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Comparison of Effectiveness Between Using Formal and Informal English for Strengthening Listening Comprehension Skills

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The absence of the features of authentic conversation (e.g. false starts, repetitions, reduced forms, colloquialism, fast speed, etc.) in the formal texts found in listening materials make it difficult for students to make sense of authentic materials in developing listening comprehension skills among tourism English majors as well as English majors in Korean colleges. In order to have students have more exposure to authentic informal English the researcher designed instructional materials. The instructional materials were gathered by videotaping English native speakers conversational/informal discourse, and recording talk shows and excerpts of a movie utilizing unformal English from TV programs and video movies. This study compared the test of the control group and the experimental group in the listening comprehension test of TOEIC and the researcher-designed test utilizing informal English. The test results revealed that there was no significant difference between the scores of the two groups in the standardized test, TOEIC which utilizes formal English. However, the experimental group showed significant improvement in the researcher-designed test utilizing informal English while the control group didn't. Students who were exposed to informal English listening materials exhibited greater gains in listening comprehension skills in informal English than those exposed to formal English listening materials. Furthermore, they also gained listening comprehension skills in formal English as much as those exposed to formal English listening materials.

I. INTRODUCTION

1. Background of the Study

The main goal of this research is to compare the effectiveness between using formal variety of English and informal variety of English in developing listening comprehension skills among tourism English majors in Korean colleges. Specifically this study compares the test scores of the control group exposed to carefully articulated oral texts aimed at developing listening skills and the experimental group exposed to authentic informal/conversational English which reflects real life situations in the listening comprehension test of TOEIC with the researcher-designed test utilizing informal English.

Most college graduates in Korea have difficulty understanding native speakers' natural conversation, since the informal English they are faced with in real life is different from the formal English they learned at school. To a large degree, this may be explained by differences in the articulation of the utterances. The careful, clearly articulated and slower English typically heard in class and the informal English so commonly heard outside it do not quite match. When students encounter this phenomenon, therefore, communication breakdown usually occurs. What they expect to hear and what they actually hear are not the same thing since English native speakers, especially Americans of almost all backgrounds and educational levels, speak quickly or in an informal, casual manner. College students or graduates in Korea are expected to encounter relaxed speech often, and they should be prepared to deal with it. If students are exposed to informal English in school and learn to recognize the reduced and relaxed forms and some other distinctions in informal English, they will have acquired a valuable key to understanding and their listening comprehension skills will improve markedly.

Informal English has some distinctive features which are absent from formal English. Those factors refer to noise, contractions, overlapping, fast speed, chunks, left dislocation, idiomatic expressions, false starts, repetitions, hesitations, corrections, silence fillers, intimacy signals, meaningless additions, etc (Ju, 1996, pp. 229-235). These differences between informal English and formal English indicate some possible reasons why EFL students who have had little experience listening to informal English may find it difficult to understand English uttered in a natural setting. Informal English with these features is used in authentic situation.

The importance of authentic materials containing informal English has been emphasized for EFL/ESL teaching, since the ultimate goal of developing the listening skill is to let students interact successfully with native speakers in unrehearsed contexts using materials focused on authentic language. Cooper et al. (1990, p. 142) point out that the artificial language of simulated texts give students a false idea of what native speakers actually say. Frye and Garza (1991, p. 225) urge the use of authentic materials as a "needed supplement to the patterned dialogues, one-sided conversations, and grammar substitutions so frequently used to develop grammatical competence". Authentic materials allow the students to hear a much more real act of communication with all the interactional features which are normally not found in scripted materials. For example, they need to hear English spoken with all the basic emotions such as anger, affection and so on. It gives them a true representation of real, spontaneous speech, which will enable them to cope with 'real life' speech when they meet it outside the learning situation. Porter and Roberts (1981, p. 39) put the use of authentic materials in context.

If we are to help learners cope with the authentic situation and avoid a mismatch between the language they produce and that which they hear, we must expose them to authentic language and, whenever possible, lead them to work out strategies for coming to terms with it.

