

The Effect of Scripted and Nonscripted Textbooks on Listening Comprehension

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I. INTRODUCTION

In recent years almost all the colleges and universities in Korea seem to be equipped with some types of language laboratories which are supposed to provide great opportunities for improving students' listening skills (Richards, 1983; Herron and Seay, 1991). However, we cannot deny the fact that we have not been able to take full advantage of language laboratories for the development of listening skills which has been a long-standing goal of our foreign language teaching programs. We can give two reasons for this. First, it seems to be apparent that most of lab class instructors may not have firm understanding that listening is complex, active processes which involve factors such as linguistic knowledge, conceptual awareness, cognitive processing skills and expectation of discourse structures. Second, most of teaching materials used in lab classes are written by textbook authors and tightly controlled for structures and vocabulary.

According to Lund (1990), listening materials should be chosen in terms of the six functions (identification, orientation, main idea

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comprehension, detail comprehension, full comprehension, and replication) significant to second language teaching. Richards (1983) also suggests that we should choose teaching materials which can be very conducive to improving students' listening micro-skills. Current trends in listening suggest that authentic and unedited materials should be used in classroom instruction. The studies (Nostrand, 1989; Bacon and Finnemann, 1990) show that the use of authentic materials is promoted for both cognitive and affective reasons. In cognitive terms, for example, it is argued that authentic materials provide the necessary context for appropriately relating form to meaning in the language acquisition process. In terms of affect, authentic texts are regarded as motivators and as a means to overcome the cultural barrier to language learning.

The purpose of this study is to attempt to find out which might be a better and more effective textbook : between scripted textbook and unscripted textbook. Most of textbooks used in college lab class instruction have written transcripts, but on the other hand, as mentioned early, most of authentic and natural materials for improving students' listening skills are unscripted and ungraded. This study also attempts to investigate how much students' listening ability can improve through two classes a week for two semesters. In order to attempt to answer the questions mentioned above, about one hundred sixty students (The numbers of students are different in each of four different tests) from four different majors attending Korea Maritime University during Spring and Fall semesters in 1992 participated in the current study.

Two different types of listening comprehension tests were undertaken four times through the two semesters for the present study, along with a short questionnaire.

II. AUTHENTIC TEXTS IN LISTENING COMPREHENSION

Traditionally, it has been considered that listening to unedited texts too early in foreign language acquisition could be a frustrating and anxiety-ridden experience for students and an impractical approach for teachers.

Morley (1990), however, suggests that the recent trend in classroom instruction is to place less emphasis on testing listening comprehension with a series of decontextualized questions and more emphasis on teaching listening skills through task-based activities that engage students in information gathering and information using (e.g., scanning unedited texts, responding to directions, hearing message and then transmitting it to others, negotiating meaning in small groups with verbal games and puzzles). Teachers are encouraged to exploit more authentic texts (e.g., video and film, radio broadcasts, television programs) in all levels of foreign language instruction in order to involve students in activities that mirror "real life" listening contexts. "Authentic" defined by Rodgers and Medley (1988) refers to language samples that reflect a naturalness of form as in the speech of native speakers, and appropriateness of cultural and situational context.

The use of authentic texts for all levels of students is supported by some research. Allen, Burnhardt and Berry (1988) conducted a comprehensive survey on 1500 French, Spanish, and German class high school students at beginning, intermediate, and advanced levels of foreign language learning for comprehension of authentic written texts at three levels of text difficulty. In this study they found that all of the students, regardless of level, could extract some meaning from all of the authentic texts. Morrison (1985) provides two reasons for the use of authentic material in a listening comprehension program. First, the material is hopefully of greater interest to the listener (particularly

adults) since it concerns "real life" : it is thus easier to focus attention on the content of what is said rather than the individual words used to express the content. Second, if used from an early stage, it should help prepare the listener to accept that 100% comprehension is an unrealistic goal (even for a native speaker), and encourage him/her to get away from the idea of needing to understand every word. He further maintains that there has been a tendency for teachers to consider the use of authentic material only for higher level classes on the grounds that it is too difficult. However, authentic materials can, and should, be used from the earliest levels since it is only through this exposure to native-speaker discourse that the learner can integrate the various listening micro-skills (such as phoneme distinction) that have been isolated previously by the teacher and by the use of simplified listening texts.

