

The Impact of Two Types of Vocabulary Instruction (Oral Output and Written Output) on Iranian Intermediate EFL Learners' Listening Comprehension and Vocabulary Learning

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ABSTRACT

This study aimed to find out the effect of oral output and written output as two types of vocabulary instruction on Iranian EFL learners' listening comprehension and vocabulary learning. A pretest-posttest comparison group design, as one of the quasi-experimental research designs, was employed in this study. To this end, 40 male intermediate EFL learners within the age range of 14-18, studying at a Language Institute, participated in this study. At the beginning, pretests of vocabulary and listening comprehension were administered to determine the participants' initial listening comprehension ability and vocabulary knowledge and also collect a list of unknown words as the target words for the five treatment sessions. Each group practiced these words, one through the oral output instruction and the other through the written output instruction. Then, both groups took part in the posttests which were similar to the pretests. Within-group, results through Paired-Samples t-test showed that there were significant improvements in both the listening comprehension and vocabulary learning of the oral output group, while only vocabulary knowledge of the written output group was significantly improved from the pretest to the posttest. Between-group results through the Independent-Samples t-test indicated that oral output group significantly outperformed the written output group in the listening test, although no significant difference was found between their vocabulary test scores. The findings offer a wealth of opportunities to English teachers to employ the two types to enrich their instruction in order to motivate learners to expand their English vocabulary knowledge and become actively engaged in the listening process.

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INTRODUCTION

In the past, vocabulary teaching and learning were not given much priority in second language programmes. It was believed that vocabulary learning would naturally progress along with learning other language components (Richards & Renandya, 2002). Nowadays, vocabulary has become an indispensable component in language learning because without adequate knowledge of vocabulary, learners cannot take advantage of opportunities around them. In fact, vocabulary knowledge determines learners' ability in speaking, listening, reading and writing (Permadi, 2013). Laufer (1997) expressed that vocabulary learning is at the heart of language learning, making it the essence of any language. Mecarty (2000), while in agreement of the crucial role of vocabulary knowledge and listening skill in L2, opined that grammatical knowledge does not contribute significantly to either listening or reading comprehension, contending instead vocabulary knowledge plays an important role in L2 listening comprehension. In this case, Henriksen (1999) argues for the importance of providing opportunities for the learners to actively use new words as a way of changing their receptive vocabulary into productive one.

A majority of scholars have also pointed out the importance of vocabulary knowledge in EFL/ESL learning and the significant role of listening in educational process and the use of effective strategies to facilitate listening comprehension (see Richards & Renandya, 2002; Holden,

2004; Abu Hatab, 2010; Farrokhi & Modarres, 2012). However, Mendelsohn (1994) remarked that "in spite of its importance in foreign language learning, teaching of listening comprehension has long been somewhat neglected, and poorly taught aspect of English in many EFL programs" (p. 9). In addition, compared to the other skills, listening has been rather somewhat neglected in the second language acquisition research, teaching and assessment (Gilakjani & Ahmadi, 2011).

Research in the listening and vocabulary areas has yielded positive results in the case of explicit teaching of vocabulary and its effect on the improvement of L2 learners' listening comprehension and vocabulary knowledge (Nagy & Anderson, 1984; De la Fuente, 2002; Barcroft, 2006; Chang & Read, 2007; Mehrpour & Rahimi, 2010; Farrokhi & Modarres, 2012; Hazrat & Hessamy, 2013). Yet, contradictory findings were mentioned for the usefulness of prior vocabulary instruction (Jensen & Hansen, 1995; Smit, 2006; Chang, 2007) in listening comprehension. The problem is that, according to Gilakjani and Ahmadi (2011), listening skill is not considered an important part of language course books or curricula, and teachers do not pay much attention to this skill when designing their lessons.

It is believed that lack of vocabulary is one of the primary causes of listening comprehension difficulties (Kelly, 1991; Farrokhi & Modarres, 2012) and is a source of worry for EFL learners (Chang, 2007). Due to this reason, it has become

a common practice to become familiar with some lexical items before doing listening comprehension tasks. Listening comprehension can become a cause of anxiety for L2 learners and, consequently, appropriate instruction could reduce their anxiety level (Elkhafaifi, 2005).