Some research has been done to determine the advantages of the application of informal English in the classroom. As a result, some texts for informal English have been developed. Dickinson (1970) emphasized spontaneous speech and showed how it differed from its counterpart spoken prose. He designed sample tasks with spontaneous speech for use in the advanced English classroom. Brown and Hilferty (1986) did experimental research using rehearsed spoken English with reduced forms. They found a significant difference between the experimental group who were exposed to reduced forms and the control group which used formal English. However, they limited their study to the use of reduced forms of English which is only one distinctive feature of informal English. They did not use authentic informal English discourse. In this research, however, the authentic material used makes use of not only one feature but rather a combination of features that characterize spoken informal English.

2. Hypothesis

This study aims to find out if the following null hypotheses may be rejected:

- 1) There will be no difference in the listening test scores of the experimental group exposed to authentic informal/conversational English which reflects real life situations as compared to the score of the control group exposed to carefully prepared oral texts aimed at developing listening skills in TOEIC.
- 2) The score obtained by the experimental group in the researcher-designed informal English section of the test will not be significantly higher than those of the control group.

II. METHOD

1. Research Design

This study focuses on the production of listening instructional materials utilizing an informal, conversational variety of English with the end in view of determining the effectiveness of the said materials in developing listening comprehension skills.

To determine how effective the materials are, the "Pretest and Posttest Control Group Design" was used. The experimental and the control groups tapped as subjects of this study were both intact classes and were not randomly selected from the populations of interest. The Between-Group Design was used to compare the two classes as follows:

Experimental Group : Observation 1, Treatment, Observation 3

Control Group : Observation 2, Observation 4

2. Subjects

The subjects of the study were all sophomores comprising two classes in the Department of Tourism English of Hyecheon College. The two classes were more or less equated because the students were evenly distributed and assigned to those sections based on the average of the grades they obtained in their previous semester subjects half of which were English subjects. Although initially there were 40

students in the experimental and control group, only 34 in the former and 36 in the latter were used as subjects of the research, since some students had dropped out before the end of the experiment.

The choice of tourism English students as subjects of this study stemmed from the fact that the nature of their course calls eventually for exposure to the informal/conversational variety of English.

Most students involved in the study took the same subjects when they were freshmen. These included English Conversation (3 hours a week), Tourism English Conversation (3), English Listening (3), Tourism English Reading (2), English Composition (2), English Reading (2) and some tourism and liberal subjects which they finished in two terms of their first year in college. They were enrolled in almost the same English subjects for the duration of the experiment (The levels are higher than those of freshmen): English Conversation (3 hours a week), Tourism English Conversation (3), English Listening (3), English Reading (2), Interpretation Practice (2), English Grammar (2) and Current Media English (2).

Some of the students, however, had additional exposure to formal and informal English such as taking extra English lessons in a language institute, reading English magazines, watching English movies and TV programs, listening to English radio broadcasts, etc. This additional exposure could affect their performance in the experiment hence they may be considered intervening variables in this study.

The added exposure of the subjects of this study to English is shown in Table 1 and 2.

TABLE 1
Additional Exposure to English Courses
Utilizing Formal English

Length and Frequency of Exposure	Experimental Group	Control Group
2 to 3 months (5 hours per week)	1	4
1 month (5 hours per week)	1	10
with no additional exposure	32	22
Total	34	36

Table 1 gives the number of respondents in the two groups who attended additional courses in language institutions over and above their Tourism English classes in College for the duration of the experiment. Some of the courses ran for two

to three months while others were just for one month duration with 5 hours of study per week. The variety of English used in those courses was formal English.

It might be noted in Table 1 that more students in the control group than in the experimental group had additional exposure to courses which utilized formal English. Table 2 shows the additional exposure of the subjects to media employing the informal variety of English. The data in Table 2 reveals that the frequency of viewing English movies with Korean subtitles was lesser among the subjects in the experimental group than among those in the control group. The reverse was true concerning viewing English movies without Korean translation.

