

Listening and Grammar: Towards a Reciprocally Beneficial Teaching Model*

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Compared to other modes of language skills, listening comprehension has received relatively less attention from the academia and practitioners alike. Research on listening comprehension mainly focuses on phonological, semantic, and pragmatic aspect of listening instruction. Even rarer are studies on the role of syntactic knowledge in listening competence. This study explores the syntactic elements that affect one's listening competence by analyzing transcripts submitted by students. The effect of grammar instruction as part of listening instruction, specifically geared towards addressing the most frequently committed grammatical errors on the improvement of listening ability and grammar knowledge, is also investigated in this study. Results show that the most frequently committed grammatical errors were related to sentence structures, use of verbs, tense, parts of speech, and pronunciation-related grammar errors. A comparison of pretest and posttest scores of listening and grammar competence showed that grammar instruction improved students' listening performance and grammar knowledge. Implications of this study include the effectiveness of grammar instruction in listening classrooms, but also in writing classes as well.

[listening comprehension/grammar instruction/authentic listening material/news video/청해 능력/문법교육/실제청해자료/뉴스동영상]

I. INTRODUCTION

Listening comprehension is undoubtedly one of the most important skills for language learning, perhaps the most critical skill taught before speaking (Krashen, 1982; Peterson, 2001). In fact, listening is the most frequently used language skill in everyday life. We

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listen twice as much as we speak, four times as much as we read, and five times as much as we write (Morley, 2001; Rivers 1971).

McErlain (1999) defined listening to a language as the ability to receive and decode oral communication by processing a language sample. Contrary to the popular view that listening is a passive skill, it is in fact a two-way process which requires the active involvement of receiving, decoding, and predicting the message being delivered (Malkawi, 2010). O'Malley and Chamot (1989) also asserted that "Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" (p. 420).

Ironically, research on listening comprehension has received the least attention compared to speaking, reading and writing (Call, 1985), mainly due to the misperception that it is a passive skill and that mere exposure to oral language will suffice as proper instruction. Recent research, however, disproves such claim, and listening is now gaining recognition as an active skill which involves many complex processes (Byrnes, Fink, & Roman, 1982; James, 1984; Richards, 1983; Taylor, 1981).

Factors identified as the impediments to listening comprehension include insufficient knowledge of phonology, syntax, semantics, and pragmatics (Eunsil Chun, 2008). Among these factors, attention towards the role of syntax, or grammar, has remained scarce in comparison to others. While a relationship between grammatical knowledge and L2 listening comprehension has been theorized (Mecartty, 2000), extensive empirical research is in need to validate this claim.

Two questions will be addressed in this research: 1. What are the grammatical factors that impede listening comprehension among students the most? 2. What is the effect of focusing on grammatical errors in listening class on improving listening proficiency and grammatical knowledge among students?

II. LITERATURE REVIEW

1. The Process of Listening to a Foreign Language

Of the four language skills - speaking, listening, reading and writing - listening is the most critical for language learning at the beginning stages (Rost, 2002). Listening instruction prior to speaking, reading or writing instruction better prepares students to acquire greater language efficiency than teaching all four skills at the same time (Postovsky, 1974; Winitz, 1981; Winitz, Conrad, & Herriman, 1973).

Information processed in the form of oral input goes through three types of processing.

First, the bottom-up processing involves decoding phonetic units to construct words which are connected to construct phrases. Phrases, in turn, connect to construct meaningful text. The listener utilizes his/her knowledge of vocabulary, phonology, and grammar in this process (Rubin, 1994).

Second, the top-down processing makes use of background knowledge or semantic cues in understanding a message. Conrad (1985) found that less fluent non-native speakers find it difficult to fully utilize semantic level cues. The shift from syntactic and phonic cues to semantic cues took place as their proficiency level improved. While the top-down processing relies on “a higher level, general schemata” (Carrell & Eisterhold, 1983) compared to the bottom-up processing, sole reliance on top-down processing may lead to listening comprehension failure since lack of background knowledge on the subject at hand is always possible among language learners. Another issue is that learners at the lower level may face difficulty in understanding the oral input even with sufficient background knowledge due to lack of lexical and syntactic competence that can serve as a scaffold to buttress the content of the message.