Another support for the use of authentic texts comes from studies that evaluate students' affective responses to unedited texts and investigate the aspects of authentic texts from cultural authenticity. In the survey-based research project conducted on first-year Spanish students at two major midwestern universities, Bacon and Finnemann (1990) try to investigate affective responses toward authentic input. Their investigation reveals that to help students accept input, such input first must be an early and important part of instruction. Second, it must be accompanied by meaningful advance organizers and comprehension checks. Finally, they argue that it must be included in the evaluation of the student. Since exposure to authentic input has a positive perceived effect on comprehension and satisfaction and a negative perceived effect on frustration, students seem to profit from its inclusion. Herron and Seay (1991) say that what is largely missing are empirical studies, conducted in the foreign language classroom with both a control and an experimental group, that measure linguistic proficiency as a result of exposure to authentic language. Nostrand (1989) suggests that authentic

texts without cultural context could not be very helpful for learners in some cases. In other words, he contends that texts could be really authentic only if they have cultural context. Garcia (1991) also tests twenty-one third semester students at Miami University in Ohio for understanding the underlying sociocultural context which the linguistic code reflects from authentic texts. She says that authentic materials have a number of advantages. They allowed students to reflect on their own culture and its manifestations and to rethink things they took for granted. They also allowed students to discover and understand different ways of life with different values and traditions, and more importantly, to accept them as valid. Thus she concludes that the use of authentic texts resulted in a positive step toward cultural understanding.

On the elementary school level there are also some studies that could lend support to the use of authentic texts in classroom instruction. Bacon (1989) argues that novices can understand and benefit from authentic texts and an early exposure to such texts will help them develop useful listening strategies for more complex tasks later on. Met (1984) also says that listening activities should have a meaningful context and real objects at the beginning level. She suggests some activities which classroom teachers may use to reinforce and increase children's second language comprehension skills, and which may be used to supplement any basal second language text.

Rost (1990) suggests that we should view authentic texts from the three language domains he has postulated: linguistic, ideational (schematic), or interactional. If you want to get more information about this, see Rost(1990). Herron and Seay (1991) investigated the effect of authentic oral texts on student listening comprehension in the foreign language classroom. In their study the control class (11 students) was taught only with the core curriculum "French in Action" while the experimental class (12 students used "French in Action) supplemented

with Champ-Elysees, a monthly audiomagazine of radio features produced in France by native speakers for nonnative speakers. The results of their study confirmed that listening comprehension improves with increased exposure to authentic speech. The study also suggests that adjusting levels of speech (speed, content, and form) to students' developing comprehension, while perhaps helpful to the intermediate foreign language student, might not be essential to improvement of listening skills.

On the other hand, the use of the above-mentioned authentic (nonscripted) texts can not be supported by all of the researchers in the study of listening comprehension. Sheerin (1987) strongly argues that full and accurate written transcripts are another important source of support for foreign language learners. Part of our aim in teaching listening comprehension must be to persuade learners not to panic if they do not understand every single word of what they hear, but rather to pay attention to the overall message. Usually, many adult learners are reluctant to go along with this, unless they know that at some point in the proceedings they will have understood every word spoken. According to him, for this reason a transcript is valuable, as it allows learners to go back after the initial listening and task completion, so that they can check to make sure they can hear and understand everything. However, she does not certainly suggest that learners should use a transcript before they have made an effort to understand without one. She says that listening with a transcript is an underrated learning activity and certainly an important resource for remedial. With respect to the controversy over using nonscripted ("authentic") versus scripted material, Penny Ur (1984) suggests that students may learn best from listening to speech which, while not entirely authentic, is an approximation to the real thing, and is planned to take into account the learners' level of ability and particular difficulties. With nonscripted,

ungraded, authentic language tapes, certain difficulties surface which may, in fact, cause listener frustration and demoralization. It is particularly difficult for the beginning-level student to disentangle the thread of discourse, to identify different voices, and to cope with frequent overlaps in segments of authentic language presented via audiotape. Such materials might best be reserved for the highest levels in the curriculum, in Ur's estimation.