TABLE 2
Additional Exposure to Media Utilizing Informal English

Media	Experimental Group	Control Group
A. English movies with Korean subscript		
___ more than 10 movies	7	8
___ 5 to 9 movies	6	10
___ 1 to 4 movies	15	17
___ none	6	1
B. English movies without Korean translation		
___ more than 10 movies	0	0
___ 5 to 9 movies	1	0
___ 1 to 4 movies	15	7
___ none	18	29
C. TV and radio broadcasts in English		
___ more than 10 times a month	1	3
___ 5 to 9 times a month	9	10
___ 1 to 4 times a month	12	14
___ never	12	9

This showed that more of the students in the experimental group than in the control group felt they could cope with spontaneous informal interaction in English. This could be due to the training they were receiving in their Tourism English class and the materials they were using in the course of the experiment.

Where TV and radio broadcasts were concerned, the number of students in the control group who listened to English broadcasts was slightly higher than the

number of those in the experimental group.

3. Instruments

The instruments used in this study fell under two categories: instructional materials to develop listening comprehension and data-gathering instruments. The instructional materials were of two kinds, the researcher-designed materials utilizing the informal/conversational variety of English and commercially prepared materials utilizing the rehearsed, scripted and well-articulated variety of English. Among the data-gathering instruments were questionnaires, standardized tests to set up the groups and listening tests to determine the effectiveness of the materials used in this study.

1) Instructional Materials

This section on the instructional materials used in this study describes two sets of materials, the researcher-prepared materials which were used by the experimental group and a compilation of commercially prepared materials taken from various textbooks currently in use in Korean colleges which were utilized by the control group.

To produce instructional materials using informal English, the researcher went through several steps from needs analysis to conceptualization, materials design, pilot-testing, refinement, finalization and utilization in this study (Brown, 1995: Hutchinson & Waters, 1987: Tomlinson, 1998). In addition, the researcher gathered data to finalize the materials through students' interview, teacher's journal entry during the experiment, students' evaluation, and professors' evaluation.

The video materials were of four kinds. The first video material contained conversations of native English speakers in a hotel front desk and a hotel restaurant in the United States. It was felt that the video material of hotels should be a must for any ESP (English for Specific Purposes) text of tourism considering the fact that a lot of tourism English students will eventually work after they graduate in hotels as receptionists, waiters or waitresses where they will serve foreign customers. Where these situations were videotaped, the topic and rough descriptions with no script whatsoever were given to the speakers. Therefore, the videotaped conversations which utilized informal English were impromptu, authentic and spontaneous.

The second material was taped in places of interest in Washington D.C., United States of America. This time, what was placed on tape was the scene of a tour guide as he explained monuments, memorials, and parks using colloquial English without any script. Although the talk of the tour guide was a monologue, it was included as one type of material for the tourism English students to review and study because many of them may have jobs later on as tour guides for foreigners in Korea or for Koreans going abroad. The first two materials were videotaped by the researcher while he stayed in the United States.

The third video material was recorded from a TV talk show. It was used as one of the text types because English in TV talk shows is authentic, spontaneous and is of the informal variety. Furthermore, TV talk shows focus on authentic and real life issues.

The fourth video material recorded was from the movies. Movies simulate authentic discourse. They exhibit features which have a high probability of occurrence in genuine acts of communication. The movie included in the text was an American movie, entitled "The Truth about Cats and Dogs". This was chosen on the basis of the following criteria: (1) kind of English used (2) the theme of the story (3) its interest appeal (4) the length of the dialogue to be excerpted. The last two materials were recorded from a TV talk show and a movie prepared for viewing our television. These were edited by the researcher to suit the instructional design of each unit.

Besides video materials, audio materials utilizing informal English were also developed for the pre-viewing section of the lessons in the text. Two English native speakers recorded sentences and dialogues with reduced forms. They practiced the scripts and recorded them as naturally as possible. Therefore, although these audio materials were not truly authentic, they had reduced forms which are the most distinctive feature of informal English.