The third type, the interactive processing, complements the shortcomings of the bottom-up and top-down processing. That is, the effective use of syntactic cues, when integrating new information into the semantic context, is the key to successful listening comprehension. O'Malley et al. (1989) also asserted that effective listeners made use of both top-down and bottom-up processing strategies. Although top-down processing was once viewed as the more desirable approach than the bottom-up processing, both approaches are needed to improve listening comprehension.

There is a general tendency to encourage attention to semantic cues in the listening classrooms while the role of syntactic cues is relatively downplayed. Research mentioned above corroborates the hypothesis that as learners advance to higher levels of proficiency, they use semantic units to understand the message, and that less proficient learners tend to give too much focus on surface-level, or syntactic, cues. For less proficient learners to reach higher level, therefore, they must address and overcome the habit of clinging to surface level cues. Further research to specify the types of surface cues that hinder listening comprehension among learners is the first step towards a better understanding of this issue.

2. Factors That Affect Listening Comprehension

The hindrance factors to listening comprehension mentioned by Kyung-Whan Cha (2000) are gaps in knowledge of English vocabulary, phonology, and textual competence. Jun Heo (2003) cited lack of vocabulary and sociocultural background knowledge, speech rate, and phonology as major obstacles of listening comprehension.

Eunsil Chun (2008) proposed a new model for factors that affect listening

comprehension based on taxonomy proposed by Richards (2005) on oral proficiency: phonological knowledge, syntactic knowledge, semantic knowledge, and pragmatic knowledge. Phonological knowledge includes intonation, phoneme, pronunciation/accents, speed of speech. Syntactic knowledge is related to subject-verb identification and sentence structure. Semantic knowledge pertains to vocabulary, terminology, and background knowledge of the topic at hand. Finally, pragmatic knowledge deals with the basic discourse pattern of the listening material.

A number of studies have been conducted to validate the importance of phonological knowledge in listening comprehension (Jae-Oh Choi, 2007; Feyten, 1991; Woo-hyun Jung & Hyun Ju Oh, 2005; Morley, 2001). Semantic and pragmatic knowledge have had their own share of supporters who assert their contribution to listening proficiency (Bouton, 1994; Call, 1985; Conrad, 1985; Garcia, 2004; Kasper, 1984).

The role of syntax, or knowledge of grammar, however, has received relatively less attention, partly due to the pervasive trend of communicative language teaching approach adopted in the language classrooms. The following section will address this issue in more detail.

3. The Role of Grammatical Knowledge in Listening Comprehension

The term grammar conjures up different ideas to different people. Much of the misconceptions about grammar originate from the belief that grammar is nothing more than a set of rules and forms (Ferreiro, 2006). Batstone (1994) hands down a more comprehensive definition of grammar as “a considerably broad and diverse phenomenon which comprises three interdependent dimensions: form, meaning, and use” (p. 40). For grammar to become an integral part of language, forms should be introduced in direct association with meaning. In line with the current trend of communicative language teaching approach, grammar instruction has come to put more emphasis on promoting learners’ ability to apply their grammatical knowledge into real and effective use.

Call (1985), while studying the role of memory in listening comprehension, observed that more proficient learners exhibit mastery of complex syntactic patterns. Results of the listening test battery were also best predicted by memory of grammatical knowledge. Call surmised that listening proficiency was strongly influenced by the memory for syntactically arranged words. Thus, syntax, or knowledge of grammar, is a crucial factor in rendering input comprehensible.