Dunkel (1986) suggests that whether the listening material is scripted or nonscripted, whether it is authentic or crooked for the foreign language learner, it is necessary to provide listeners with the background information needed to understand the message before asking students to listen to a segment of discourse so that they can develop script competence. According to her, script competence is knowledge that the listener and speaker possess in advance about the subject matter and context of the discourse. Therefore, she argues that teachers must take care that foreign language listeners and speakers on tape share the same knowledge and linguistic scripts, and they must be certain to activate the students' world knowledge before presenting any listening selections. But in the present study we attempt to investigate the effect of the use of nonscripted and scripted materials on students' listening comprehension. If you are interested in this discussion, read Glisan (1988), James (1984), Farid (1968), Gefen (1981), Thomas (1982), Stanley (1978), O'Malley, Chamot, and Kupper (1989), Weissenreider (1987), and Dunkel (1991).

III. METHOD

1. Subjects

In the Spring and Fall of 1992, four classes of students from four

different Departments of Shipping Management, Marine Law, Control and Instrumentation Engineering, and Refrigeration and Air-Conditioning Engineering in Korea Maritime University participated in a study of listening comprehension during their regular class time. The students were enrolled in English conversation classes in the first and second semesters, having had six-year previous formal English instruction in Middle and High Schools. The control classes (ML:48, RA:39 students) were taught with Intensive Listening Course in English (with a written text), while the experimental classes (SM:46, CI:40 students) used Laboratory English (without a written text). The two class sections a week were composed in the usual way by the university registration. The two groups were roughly equivalent with respect to the age and gender mix of the students.

In order to find out any differences between social science majors and engineering majors, we selected Law and Management majors from College of Social Sciences, and Refrigeration and Air-Conditioning, and Control and Instrumentation majors from College of Sciences and Engineering. Furthermore, each of these four majors, respectively, was divided into three small subgroups (high, middle, and low), depending upon the scores of the listening comprehension tests.

2. Textbooks and Teaching Procedures

The textbook, Laboratory English, used by the experimental classes (SM, CI) consists of thirty-nine units, each of which usually comprises controlled structural and vocabulary exercises, short and easy stories, decontextualized drills, short conversations and occasional dictation exercises. Unlike most of laboratory textbooks available to every college and university, this book is characterized by the fact that the students' books do not have any written texts but only multiple-choice

answers. On the other hand, the book, Intensive Listening Course in English, taught in the control classes (CI, RA) is composed of thirty units. Each of the units usually consists of two long intermediate-level selections, and situational conversations. The contents of the textbook correspond exactly to the audiotapes. Both of the books have no videotapes but only audiotapes. Both of the classes took place in the language laboratory all the time. For both classes, typical classroom activities included a teacher's explanation of the important structures and vocabulary at the beginning of each selection (or story) and conversation. Occasionally the teacher made some questions to the selections and conversations, which could make direct interaction between a teacher and students (very often between students) take place in the classes. The units of both the textbooks are carefully constructed so that students' knowledge of structures, phrases, situations gradually builds as they assimilate the language. Almost all the time English is used throughout this experimentation.⁴ Both the experimental and the control classes met twice a week in the language laboratory for two academic semesters. Each class lasted fifty minutes.

3. Tests and Testing Procedures

The researcher and three English professors tested the listening comprehension of both groups of the students on two different listening proficiency tests. One was chosen from TOEFL Practice which resembled Part A and B of TOEFL Listening Test. The total number of questions in this test was thirty-five. The other was selected from Communicative Test which consisted of thirty questions. The characteristic of this test was that all the transcripts, questions, and multiple-choice answers were only in the audiotape (See Appendix I for the first test). In the first type of test listening comprehension may be in

part tested through the medium of reading, while the second type can be tested only through listening.