The instructional materials for the control group were ready-made audio and video tapes widely used in Korean colleges. They were composed entirely of formal English read from written scripts and recorded in video and cassette tapes. The audio texts were used as additional materials to develop listening skills. The situations and topics of the instructional materials for the control group were not so different from those of the materials for experimental group as shown in Table 3 which follows. It shows the coverage of the two sets of materials.

TABLE 3
Subject Matter Coverage of the Instructional Materials
Used in the Study

Week	Experimental Group	Control Group
1	Pretest	Pretest
2	Making a Reservation	Hotel Reservation
3	Checking In	Hotel
4	Ordering a Meal, Checking Out	Eating Out
5	Discovering the Washington Monument	At the Airport
6	Visiting the Jefferson Memorial	Sightseeing
7	Touring West Potomac Park	Interesting Places, Getting Around
8	Interviewing	At a Job Interview
9	Entertainment I	Socializing and Entertaining
10	Entertainment II	Socializing and Entertaining
11	Socializing	Introductions and Greetings
12	Introducing	Problems and Emergencies I
13	Solving Problems	Problems and Emergencies II
14	Talking with Friends	Communications I, II
15	Making Decisions	Decision Making
16	Posttest	Posttest

Those were about staying in a hotel, sightseeing, interviewing, entertainment, talking to friends, socializing, etc. Most instructional materials for the control group were excerpted from the textbook, *Listen and View* (Cha & Lee, 1995), because the book was designed for listening and viewing utilizing audio and video materials which were similar in format to the researcher designed materials for the experimental group.

Some materials were taken from listening texts published in Korea, Table 4 which follows shows the different textbooks from which selections were taken to serve as materials for the control group. It also gives the number of selections taken from those textbooks.

TABLE 4
Sources of Selection Used by the Control Group

Title of Textbook	Number of Selection
Listen and View	10
Practical Laboratory English	2
Listening and Understanding	2
A Communication Approach to English	1
Total	15

Materials for the experimental and the control group had some common features. They were composed of the same number of units, namely 15 in all for each set, each unit taking three hours to complete. Moreover, topic-wise an attempt was made to match the situations covered by the researcher-prepared materials with those used by the control group. Furthermore, both sets made use of audio and video materials with accompanying print texts and exercises, the difference being that whereas the researcher-prepared materials made use of authentic texts with informal English simulating real life interactions, the commercially-prepared texts for the control group did not have hesitations, false starts, reduced forms, ellipsis, etc. which characterize informal exchanges.

2) Testing Materials

To determine the effectiveness of the instructional materials used in this study, two tests were used, namely a standardized test and a researcher-prepared instrument. The standardized test chosen for use in this study was the listening section of TOEIC (Test of English for International Communication). This is composed of four sections employing 100 multiple choice questions utilizing formal English. The first section made up of 20 items uses a picture as stimulus; the second section made up of 30 items calls for responses to a verbal stimulus; the third section of 30 items focuses on gaining information from a short dialogue, and the fourth section of 20 items underscores finding information from a long text.

Since the TOEIC makes use of the formal variety of English only, a researcher-prepared test utilizing informal English from audio and video materials was added.

The test utilizing informal English was designed to evaluate the students

listening ability in seven micro-skill areas, namely:

- (1) identifying nonverbal cues from video materials;
- (2) discriminating reduced forms of English;
- (3) recognizing major English syntactic patterns;
- (4) recognizing idiomatic expressions used in informal English;
- (5) getting general information;
- (6) getting specific information;
- (7) making inferences from conversation in English and
- (8) understanding basic American culture.