Ellis (1993) was of the view that formal grammar instruction is essential to language learning as long as the instruction is meaning-based. Higgs and Clifford (1982) found that language learners who were unable to progress beyond a certain level learned language in an environment where communication was valued over accuracy of form. On the other

hand, those who were able to advance to higher levels were found to have received formal education on language structures from the very beginning of their language instruction. Nida (1952/1953) also recommended teaching learners specific aspects of the linguistic structure of the target language.

Despite the generally accepted understanding that knowledge of grammar is indispensable to listening proficiency, most teaching materials of listening instruction and listening class activities focus on listening for meaning. Listening for grammatical features that serves as the foundation in the formation of meaning has been and still is being overlooked. An analysis on the types of grammatical errors made by learners and grammar instructions to correct these errors may have a direct impact on improving their listening proficiency and helping them move on towards the next level.

III. METHODOLOGY

1. Participants

The participants in this study consisted of thirty-five students who registered for an advanced listening comprehension course in the spring semester of 2011 at a university located in the Gyeonggi province. Of the thirty-five students, fifteen were juniors and twenty were seniors. During the semester students were required to take part in pre- and posttests of listening comprehension and grammar knowledge at the beginning and at the end of the semester. As an in-class assignment students submitted a transcript of a news video clip each week.

2. Listening Practice Material

This study used unmodified news video clips in order to secure authenticity of the listening material and to raise interest among students with current topics. The use of authentic listening materials in the classroom has been endorsed by a number of previous research (Bacon & Finnemann, 1990; Breen, 1985; Herron & Seay, 1991; Lee & Van Patten, 1995; Weissenrieder, 1987). Authentic materials are referred to as “language samples that reflect a naturalness of form and an appropriateness of cultural and situational context as in the speech of native speakers” (Rogers & Medley, 1988, p. 468). Authentic materials help build cognitive and affective confidence among learners since authentic material allows them to consolidate meaning with form and to enhance motivation to learn (Bacon & Finnemann, 1990). Dong Kyoo Kim (2000) compared two groups of students, one of which were taught with authentic listening materials and the other with traditional

ESL listening textbook. The group that used authentic listening materials performed better on listening tests and showed a more positive attitude toward authentic materials than their counterpart.

The content of the listening material for this study was selected from major news providers (See Table 1). The appropriateness of using news materials in a listening comprehension class has been validated by previous research (Kyung-Whan Cha, 2000; Eunsil Chun, 2008). News material is readily accessible to everyone and delivers a variety of contents related to the life and culture of the target language. It is also interesting, concise, and short. Clear and grammatically accurate diction of reporters and anchors is another feature which makes news programs appropriate for language learners.

The reason for choosing video over audio material is that video gives second language learners the chance to observe the dynamics of interaction as they see native speakers in authentic settings speaking and using different accents, registers, and paralinguistic cues, such as posture and gesture (Secules, Herron, & Tomasello, 1992).

Thus, the current study selected news video clips from a wide range of topics including politics, medicine, history, culture, art, and music. The news material also broke away from focusing on the standard North American accent and pronunciation by including speakers with accents from Great Britain, Africa, India, and the North American immigrant community. Video files were uploaded on a website designated for the listening course.

Table 1
List of Listening Material Used as Class Assignments

Title	Source
1. Mining for Elvis Presley records Part 1	NBC News
2. Mining for Elvis Presley records Part 2	NBC News
3. Why do some Americans live longer than others?	National Public Radio
4. Embracing Yo-Yo Ma's Venture Culturalism	NBC News
5. London Taxi Drivers' Brain	National Geographic
6. Working Moms Part 1	CNN-IBN(India)
7. Working Moms Part 2	CNN-IBN(India)
8. Kenya's AIDS Crisis	National Geographic
9. Boston's North End	National Geographic
10. Man Fights Nazi Plunder	National Geographic

3. Procedure

The course took place twice a week in a multimedia lab where each student was assigned a personal computer with a headset. Students had access to the Internet and were able to view and listen to the news clip at their own pace. During the one-hour session, students were given an in-class assignment to transcribe a portion of the video for one hour. The assigned length of the video was between sixty to eighty seconds. Students submitted the transcription to the instructor by email, upon which the instructor checked errors and gave feedback.