Both the control and experimental groups took the same TOEFL Practice test in May and October and the identical Communicative Test in June and December. They used the headphones to take each of these four listening tests in the language laboratory. Both of the tests lasted for less than thirty minutes. The latter type of test was found much more difficult than the former one. All the test answers were scored by the author himself. For the purposes of reliability, all the scores of the tests were calculated on the computer by Kim Jeong-Ryeol.

4. Questionnaire

In order to compare the results of the tests with what the students really think of the language laboratory class, a short questionnaire was prepared for the students. The questionnaire was focused on the elicitation of some information in six different areas. The first question was 'What do the students think of their textbooks?' Through the question we would like to know the degree of the subjects' satisfaction about their textbooks. The second dealt with the subjects' preferences for scripted or unscripted textbooks. The third concerned how much the students understood after they had finished each unit. The fourth was involved in information about the amount of time the students spent in studying for the lab classes. The fifth was concerned with the number of lab credits and classes which are currently compulsory in most of the national universities. Final consideration went to the students' attitudes toward their improvement of listening comprehension throughout the two semesters.

IV. RESULTS

Table 1 illustrates the mean values of scores for each subject group on the four listening comprehension tests. In the test-I, both the control groups (ML:54.6, RA:56.2) and the experimental groups (SM:54.0, CI:54.2) attained almost the same mean scores. There are also nearly no differences in mean scores across the subgroups. The results of test-II show that almost no differences exist in mean scores across both of the groups (ML:50.2, RA:55.1, SM:52.5, CI:52.2). However, in the test-III, the control groups achieved mean scores of 71.7 (ML) and 67.8 (RA), while the experimental groups scored at a higher level: 76.6 (SM) and 76.9 (CI). This tendency continued in the test-IV. The mean scores of the experimental groups are 67.0 and 65.0, whereas those of

Table I
Means, Standard Deviations and T scores

		TEST - I				TEST - II				TEST - III				TEST - IV			
		H	M	L	T	H	M	L	T	H	M	L	T	H	M	L	T
SM	N	15	15	16	46	14	14	15	43	16	16	17	49	15	17	15	47
	M	68.8	51.4	44.6	54.0	65.4	52.5	40.7	52.5	92.1	78.0	63.7	76.6	80.1	67.3	53.6	67.0
	SD	11.3	2.2	2.5	12.2	7.1	1.6	5.0	11.4	4.7	4.6	6.3	14.4	5.5	3.8	5.4	12.5
ML	N	16	16	16	48	14	14	14	42	15	15	15	45	15	12	15	42
	M	65.3	58.5	47.0	54.6	62.5	50.8	36.4	50.2	85.6	72.9	57.2	71.7	73.3	61.7	33.3	55.7
	SD	3.1	3.4	3.1	10.1	5.2	3.9	6.1	11.9	6.2	3.4	7.7	13.2	5.7	5.7	6.8	13.7
T scores		1.5	-17.3	-7.5	-0.7	4.1	2.4	2.3	0.8	13.3	13.5	9.2	1.8	21.3	17.1	11.7	2.8
CI	N	13	13	14	40	12	12	11	35	13	13	13	39	13	13	12	38
	M	67.9	55.9	40.4	54.2	62.2	54.6	38.8	52.2	89.3	78.7	62.5	76.9	76.5	63.7	54.0	65.0
	SD	5.1	3.6	7.5	12.6	4.5	2.8	9.5	11.4	3.9	5.1	5.7	12.2	6.77	4.3	6.4	12.9
RA	N	13	13	13	39	13	13	13	39	10	10	11	31	9	12	11	32
	M	67.2	55.6	49.7	56.2	67.0	54.8	43.5	55.1	82.8	66.6	55.4	67.8	74.8	63.9	52.1	62.9
	SD	5.3	1.9	15.7	11.1	5.1	3.9	9.5	11.7	9.2	3.7	8.3	13.6	4.4	3.1	4.3	11.3
T scores		0.2	0.4	-1.7	-0.6	-8.9	-1.1	-5.2	-1.1	4.2	18.1	5.4	3.5	4.0	-0.6	5.3	0.9

the control groups are 55.7 and 62.9. For two of these four evaluations of listening comprehension, results favored the experimental groups which were taught with the textbook without any written texts.