The researcher-prepared test utilizing informal English was pilot-tested and subjected to item analysis prior to actual use in order to raise the reliability and the validity of the test. The pilot test items consisted of 56 multiple choice questions and 44 partial dictation questions. Then, the questions were analyzed on the basis of reliability, validity, item difficulty and item discrimination. The results of the item analysis of 56 multiple choice questions showed that the items ranged from very easy to very difficult and with .40 reliability obtained by applying the Kuder-Richardson 21 formula. Some items had poor distractors. The test was later modified and updated. Very easy items and very difficult items were either discarded or modified. Some questions with zero response distractors and with poor distractors were either discarded or modified. Care was taken to insure that the pretest and posttest were comparable forms.

Some of the partial dictation questions which were either too difficult or too easy were also discarded or modified. The final version of the pretest and posttest was composed of 20 multiple choice questions and 20 partial dictation questions each. The 40 item pre and posttest were also subjected to the same test of reliability and were found to have a .50 and .46 reliability, respectively.

To insure the content validity of the researcher-prepared test, the testing items were first evaluated by experts in the field of English teaching and testing as to how appropriately it measured listening skills. In addition, they determined the technical quality of the test by evaluating the answers, the clarity of the item stems, and item overlaps. The experts were provided with the table of specifications and the list of related listening micro-skills. The experts one of whom was an English native speaker examined the conversations used for the test and

the test items in the light of the table of specifications and listening micro-skills.

The table of specifications which follows shows the distribution of the items.

TABLE 5
Specifications of the Researcher-Prepared Test

	Nonverbal Cues	Reduced Forms	Idiomatic Expressions	Gaining Information	Inferences	TOTAL
Nonverbal Communication	2					2
Word Use		9	2	2	4	17
Structure		9				9
Message Content				8	4	12
TOTAL	2	18	2	10	8	40

The researcher-prepared test was composed of three parts. The first consisting of 13 multiple choice comprehension questions had as stimulus a listening material made up of 7 conversations with 2 to 10 exchanges in a conversation.

The second part was also designed to test listening comprehension ability but this time the stimulus was a video clip. Since the instructional materials utilized in the study made use of authentic video materials, it was believed that the test should also include video talk. Seven questions were raised concerning two dialogues excerpted from the movie, "Mr. Holland Opus". This movie was chosen because the difficulty of English in the movie was similar to the difficulty of English used in the instructional materials. Dialogues for the posttest were also excerpted from the same movie in order to make the difficulty of both tests the same.

The third part of the test made use of partial dictation. It utilized two dialogues from which 20 items were deleted. The respondents were asked to fill in the twenty blanks to complete the given sentences. Each of those blanks were either reduced forms or idiomatic expressions. However, the respondents were asked to give the complete equivalents of the reduced forms to find out if they knew what the reduced forms signaled.

The conversations for the tests were recorded by a male and a female English native speaker at normal speed in a language laboratory. The topic and rough directions were given to the speakers but no script was provided. Hence, the

recorded conversations showed distinctive features of informal English, such as reduced forms, idiomatic expressions, hesitations, false starts, silence fillers, etc. The speed of the conversation observed a normal speed for conversational English (160-200 wpm).

4. Procedure

To prepare the instructional materials used in this study, a needs analysis was first undertaken to determine the content of the materials, the skills to develop and the variety of English to use.

Utilizing the data from the needs analysis and the content analysis of existing texts, a syllabus, together with the objectives of the curriculum was designed. Authentic texts were then gathered by videotaping English native speakers' conversational/informal discourse, and recording talk shows, dramas, and movies using informal English from TV programs and video movies. A discourse analysis of those texts was undertaken to determine the phonological, semantic and syntactic distinctions of informal English. Tasks and activities were designed based on the recorded videotapes. The materials were then pilot-tested and as a result of the pilot test, audio materials were prepared to supplement the video materials. The final version of the materials were used with experimental group in order to determine how effective they were compared to the regular traditional texts employing formal English which was used with the control group.

After the final text of instructional materials was finished, the experiment was conducted with sophomore students taking the 14 week course in 1998.