During the two-hour class, the instructor presented an analysis of the grammatical errors made by the students. An explanation was given on the grammatical feature of the case in point, followed by an example which contains similar grammar or sentence structure. As the semester proceeded, the types of grammatical errors appeared to be recurring, the grammar revision instruction focused on several key areas: sentence structure, use of verbs, tense, parts of speech, and pronunciation-related grammar errors.

The students were given listening and grammar pretests at the beginning of the semester and posttests at the end of the semester to measure their progress in listening proficiency and grammar knowledge.

4. Instruments of the Data Collection

The instruments used to measure students' listening and grammar proficiency were the TOEFL listening comprehension test and the TEPS grammar test.

1) Listening Comprehension Test

In order to examine the participants' English listening ability, students were asked to take a TOEFL listening comprehension test during the second and fifteenth week of the spring semester in 2011. Test items were extracted from ETS Practice Sets for the TOEFL iBT (Fellag, 2006). The test consisted of twenty questions with four TOEFL listening parts, two conversations and two lectures. The duration of both tests each lasted for about forty-five minutes.

2) Grammar Test

For the collection of quantitative data measuring change in grammatical knowledge, the TEPS (Test of English Proficiency Developed by Seoul National University) Practice Test was administered. The grammar test was administered twice during the semester at the

same time when the listening comprehension test was taken. Both tests consisted of fifty items each, administered for twenty-five minutes.

5. Data Analysis

In order to analyze the mean differences of the students' pre- and post- tests in listening and grammar knowledge, the Paired Samples t-test was applied using SPSS 18.0 for Windows.

IV. RESULTS

1. Error Analysis

The analysis of transcripts submitted by the students produced numerous grammatic errors. While the types of grammatical errors covered a wide range of areas, the most frequently committed errors were related to sentence structure, use of verbs, tense, parts of speech, and pronunciation-related grammar errors.

1) Sentence Structures

Listening errors associated with sentence structure were related to failure to identify subjects and predicates in sentences, producing fragments or run-on sentences, misuse of the passive voice, inability to incorporate connectors into sentences, and inability to identify inversions.

(1) Subjects and Predicates

The following examples are errors stemming from failure to pinpoint a subject and a predicate in a sentence. Cases where the subject and predicate were properly identified but the rule of subject-verb agreement was violated are also included in this category.

- These children's struggles will be life long, but **there** no longer waiting to die.
→ These children's struggles will be life long, but **they are** no longer waiting to die.
- **Your** touching history as its move through time.
→ **You're** touching history as its move through time.
- And yet **he still** always the teacher.
→ And yet **he's still** always the teacher.

- **One of** those greatest **talent** is the celebrated cellist Yo-yo Ma.
→ **One of** those great **talents** is the celebrated cellist Yo-yo Ma.
- There **are** something even more valuable here.
→ There **is** something even more valuable here.

(2) Fragments

Clauses or phrases missing one or more parts needed to make a sentence, or fragments, were also frequently discovered.

- This is Kibera, a slum in Nairobi, Kenya. **Home to about 1million people.**
→ This is Kibera, a slum in Nairobi, Kenya, **home to about 1million people.**
- This is Yo-Yo Ma at the age of seven. **Introduced by Lennon Bernstein.**
→ This is Yo-yo Ma at the age of seven, **introduced by Leonard Bernstein.**
- Most of these boys and girls come here directly from the hospital. **Abandoned at birth because they were HIV positive.**
→ Most of these boys and girls come here directly from the hospital, **abandoned at birth because they were HIV positive.**
- Although the adult prevalence of HIV appears to be decreasing in Kenya. **People still test positive every day.**
→ Although the adult prevalence of HIV appears to be decreasing in Kenya, **people still test positive every day.**

(3) Run-on Sentences

Many errors made by the students also involved joining two independent clauses into a compound sentence without using any punctuation between them.