In order to determine statistically significant differences between these two groups, t-tests were performed on the mean scores of the four tests across the groups and the subgroups. The results of t-tests in test-I, II are -0.7 , $p < .05$ between SM and ML, and $-.06$, $p < .05$ between CI and RA. In the test-III, IV, $t=1.8$, $t=2.8$ between SM and ML, and $t=3.5$, $t=0.9$, $p < .05$ between CI and RA (all probabilities two-tailed). There were no statistically significant relationships in the test-I and test-II. However, the results of the test-II, IV show that there exist strongly significant differences.

Table 2

Means, Mean Differences, Standard Deviations and T-scores.

	SM			194 ML			CI			RA		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
TEST - I	46	54.0	12.2	48	54.6	10.1	40	54.2	12.6	39	56.2	11.1
TEST - III	49	76.6	14.4	45	71.7	13.2	39	76.9	12.2	31	67.8	13.6
Mean Differences	.	12.6	.	.	17.1	.	.	22.7	.	.	11.6	.
T - scores	.	2.8	.	.	3.4	.	.	4.1	.	.	2.6	.
TEST - II	43	52.5	11.4	42	50.2	11.9	35	52.5	11.4	39	55.1	11.7
TEST - IV	47	67.9	12.5	42	55.7	13.7	38	65.0	12.9	32	62.9	11.3
Mean Differences	.	14.5	.	.	5.5	.	.	12.8	.	7.8	.	.
T - scores	.	3.1	.	.	1.8	.	.	2.9	.	2.2	.	.

Table 2 presents mean percentages, mean differences, and T-scores for the two conditions on the four listening tests. As said before, the test I and III are the same tests but took place in May and October with

six-month intervals. The test-II and test-IV are identical but were undertaken in June and December respectively. From Table 2 we try to find out how much the students could improve their listening ability when they have two classes a week in the language laboratory for two academic semesters.

In TOEFL Practice test (test-I,III) both the experimental groups and the control groups attained 12.6, 17.1, 22.7, and 11.6 respectively in mean differences. But in Communicative test they scored 14.5, 5.5, 12.8, and 7.8 in mean differences. This shows that the second test turned out to be much more difficult. At any rate, these results illustrate that the subjects across the four majors have undisputably made remarkable progress in listening comprehension. The results of t-tests also confirm the fact that there exist statistically significant differences in subjects' listening proficiency.

Table 3
Percentages for the Questionnaire

		SM(%)	ML(%)	CI(%)	RA(%)	Total (%)
1	1		2.8 %			
	2	40.4	52.8	31.6	40.6	41.4
	3	46.8	33.3	52.6	53.1	46.5
	4	12.8	11.1	15.8	6.3	11.5
2	1	55.3	73.7	71.1	62.5	65.7
	2	44.7	26.3	28.9	37.5	34.3
3	1	17.0	21.1	15.8	31.2	21.3
	2	56.8	31.1	36.3	47.5	42.9
	3	13.4	26.7	29.5	15.0	21.2
	4	12.8	21.1	18.4	6.3	14.7
4	1		5.3			1.3
	2	4.3	21.1		25.0	12.6
	3	29.8	42.1	36.8	50.0	39.7
	4	65.9	31.6	63.2	25.0	46.4
5	1	40.0	50.0	34.2	32.3	39.1
	2	40.0	39.5	42.1	38.7	40.1
	3	20.0	10.5	23.7	29.0	20.8
6	1	23.9	7.9	7.9	6.5	11.6
	2	60.9	60.5	68.4	51.6	60.4
	3	15.2	31.6	23.7	41.9	28.0

