해

8. 다음 중 1차 오염물질이 아닌 것을 모두 고르면?

- ① sulphur dioxide                  ② carbon dioxide  
③ nitrogen oxide                  ④ ozone

[9-10] 다음을 듣고, 물음에 답하세요.

9. 남자가 하는 말의 주제로 가장 적절한 것은?

- ① 자연 방향제의 장점              ② 실내 환기의 필요성  
③ 인공 실내 방향제의 유해성              ④ 호흡기 질병을 일으키는 화학물질

10. 인공 방향제에 관한 내용과 일치하지 않는 것은?

- ① 인체에 해로운 화학물질을 함유하고 있다.  
② 천식 발병 가능성을 높일 수 있다.  
③ 환기가 잘 안 되는 실내에 사용하면 좋다.  
④ 발암물질을 배출할 수 있다.

☺ 문제는 여기까지입니다. 수고하셨습니다.

### APPENDIX 3.

#### The Lexical Advance Organizer (Printed Version)

1	itinerary	여행일정	complete a short overnight itinerary	1박 2일의 짧은 여행일정을 마치다
2	affordable	가격이 알맞은	There are few affordable apartments in big cities.	대도시에는 가격이 알맞은 아파트가 거의 없다.
3	accounting	회계, 회계학	The accounting firm audited the company every year.	그 회계 법인은 매년 그 회사의 회계 감사를 했다.
4	real estate agency	부동산 중개소	I'm renting a room out through a real estate agency.	나는 부동산 중개소에 방을 내놓았다.
5	aisle	통로	Coffee and tea are in the next aisle.	커피와 차 종류는 다음 통로에 있습니다.
6	dairy	유제품의	The women are selling dairy products.	여자들이 유제품을 팔고 있다.
7	sturdy	튼튼한, 견고한	a sturdy pair of boots	튼튼한 부츠 한 켤레
8	resistant	~에 잘 견디는	fire-resistant materials	불에 잘 타지 않는 물질
9	acid rain	산성비	We've been having frequent acid rain lately.	최근 산성비가 자주 내린다.
10	sulphur dioxide	이산화황	Sulphur dioxide is a pollutant and a major contributor to acid rain.	이산화황은 오염물질이자 산성비의 주요 원인이다.
11	nitrogen oxide	질소산화물	Sulphur dioxides and nitrogen oxides also produce acid rain.	이산화황과 질소산화물도 산성비를 만든다.
12	primary pollutant	1차 오염물질	Ozone is formed when sunlight shines on primary pollutants.	오존은 1차 오염물질에 햇빛이 비칠 때 형성된다.
13	fragrance	향기	The bath oil comes in various fragrances.	그 목욕용 오일은 여러가지 향으로 나온다.
14	artificial	인공의	These artificial roses are quite lifelike.	이 인공 장미들은 꼭 살아있는 것 같다.
15	chemical	화학물질	The chemical had a noisome odor.	그 화학물질은 불쾌한 냄새가 있다.
16	odds	가능성	The odds are very much in our favor.	우리가 성공할 가능성이 아주 크다.
17	asthma	천식	a severe asthma attack	심한 천식 발작
18	ventilated	환기되는	a well-ventilated room	환기가 잘 되는 방

### APPENDIX 4.

#### The Lexical Advance Organizer (PowerPoint Version)

Lexical Advance Organizer

Controlled group

다음에 나오는 영어단어와 그 뜻을 눈으로 읽고 이해하세요. 예문도 함께 읽어보세요. 소리 내어 읽지 말고 속으로만 읽습니다. 친구에게 발음을 물어보거나 사전으로 발음기호를 찾거나, 사전에서 발음을 물어보면 좋습니다.

1. itinerary

**여행일정**

예문 complete a short overnight itinerary

예문 1박 2일의 짧은 여행일정을 마치다

2. affordable

**가격이 알맞은**

예문 There are few affordable apartments in big cities.