- Here, basic health care is out of reach, **for many people AIDS prevention is just another way to spend money they don't have.**
→ Here, basic health care is out of reach. For many people AIDS prevention is just another way to spend money they don't have.
- Now, moms never really have it easy **whether working or stay at home, they're almost always expected to be perfect.**
→ Now, moms never really have it easy. Whether working or stay-at-home, they're almost always expected to be perfect.
- In a new study Harvard researchers reached some stark conclusions **among them an Asian-American woman is expected to live nearly 21 years longer than an African-American male living in a major city.**
→ In a new study Harvard researchers reach some stark conclusions. Among

them, an Asian-American woman is expected to live nearly 21 years longer than an African- American male living in a major city.

(4) Passive Voice

Errors related to this category were largely due to the students' inability to recognize the form of passive voice, i.e., [Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action].

- The museum contends that the Cassirer family was duly compensated for their loss, **but the German government in 1958.**
 - ➔ The museum contends that the Cassirer family **was** duly **compensated** for their loss **by** the German government in 1958.
- The Kibera integrated community self help program offers a variety of services to those **affected** AIDS and HIV.
 - ➔ The Kibera integrated community self help program offers a variety of services to those **affected by** AIDS and HIV.
- And what seems to be happening in the taxi drivers is that the spatial map **is lay** down all central London.
 - ➔ And what seems to be happening in the taxi drivers is that the spatial map **is laid** down of central London.
- In this case his instructional tool is the cello, first **name** 'Petunia' by a young student and the name stuck.
 - ➔ In this case his instructional tool is the cello, first **named** Petunia **by** a young student and the name stuck.
- Here you have an instrument that was made but for America was **found it** 1737 Venice.
 - ➔ "Here you have an instrument that was made before America **was founded** in 1733, Venice.

(5) Connectors

The misuse of subordinate conjunctions and relative pronouns were also common grammatical errors made by the students.

- Yo-yo ma is talking about the Silk Road Project trying to get a tension for it. **Because he believes in it and because he says it has changed his life.**
 - ➔ Yo-yo Ma is talking about the Silk Road Project, trying to get attention for it **because he believes in it, and because, he says, it has changed his life.**
- **When** my mother had died **and** my grandmother was substituted mother to me.

- **When my mother had died**, my grandmother was like a substitute mother to me.
- The secrets are buried deep in a mine-country of Western Pennsylvania. **Where the entrance to Iron Mountain's underground lies hidden.**
 - The secrets are buried deep in a mine-country of Western Pennsylvania **where the entrance to Iron Mountain's underground lies hidden.**
- Earlier this month, we reported some of the famous names, **will** perform at Barak Obama's inauguration next month.
 - Earlier this month, we reported some of the famous names **who'll** perform at Barak Obama's inauguration next month.
- Tonight we have looked deep below the earth **that** a place a few people see.
 - Tonight we have looked deep below the earth **at** a place a few people see.

(6) Sentence Patterns (Inversion)

A common error committed by the students with regard to inversion was due to their inability to identify sentence patterns in which the predicate precedes the subject.

- Above the couch **it** was this painting, this Pissarro painting.
 - **Above the couch was this painting**, this Pissarro painting.
- **Let's clear** has been why some groups are at greater risk than others?
 - **Less clear has been why some groups are at greater risk than others.**

2) Verb

Errors related to misuse of verbs were commonly due to the students' misunderstanding of the types of verbs and their proper use.

(1) Interrogative Sentences

The simple present and past sentences use forms of *do* in questions. The main verb in the question must be in its simple form. The error in the example failed to see this question pattern and put the main verb in its past tense ('retained') instead of its simple form ('retain').