Talbe 3 presents the results of each item of the questionnaire, percentages for each subject group. First, 41.4 percentage of the subjects think their textbook is good, while slightly half of the subjects (46.5%) consider their textbook so and so. Second, nearly two-thirds of the students (65.7%) were found to favor the scripted textbook. Third, almost two-thirds of the subjects were able to understand each lesson completely when they had finished their lessons, whereas 14.7% of students turned out not to understand their lessons fully. Fourth, almost half of the students were found to prepare for or review their lessons. But some of law majors studied for the lab class for more than an hour. Fifth, the number of students who thinks two credits are absolutely necessary for each semester in the language laboratory class was almost the same as that of the students who liked to have a credit for two classes a week for each of two semesters. Finally, only 11.6 percentage of the students think their listening ability has improved to a great extent but slightly less than two-thirds of the subjects have opinions that their listening comprehension ability has considerably developed for two semesters. As said before, the results show that the TOEFL Practice test was much easier than the Communicative test. The results of t-tests reveal that there were statistically significant differences in the improvement of students' listening comprehension.

V. DISCUSSION

The results of this investigation of finding out a more effective freshmen's language laboratory textbook between scripted and unscripted reveal a number of interesting things. First of all, even small but negative differences clearly exist across the control groups and the experimental groups in test I and II. In other words, the experimental groups (Management, and Control and Instrumentation majors) did not perform as well as the control groups (Law, and Refrigeration and Air-

Conditioning Majors) in both TOEFL Practice test and the Communicative test. Especially, of high, middle, and low levels in both of the groups, each of the low levels of the experimental groups were extremely poor in performing both of the tests. A plausible explanation for these results may be sought in the fact that at the beginning of listening comprehension a scripted textbook can be helpful for the students than an unscripted one. The results in this study may lend a clear and strong support to the argument that listening to unedited texts too early in foreign language acquisition could be a frustrating and anxiety-ridden experience for students. The results of the present study also confirm the Sheerin's early suggestion that a transcript is valuable, as students can go back after initial listening so that they can check to make sure that they can listen to and understand everything correctly.

The statistically significant difference between the control and the experimental groups in both of the tests undertaken in October and December is the most critical finding in the present study. That is to say, the results of the last two evaluations favor the experimental groups of subjects who have been taught with a textbook without written texts.

This important finding is not surprising either from a research-based or from a theoretical perspective. The research base discussed earlier has indicated through a number of studies that the use of unscripted texts is clearly better than that of scripted ones in teaching listening comprehension. Penny Ur (p:84,1984) suggests that "the presence of a written version takes some of the pressure off the listening : students can concentrate less with their ears, as it were, because their eyes are doing most of the work. Aural cloze exercises can, however, be done using no written text - at least, for the students - in which case they are not difficult but very much useful as preparation for one real-life listening problem." According to her, the students can focus on only listening comprehension without a written text.

In this regard, Dunkel (1986) suggests that teachers must take into consideration the three things when they use written texts in the classroom. Teachers must clearly identify the purpose of listening and set a relevant task, activate background knowledge, and set up common semantic fields between the L2 listeners and the L1 discourse. Bacon (1989) also suggests that care must be taken to avoid speech that is obviously scripted, such as is usually available in prepackaged tape programs. She further argues that when natural language is forced into a script, it loses the redundancy, misstatement, miscue, and overlap that are characteristic of natural speech.

Another aspect of this study is that in test III a more significant difference ($t=3.5$, $p<.05$) exists between RA and CI, while in test IV the difference between ML and SM ($t=2.8$, $p<.05$) is more strongly significant. We can not give a clear explanation to these mixed results, but we can guess that the results might be due to the differences of the two tests. An interesting finding of this study is that the results of test I and II show that one-semester instruction can not make any significant difference in listening comprehension. This may mean that the students should have two classes a week for two semesters in the language laboratory if they are to improve their listening comprehension.