The pretest and posttest items utilizing the informal variety of English were also pilot-tested and subjected to item analysis prior to actual use. The participants in the pilot testing were 33 college students who were not included in the experiment. The test items were modified following item analysis which determined the desirability of the distractors and the index of difficulty and index of discrimination of the items.

The pretest which consisted of a standardized test and a researcher-prepared test was given to eighty students from both the experimental and control groups a week before the experiment started. For the Standardized TOEIC test, the students were given 60 minutes to answer the 100-item test. The researcher-prepared test was given two days after the standardized test was administered.

Both the experimental group and the control group took the test in one English laboratory. The researcher, together with another teacher, served as proctors of the test which lasted 40 minutes.

At the sixteenth week when the experiment was finished, the posttest was administered. The procedure undertaken in the posttest was the same as the one observed in the pretest. Thirty-four respondents from the experimental group and thirty six students from the control group took the posttest.

The results of the pretest and posttest were subjected to analysis which included the mean scores, t-value, significance, reliability, and standard deviations of the tests. One way t-test was used to determine the difference between the means of two groups and to find out if the difference was statistically significant.

III. RESULTS

The quantitative data are the scores obtained by the subjects of the study in the Standardized Test, TOEIC, for formal English and the researcher-designed test for informal English. The researcher-designed test was divided into three parts: audio multiple choice comprehension test, video multiple choice comprehension test, and audio partial dictation. After the tests were conducted, all the data gathered were collated and subjected to statistical analysis using t-test.

1. A Comparison of the Pretest and Posttest Scores of the Experimental and Control Groups

The perfect score of the TOEIC in listening is 495. The mean score of the experimental group was 157.94 and the control group 147.36 in the pretest and 243.68 and 223.47, respectively in the posttest as given in Table 6.

The means of the TOEIC scores of the experimental group and the control group did not show significant difference in the pretest ($p=.35$) although the difference between the means was 10.58. The mean difference between the posttest of the two groups are not significant either ($p=.11$). The gains between the pretest and posttest scores of the experimental group is 85.74 (17.3%). The gains between the pretest and posttest scores of the control group is 76.11 (15.4%). The improvement of the scores for the two groups can be attributed to the fact

that they took listening lesson three hours a week for one semester and other several English subjects such as English Conversation, Tourism English Conversation, English Grammar, English Reading, Tourism English Interpretation Practice, and Media English. Besides, some students had additional exposure to English by attending English classes at private language institutes, watching TV, self-studying, etc. as explained.

TABLE 6
T-test of Comparison between Experimental and Control Group
Mean Scores in the Pretest and Posttest

		Mean		S D		Difference between Means	t-value	Significance (p < .05)
		Experimental (N=34)	Control (N=36)	Experimental	Control			
Pretest	TOEIC	157.94	147.36	45.56	48.76	10.58	.94	.35
	Informal English	19.18	18.14	4.04	3.82	1.04	1.10	.27
Posttest	TOEIC	243.68	223.47	45.05	57.06	20.21	1.64	.11
	Informal English	25.91	19.94	3.32	4.75	5.97	6.13	.000
Gains	TOEIC	85.74	76.11					
	Informal English	6.73	1.80					

The TOEIC scores of the experimental group increased as much as those of the control group due to the fact that the latter developed listening comprehension skills in formal English. This shows, too, that the learners who took the lessons utilizing informal English can improve their listening skills as much as or even better than the learners who took lessons utilizing formal English.

The null hypothesis states that there is no difference in the standardized listening test scores of the experimental group exposed to authentic informal English which reflects real life situations as compared to the score of the control group exposed to carefully prepared oral texts aimed at developing listening skills. Table 6 shows that there is no significant difference between the experimental group and the control group in TOEIC by the t-test. Therefore, the null hypothesis cannot be rejected. There is no evidence from this study to support a difference in standardized listening test scores between the experimental group

exposed to informal/conversational English and the control group exposed to formal English.