- But how does the brain **retained** and order all the information?
 - But how **does** the brain **retain** and order all that information?

(2) Transitive/Intransitive Verbs

A transitive verb is a verb that requires a direct object to complete its meaning. An intransitive verb, on the other hand, is a verb that does not require a direct object to complete its meaning. Misunderstanding this rule resulted in using the verb 'live', an intransitive verb, as a transitive verb. On the other hand, verbs 'make', 'do', and 'wake' are misused as intransitive verbs. The verb in the last example, 'abandon', a transitive verb, is used incorrectly since it is not followed by a direct object. It should have been used in the form of a passive voice where the 'agent' has been omitted. In this sentence 'more children' is the direct object of 'abandoned'.

- He came to my grandmother's apartment in Munich and he said my grandparents could **live** Germany. (Intransitive Verb)
 - ➔ He came to my grandmother's apartment in Munich and he said my grandparents could **leave** Germany. (Transitive Verb)
- They **made** very very clear then.
 - ➔ They **made it** very very clear then. (Transitive Verb)
- I chose to give birth to them whenever I want to **do**. (Transitive Verb)
 - ➔ I chose to give birth to them whenever I **wanted to (give birth)**. (Transitive Verb)
- Boston harbor, the north end **wakes** quietly, but that doesn't last long. (Transitive Verb)
 - ➔ Boston harbor, the north end **awakes** quietly, but that doesn't last long. (Intransitive Verb)
- In the last 5 years, it's gotten worse and we have now more children who **had abandoned** as a result of HIV Aids. (Transitive Verb)
 - ➔ In the last 5 years, it's gotten worse and we have now more children who **were abandoned** as a result of HIV Aids.

(3) Verb + Indirect Object + Direct Object

Some verbs are followed by two objects: a direct object and an indirect object. A direct object receives some direct action from the subject while the indirect object receives some indirect or secondary action or benefit from the subject. Verbs such as 'give', 'hand', 'lend', 'pass', 'send', 'show', 'tell', and 'write' are some examples that fit this category.

- It **gives researchers as a superb opportunity** to look at how to brain adapts when required to retain vast amount of information.
- It **gives researchers a superb opportunity** to look at how to brain adapts when required to retain vast amount of information.

3) Tense

Misuse of tense was due to errors in the appropriate use of forms, e.g., how to make and when to use particular tense, and tense agreement.

(1) Present Perfect

The present perfect tense describes actions or situations that developed in the past and that have continued up to the moment of speaking. This tense implies that the action or situation will continue in the future. The phrase ‘For a hundred and fifty years’ in the first example implies that the situation which occurred in the past has continued to the present and is expected to continue in the future. The second example is a case of repetitive pattern from the past to the present, which also should use the present perfect form.

- For a hundred and fifty years, every new cab driver **has to pass** a grueling exam, known to Londoners simply has the knowledge.
 - ➔ For a hundred and fifty years, every new cab driver **has had to pass** a grueling exam, known to Londoners simply as the ‘knowledge.’
- The group **as said** that Kibera records the highest HIV and AIDS prevalence rates in Nairobi.
 - ➔ The group **has said** that Kibera records the highest HIV and AIDS prevalence rates in Nairobi.

(2) Past Perfect

The past perfect tense refers to an activity or situation completed before another even or time in the past. The mother’s death in this example clearly preceded the situation that occurred afterwards (‘my grandmother was like a substitute mother to me’). Thus, the past perfect tense is the correct form.

- When my mother **had die**, my grandmother was like a substitute mother to me.
 - ➔ When my mother **had died**, my grandmother was like a substitute mother to me.

(3) Tense Agreement

Tense agreement must be observed for the consistency and logical flow of the sentence. The following examples violate this rule and thus have created confusion and inconsistency.