Another important finding is that there are statistically significant differences between test I and test III, and between test II and test IV. The results clearly demonstrate that the students' listening ability has improved to a considerable extent for two semesters.

The results of the questionnaire also reveal several interesting things. First of all, the students of the control groups were found to be more satisfied with their scripted textbook than those of the experimental groups with unscripted textbook. The result clearly shows that the students' satisfaction may have nothing to do with their performance in tests.

Almost two-thirds of the subjects show their favorable attitudes toward the textbook with written texts. The result may be consistent with Ur's (1984) argument that the use of an unscripted textbook can cause listener frustration and demoralization.

A surprising and unexpected result is that nearly two-thirds of the students are able to understand more than 70% of the lessons, while almost 15% of the students can not follow even 50% of the lessons. Even more surprising result comes from law majors. A large portion of the majors were found to be unable to understand the lesson, even if they use the textbook with written texts. The result may possibly be explained in terms of the unequivocal fact that a majority of the students do not prepare for or review the lesson. The result can also be explained from the fact that most of the students don't pay much attention to the lab class because of one-credit course.

Another interesting result of this study is that only 11.6% of the students feel their great improvement of listening comprehension, while 60.4% of them think their listening ability has developed to a considerable extent. The results of the questionnaire were found to be consistent with those of the two listening comprehension tests.

VI. CONCLUSION

This study investigated the difference between a scripted textbook and an unscripted textbook in the language laboratory class, based on the data collected from the college freshmen students whose majors were Maritime Management, Marine Law, Control and Instrumentation, and Refrigeration and Air-Conditioning. In order to find out the difference, we undertook the two different types of tests on four groups of subjects throughout the two semesters of 1992, along with a short questionnaire.

Subsequent analysis of the scores of the tests revealed statistically

significant differences in the use of the two different kinds of textbooks. Although the differences were not significant in test I and II conducted in the first semester, strongly significant differences were found in tests III and IV undertaken in the second semester. In other word, the groups of students who were taught with the textbook without written texts turned out to perform remarkably better than their counterparts with a textbook with written texts on the listening comprehension tests. Thus, the results of the present study clearly confirmed the argument that listening comprehension could better improve without exposure to written texts in teaching foreign language listening.

The results of this study also demonstrated that the students' listening comprehension could improve to a considerable extent when they had two classes a week for two semesters regardless of their textbooks. The result might make some suggestions to the universities which have a class for a week in the language laboratory. However, in this regard further investigation must still be conducted.

The results of the questionnaire reinforced the general tendency that the students could have more favorable attitudes toward the textbook with written texts than the one without written texts without regard to their better improvement in listening comprehension. Interestingly, however, in terms of improvement of listening comprehension, the students' attitudes could safely be said to be consistent with the results of the tests. Taking into account the results of the tests and the questionnaire, I suggest that learners should not use a transcript before they have made an effort to understand without one, and that listening with a transcript could certainly be an important resource for remedial work and self-instruction which can play a vital complementary role to classroom instruction. Studies involving other populations and other levels of proficiency will confirm general and specific differences in dealing with two different listening textbooks.

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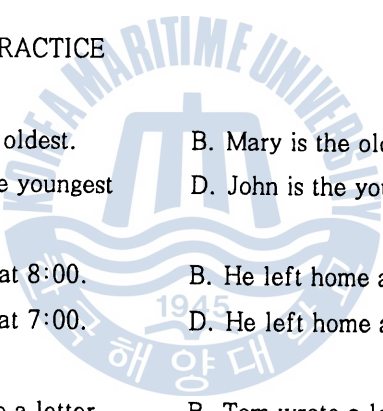
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Appendix I**PART A**

Directions : In Part A you will hear a short statement. It will be spoken only once. Listen carefully so you can understand what is said. After you hear a statement read the four possible answers in your test book. Choose the one that is closest in meaning to the statement. Then mark your answer on your answer sheet.