2. A Comparison of the Pretest and Posttest Scores Obtained in the Researcher-designed Test Utilizing Informal English

The second null hypothesis states that the score obtained by the experimental group in the researcher-designed informal English section of the test will not be significantly higher than that of the control group. Although, Table 6 shown earlier indicated that the mean difference between the experimental group and the control group in the pretest of informal English is not significant ($p = .27$), the mean score (25.91) of the experimental group in the posttest of the section on informal English showed significant difference from that of the control group (19.94) in the same test ($p = .000$). Therefore, the second null hypothesis is rejected. This improvement indicates that the students in the experimental group progressed significantly more in their listening comprehension skills in informal English when exposed to authentic informal/conversational English which reflects real life situations, unlike the students in the control group who were exposed only to formal English.

The researcher-designed test utilizing informal English is classified into three parts: audio multiple choice, video multiple choice and partial dictation. Each of these parts showed various improvement in listening skills. As Table 7 shows, there was no significant difference between the experimental group and the control group in the pretest means of the three areas. However, there was a significant difference in the posttest means of the two groups specifically in the audio multiple choice ($p = .0008$) and partial dictation ($p = .0000$).

In the video area, the mean difference between the experimental group and the control group was not significant ($p = .0555$). Furthermore, the gain (.32) of the experimental group mean in video area during treatment was a little less than that of the control group mean (.34). This results from the low reliability of pretest and posttest in the video area. Designing good questions using video materials was not easy because students were to guess the answers based on the visual clues rather than the audio clues.

TABLE 7
T-test of Comparison between Experimental and Control Group Mean Scores in the Pretest and Posttest of Researcher-Prepared Test

		Mean Scores		SD		Difference between Means	t-value	Significance
		Experimental Group	Control Group	Experimental Group	Control Group			
Pretest	Audio: Multiple Choice	6.88	6.61	2.28	1.96	.27	.53	.60
	Video: Multiple Choice	4.76	4.27	1.52	1.11	.49	1.54	.13
	Audio: Partial Dictation	7.74	7.19	2.27	2.40	.55	.97	.34
Posttest	Audio: Multiple Choice	8.91	7.27	1.94	1.94	1.67	3.52	.001
	Video: Multiple Choice	5.08	4.61	.87	1.15	.47	1.95	.0555
	Audio: Partial Dictation	12.03	8.17	2.26	2.93	3.86	6.14	.0000
Gains	Audio: Multiple Choice	2.03	.66					
	Video: Multiple Choice	.32	.34					
	Audio: Partial Dictation	4.29	.98					

Furthermore, the test in the video area consisted of 7 items for both the pretest and the posttest while the test of audio multiple choice was composed of 13 items and the partial dictation consisted of 20.

IV. FINDINGS AND CONCLUSION

The test results showed a significant difference in the scores obtained by the

experimental group and the control group. The experimental group showed significant improvement in the researcher-designed test utilizing informal English. In both the audio multiple choice part and the partial dictation section, there was significant difference between the scores of the two groups. In the video multiple choice part, there was no significant difference between the scores of both groups. Both in the audio multiple choice and partial dictation parts, the experimental group posted significant improvements.

To summarize, it can be said that students who are exposed to informal English listening materials will exhibit greater gains in listening comprehension skills in informal English than those exposed to formal English listening materials. Furthermore, they will also gain listening comprehension skills in formal English as much as those exposed to formal English listening materials.

Thus, it can be concluded that the absence of the features of authentic conversation e.g. false starts, repetitions, reduced forms, colloquialisms, etc. in the formal texts found in listening materials make it difficult for students to make sense of authentic materials when they are exposed to them. This has been pointed out by discourse analysis studying oral spoken discourse specifically conversations (Cathcart, 1989; Cooper et al., 1990; Dickinson, 1970; Frye & Garze, 1991; Porter & Roberts, 1981; Sinclair & Coulthard, 1975).

Moreover, the results of this study underscore the use of authentic listening texts by way of video materials presenting real conversational English, "unsimplified, spoken at a normal pace and in typical accents." This confirms the findings of Stempleski (1993) and Ur (1984).

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