- And **she lived** in an apartment around the corner of where we **are living** in.
→ And **she lived** in an apartment around the corner from where **we were living** in.
- The Cassirers **lived** a life of privileged until the Nazis **came** to power, and persecution of Jews in Germany **intensify**.
→ The Cassirers **lived** a life of privileged until the Nazis **came** to power, and persecution of Jews in Germany **intensified**.
- We **had to** give part of the money to the guy who **stolen** the painting.
→ We **had to** give part of money to the guy who **stole** the painting.

4) Parts of Speech

(1) Use of Nouns

The general rule that adjectives and preposition are followed by a noun or a noun clause and that noncount nouns do not take on plural forms could have prevented the following listening errors.

- It takes most **hopeful** at least two years to master. (Adjective → Noun)
→ It takes most **hopefuls** at least two years to master.
- The Cassirers lived a life **of privileged** until the Nazis came to power, and persecution of Jews in Germany intensify. (Preposition + Noun)
→ The Cassirers lived a life **of privilege** until the Nazis came to power and persecution of Jews in Germany intensified.
- I certainly command a huge amount of **respects**. (Noncount Noun)
→ I certainly command a huge amount of **respect**.
- Why do some Americans live longer than **other**?
→ Why do some Americans live longer than **others**? (Pronoun)

(2) Use of Adjectives

In line with the general relationship between nouns and adjectives, one or more adjectives modify a noun. Therefore, adjectives should have preceded nouns, 'crimes' and 'value', as modifiers.

- When World War 2 ended, the grotesque realities of **Nazis war crimes** were exposed. (Noun→Adjective)
→ When World War 2 ended, the grotesque realities of **Nazi war crimes** were exposed.
- Today the **paintings value** is estimated at \$20 million.

→ Today the painting's value is estimated at \$20 million. (Possessive Adjective)

(3) Use of Adverbs

Adverbs modify verbs and adjectives. The following example failed to recognize this rule and put a noun ('jewelry') instead of an adverb to modify the verb ('compensated').

- The museum contends that the Cassirer family was jewelry compensated for their loss by the German government in 1958. (Noun→Adverb)
 - The museum contends that the Cassirer family was duly compensated for their loss by the German government in 1958.

5) Pronunciation

Another interesting aspect of the errors frequently made by the students stemmed from overreliance on the sound of words.

- University of London scientists studied in the shape of memory found an ideal subject right in their own back yard.
 - University of London's scientists studying the shape of memory found ideal subjects right in their own backyard.
- As the scientists suspected, master in the knowledge may have a physical impact on the brain itself.
 - As the scientists suspected, mastering 'the knowledge' may have a physical impact on the brain itself.
- For more on what these findings do in don't tell us, I'm joying by news hour health correspondent Susan Dentzer.
 - For more on what these findings do and don't tell us, I'm joined by news hour health correspondent Susan Dentzer.
- And you are literally seen life in the 30's.
 - And you are literally seeing life in the 30's.
- In fact, the most dramatic differences were scene in the drivers who were on the job the longest.
 - In fact, the most dramatic differences were seen in the drivers who were on the job the longest.
- He was having some... diarrhea, headache, and feeling week.
 - He was having some... diarrhea, headache, and feeling weak.
- Previously, two or three children past away each month.
 - Previously, two or three children passed away each month.

- **The** so much happening within those little heads.
→ **There's** so much happening within those little heads.

2. Listening and Grammar Tests

The following are the results of the listening and grammar tests administered before and after the treatment. Table 2 shows the descriptive statistics for the four tests followed by a correlation coefficient table.

Table 2

Descriptive Statistics of Listening and Grammar Tests

	Min	Max	Mean	SD
Listening Pretest	4	17	10.86	3.711
Listening Posttest	5	18	12.29	3.626
Grammar Pretest	13	43	29.00	7.982
Grammar Posttest	15	47	32.49	9.034

According to the correlation coefficient in Table 3, listening pretest scores have the highest correlation with listening posttest scores ($r=.897$, $p<.01$), and grammar pretest scores are strongly related to grammar posttest ($r=.909$, $p<.01$). The correlation coefficient shows that the listening tests and grammar tests measure separate abilities and do not conflict with each other.