NOW DO THE PRACTICE

- 
1. A. Bob is the oldest. B. Mary is the oldest.
C. Mary is the youngest D. John is the youngest.
2. A. He got up at 8:00. B. He left home at 7:00.
C. He got up at 7:00. D. He left home at 7:30.
3. A. Julie wrote a letter B. Tom wrote a letter.
C. John wrote a letter. D. They wrote a letter.
4. A. He has a blue and white shirt.
B. She has a blue shirt.
C. He has a blue shirt.
D. She has a blue and white shirt.
5. A. It rained last night.
B. We didn't have rain in the afternoon.
C. It snowed last night.
D. We didn't have snow last night.

6. A. The book is on the pen.
B. The paper is on the pen and the book.
C. The pen is on the book.
D. The book and the pen are on the paper.
7. A. Patty likes swimming.
B. Bill and Patty like skiing.
C. Bill and Patty like swimming.
D. Patty likes skiing.
8. A. They have \$20.000. B. Dick has \$15.00.
C. They have \$15.00. D. John has \$5.00.
9. A. They got a present. B. Jim got a present.
C. Bill got a present. D. Marry got a present.
10. A. Bob hit Ed. B. Her brother hit Ed.
C. Ed hit Bob. D. Her brother hit Bob.
11. A. Ed is the fastest. B. Mike is the fastest.
C. Ed is the slowest. D. Bob is the slowest.
12. A. She has three keys. B. She has two bags.
C. She has five keys. D. She has three bags.
13. A. He likes English and science.
B. He likes history and English.
C. He likes English.
D. He likes science.

14. A. He left at 8:30. B. He came back at 8:00.
C. He came back at 8:13. D. He left at 8:00.
15. A. The cat is white. B. The box is white.
C. The box is under the cat
D. The cat is on the box.
16. A. Fred didn't go bowling.
B. Jack went bowling.
C. Fred went bowling. D. Carol went bowling.
17. A. Bob left on Thursday.
B. Bill left on Friday.
C. John left on Thursday. D. Bob left on Friday.
18. A. Sue likes yellow. B. Nancy likes red.
C. Sue likes green. D. Nancy likes yellow.
19. A. Dick sang to John. B. John sang to Mary.
C. Mary sang to John. D. John sang to Dick.
20. A. Mr. Brown has a car. B. Tom has a car.
C. Nancy doesn't have a car. D. Nancy has a car.

PATR B

Directions : In Part B you will hear short conversations between two people. Then a third voice will ask a question about the conversation. After you hear the question, read the four possible answers. Choose the best one. Then mark your answer on your answer sheet.

NOW DO THE PRACTICE

1. A. The woman.
C. The man.
 - B. Bob.
D. John.
2. A. Jack's.
C. Tom's.
 - B. Hers.
D. The man's.
3. A. \$4.00.
C. \$1.00.
 - B. \$5.00.
D. \$9.00.
4. A. Red and blue.
C. Blue.
 - B. Green.
D. Red and green.
5. A. At 9:00.
C. At 12:00.
 - B. At 2:00.
D. At 10:00.
6. A. The chemistry class.
B. The English class.
C. The chemistry and English class.
D. The physics class.
7. A. Jim.
C. Joe.
 - B. The woman.
D. The man.

8. A. Sue and Sharon. B. Sharon.
C. Sue and Betty. D. Betty.
9. A. 7:10. B. 8:15.
C. 7:45. D. 8:00.
10. A. Ed. B. The woman.
C. Blue. D. Don.
11. A. Red. B. Blue and green.
C. Blue. D. Green and red.
12. A. Five dollars. B. Six or seven dollars.
C. Seven Dollars. D. Two or three dollars.
13. A. The man's office's. B. The man's.
C. Karen's. D. The woman's.
14. A. \$13.00. B. \$8.00.
C. \$3.00. D. \$5.00.
15. A. At 12:30. B. At 1:00.
C. At 11:30. D. At 12:00