예문 대도시에는 가격이 알맞은 아파트가 거의 없다.

3. accounting

**회계, 회계학**

예문 The accounting firm audited the company every year.

예문 그 회계 법인은 매년 그 회사의 회계 감사를 했다.

4. real estate agency

**부동산 중개소**

예문 I'm renting my room out through a real estate agency.

예문 나는 부동산 중개소를 통해 방을 내놓았다.

5. aisle

**통로**

예문 Coffee and tea are in the next aisle.

예문 커피와 차는 다음 통로에 있습니다.

6. dairy

**유제품의**

예문 The women are selling dairy products.

예문 여자들이 유제품을 팔고 있다.

7. sturdy

**튼튼한, 견고한**

예문 a sturdy pair of boots

예문 튼튼한 부츠 한 켤레

8. resistant

**~에 잘 견디는**

예문 fire-resistant materials

예문 불에 잘 타지 않는 물질

9. acid rain

**산성비**

예문 Land is also destroyed by acid rain.

예문 땅은 산성비로부터도 파괴된다.

10. sulphur dioxide

**이산화황**

예문 Sulphur dioxide is a pollutant and a major contributor to acid rain.

예문 이산화황은 오염물질이며, 산성비의 주요 원인이다.

11. nitrogen oxide

**질소산화물**

예문 Sulphur dioxides and nitrogen oxides also produce acid rain.

예문 이산화황과 질소산화물도 산성비를 만든다.

12. Primary pollutant

**1차 오염물질**

예문 Ozone is formed when sunlight shines on primary pollutants.

예문 오존은 1차 오염물질에 햇빛이 비칠 때 형성된다.

13. fragrance

**향기**

예문 The bath oil comes in various fragrances.

예문 그 목욕용 오일은 여러가지 향으로 나온다.

14. artificial

**인공의**

예문 These artificial roses are quite lifelike.

예문 이 인공 장미들은 꼭 살아있는 것 같다.

15. chemical

**화학물질**

예문 The chemical had a noisome odor.

예문 그 화학물질은 불쾌한 냄새가 났다.

16. odds

**가능성**

예문 The odds are very much in our favor.

예문 우리가 성공할 가능성이 매우 크다.

17. asthma

**천식**

예문 a severe asthma attack

예문 심한 천식 발작

18. ventilated

**환기되는**

예문 a well-ventilated room

예문 환기가 잘 되는 방

# APPENDIX 5.

## Pre-, Post-, and Delayed-Vocabulary Test Answer Sheets

Pre-VOCA TEST			Post-VOCA TEST			Delayed-VOCA TEST		
학번: 이름:			학번: 이름:			학번: 이름:		
다음 영어단어의 뜻을 쓰세요.			다음 영어단어의 뜻을 쓰세요.			다음 영어단어의 뜻을 쓰세요.		
	단어	뜻		단어	뜻		단어	뜻
1	itinerary		1	itinerary		1	itinerary	
2	affordable		2	affordable		2	affordable	
3	accounting		3	accounting		3	accounting	
4	real estate agency		4	real estate agency		4	real estate agency	
5	aisle		5	aisle		5	aisle	
6	dairy		6	dairy		6	dairy	
7	sturdy		7	sturdy		7	sturdy	
8	resistant		8	resistant		8	resistant	
9	acid rain		9	acid rain		9	acid rain	
10	sulphur dioxide		10	sulphur dioxide		10	sulphur dioxide	
11	nitrogen oxide		11	nitrogen oxide		11	nitrogen oxide	
12	primary pollutant		12	primary pollutant		12	primary pollutant	
13	fragrance		13	fragrance		13	fragrance	
14	artificial		14	artificial		14	artificial	
15	chemical		15	chemical		15	chemical	
16	odds		16	odds		16	odds	
17	asthma		17	asthma		17	asthma	
18	ventilated		18	ventilated		18	ventilated	