Table 3

Correlation Coefficient

	Listening Pretest	Listening Posttest	Grammar Pretest	Grammar Posttest
Listening Pretest	1	.897**	.783**	.736**
Listening Posttest	.897**	1	.704**	.695**
Grammar Pretest	.783**	.704**	1	.909**
Grammar Posttest	.736**	.695**	.909**	1

Results of the Paired Samples t-test in Table 4 show that the mean score of the listening posttest was significantly higher than that of the pretest, with an increase of 1.43 points, from 10.86 to 12.29 ($p=.000$). Grammar tests yielded similar results. Results in Table 5 indicate that grammar score rose from a pretest mean score of 29.00 to 32.49, a 3.49 point

gain ($p=.000$). The statistical significance of the results indicates that explicit grammar instruction contributed to the improvement in their listening comprehension and grammar knowledge.

Table 4
Listening Test Comparison

	N	M	SD	Mean Differences		
				M(SD)	<i>t</i>	<i>p</i>
Listening Pretest	35	10.86	3.711	.282	-5.068	.000
Listening Posttest	35	12.29	3.626			

Table 5
Grammar Test Comparison

	N	M	SD	Mean Differences		
				M(SD)	<i>t</i>	<i>p</i>
Grammar Pretest	35	29.00	7.982	.637	-5.473	.000
Grammar Posttest	35	32.49	9.034			

V. DISCUSSION

When grammar is compartmentalized and taught as units separate from relevant context, learners fail to find the connection between the list of rules they are learning and the way these rules are applied in everyday settings. The result is that learners “know” the rules, but cannot employ them when exposed to aural input. This is why it is important for learners to have an opportunity to actually see, or rather listen to, how the grammar structure is used by native speakers.

Many of the grammatical errors produced by the students were far from complex. In fact, most, if not all, of the grammatical errors were simple rules which students have learned during their middle school or high school years. The result of this study is a case in point. Basic understanding and utilization of knowledge in sentence structure, tense, parts of speech and pronunciation could have prevented much, if not all, of the errors committed by learners. The irony is that students already know most of these rules but were unable to recognize their forms when put to practical use.

Many students themselves expressed surprise when they found that much of the grammar knowledge they thought they had already mastered was not utilized in listening practices. As one student put it, “It was a shock to discover that grammar matters *even* in listening. I knew in my head that grammar was important, but did not really think it was applied that strictly in conversation. To hear native speakers actually follow the rules when

they speak was a new experience.” Since most of the grammar rules were simple and were well learned in theory, simple review to reinforce their prior knowledge was all that was needed to elicit understanding from the students.

The findings in this study have implications not only for grammar instruction but also for writing classes as well. Many of the errors committed by the students resembled exercise items found in grammar textbooks and examples in writing textbooks. Introducing authentic aural input as class material in the grammar classroom will bring in a new learning source that will elicit interest and motivation from the students. It would be an opportunity for the students to observe first hand that the rules they are learning are not remote from the real world and that grammar knowledge will help them better achieve listening proficiency as well.

Listening instruction which incorporates grammatical components into the classroom may also have a positive effect on students’ writing ability. Students will be able to listen to and read the sentences they have heard and learn inductively the appropriate sentence structures and patterns of grammatically acceptable writing samples, living up to the motto of integrative language learning in the true sense.

Grammar does not stand alone. When taught in a meaningful context, grammar helps speakers, listeners, readers and writers express their thoughts and understand messages, ideas or information more accurately. Therefore, instead of viewing grammar as a static system of arbitrary rules, it should be seen as a dynamic system that consists of structures embodied by form, meaning, and use (Larsen-Freeman, 1997).

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