# 국문초록

## 청취 어휘 선행조직자와 음독법이 한국 EFL 고등학생의 영어 듣기와 단어 학습에 미치는 영향 (The Effects of the Aural Lexical Advance Organizer and Read-aloud Method on Korean EFL High School Students' Listening Comprehension and Vocabulary Learning)

서울대학교 대학원  
외국어교육과 영어전공  
장 미 경

듣기 이해에 있어 선행조직자의 역할에 대한 연구는 제 2언어 습득 분야에서 활발하게 연구되어 왔다. 다양한 선행조직자 중 듣기 대본에 사용된 단어들을 미리 학습하도록 하는 어휘 선행조직자의 효용성에 관한 선행 연구도 다수 존재했다.

본 연구는 영어 단어의 문자 형태와 음성 형태 모두를 제공하는 ‘청취 어휘 선행조직자 (aural lexical advance organizer)’를 ‘문자 어휘 선행조직자 (written lexical advance organizer)’와 구별하고, 단어들을 직접 발음하며 학습하는 ‘음독법 (read-aloud method)’을 ‘묵독법’ (silent-reading method)과 구별하여 그 효과를 살펴보고자 한다.

경기도 소재의 고등학교에 재학 중인 146명의 12학년생을 대상으로 실시된 본 연구에서, 참가자들은 세 개의 집단 (C, A, R)으로 나뉘어 서로 다른 처치를 받았다. C 집단은 어휘 전 활동으로 문자 어휘 선행조직자를 받은 후 묵독법을 사용했고, A 집단은 청취 어휘 선행조직자를 받고 묵독법을 실행했다. 집단 R은 청취 어휘 선행조직자를 받고 음독법을

사용했다. 실험 집단 참가자들은 세 가지 주요 평가 - 사후 청해 시험 (post-listening comprehension test), 사후 단어 시험 (post-vocabulary test), 지연된 단어 시험 (delayed-vocabulary test) 에 참여하였다. 각 평가의 채점 결과는 일원변량분석과 Scheffe 사후 검정, 그리고 대응표본 t-검정을 통해 분석되었다. 그 결과 사후 청해 시험에서는 R 집단만이 유의미하게 높은 점수를 획득했고, 사후 단어 시험에서는 발음 시험에서만 R 집단이 유의미하게 높은 점수를 받았고, 뜻 시험에서는 차이가 없었다. 지연된 단어 시험에서는 뜻과 발음 시험 모두에서 R 집단만이 다른 집단들에 비해 유의미하게 높은 점수를 받았다.

청취 어휘 선행조직자를 받은 후 음독법으로 단어를 학습한 실험군은 모든 면에서 대조군에 비해 뛰어난 결과를 보임으로써 청취 어휘 선행조직자의 효과를 이끌어 내기 위해서는 반드시 음독법이 수반되어야 한다는 결론을 이끌었다. 특히 음독법은 학습자들의 주의를 환기시켜 역동적인 참여를 이끌어 내고, 청취 어휘 선행조직자에 대한 집중도를 확대한다는 점에서 교육적 효과가 크다.

본 연구는 EFL 상황의 고등학교 영어 학습자의 성공적인 듣기 이해와 어휘 학습에 공헌할 수 있는 학습 도구가 갖추어야 할 조건과 그 도구에 적합한 활동을 제시하였다. 어휘 선행조직자는 단어의 철자 (written form of words), 모국어 정의 (L1 equivalents)와 예문 (exemplary sentence)뿐만 아니라 단어의 발음 (spoken form of words)과 예문의 실제 음성을 포함해야 하며, 학습자가 직접 소리 내어 읽으면서 단어를 익히는 음독법이 수반되어야 함을 제안한다.

주요어: 듣기 전 활동, 청취 어휘 선행 조직자, 음독법, 영어 듣기 이해, 어휘 학습

학번: 2006-23356