Lack of vocabulary knowledge is a major cause of worry and anxiety for EFL learners; however, there are few studies regarding the effects of vocabulary preparation on listening comprehension (Chang, 2006; Chang & Read, 2008; Lin & Chui, 2009). Farrokhi and Modarres (2012) pointed out that there is lack of evidence in the area of the effectiveness of providing vocabulary pre-task activities before listening comprehension. This reveals a need for finding appropriate ways of improving listening comprehension and vocabulary knowledge of EFL/ESL learners. Therefore, this study is aimed at finding the effects of two types of vocabulary instruction (oral output and written output) in the pre-listening stage on Iranian EFL learners' vocabulary learning and listening comprehension. Accordingly, the following research questions were posed:

1. Does oral output vocabulary instruction affect EFL learners' listening comprehension?
2. Does oral output vocabulary instruction affect EFL learners' vocabulary learning?
3. Does written output vocabulary instruction affect EFL learners' listening comprehension?
4. Does written output vocabulary instruction affect EFL learners' vocabulary learning?
5. Is there any significant difference in the effects of two types of vocabulary instruction on EFL learners' listening comprehension?
6. Is there any significant difference in the effects of two types of vocabulary instruction on EFL learners' vocabulary learning?

Oral output has been defined in different ways by different scholars. For example, Lehr, Osborn and Hiebert (2004) define it as "those words that we recognize and use in listening and speaking" (p. 1). According to Nation (1990), it refers to the sound or pronunciation aspect of words. Omaggio (1986) defines it as the ability to communicate verbally in a functional and accurate way in the target language. Regarding the written output, Lehr, Osborn and Hiebert (2004) define it as "those words that we recognize and use in reading and writing" (p. 1). Nation (1990) stated that it refers to the meaning and spelling aspect of words. Peha (2003) expressed that writing is an output which "allows students to put their ideas on a page and leave them to be sorted out with proper deliberation" (p. 4).

Operationally defined, in this study, the oral output refers to the target words that the teacher presents orally with their correct pronunciations, and the students are required to repeat them orally and make oral sentences using the target words. There is also an interaction and negotiation of meaning between the

teacher and the students. Meanwhile, the written output refers to the target words that the teacher writes on the white board with their English dictionary definitions or synonyms, and the students are required to construct meaningful sentences using the target words.

LITERATURE REVIEW

The Effect of Oral Output on Listening Comprehension

Several studies have been conducted regarding the oral output in recent years. For instance, Hazrat and Hessamy (2013) conducted a study on the impact of oral and written pushed output on listening comprehension. They concluded that vocabulary learning through oral pushed output was more effective than vocabulary learning through written pushed output in promoting listening comprehension ability. They argued that the effectiveness of oral pushed output as a vocabulary preparation activity before listening may be due to engaging learners in an active process of oral production and drawing their attention to the sounds of the words through sound production and hearing other learners' pronunciation.

However, Chang (2007) found that vocabulary preparation prior to a listening comprehension test did not significantly affect students' performance on the listening test. She concluded that providing students with the vocabulary of an aural text did not greatly enhance L2 learners' comprehension, the reason being that listening comprehension cannot

be enhanced by simply knowing the vocabulary. In this regard, Smit (2006) found that much of the students' inability to comprehend spoken lectures may be due to the fact that they tend to concentrate on the lexico-grammatical level of the oral presentation. In other words, they only listen to the words and concentrate on understanding the grammar of the language being used, rather than focusing on the message conveyed by the speaker. In so doing, they miss important semantic cues which could enable them to synthesise the content of the listening.

The Effect of Oral Output on Vocabulary Learning

The important matter for the EFL/ESL students is to know the spoken form of a word. They should be able to recognise the word when it is heard and produce the form orally in order to express a meaning (Nation, 2001). Lee (2003) made a reference to a number of L2 studies that supported the effectiveness of promoting the phonological memory (Kelly, 1992; Ellis & Beaton, 1993) and holding a word in the phonological short-term memory (Gathercole & Baddeley, 1989) in vocabulary learning. For this reason, Webb (2010) highlights the teaching of meaning and pronunciation of words as a helpful and important way to meet this end.

De la Fuente (2002) provided evidence for the usefulness of output production for vocabulary acquisition. He found that learners who improved their output production extended their knowledge of

both receptive and productive vocabulary. He concluded that oral output promotes vocabulary learning and retention. However, there are some scholars who indicate that extremely high levels of language and literacy competence can be developed without any language production at all (Krashen, 1994). While it is, according to Swain (1995), one important function of output, among others, is helping learners notice the gap between their linguistic resources and the target language system. She also claimed that sometimes, under some conditions, output facilitates second language learning in ways that either differ from or enhance those of input. Hence, learners may comprehend input without fully understanding it. Swain (1985) indicated that we acquire language by attempting to use new structures and vocabulary in production and we acquire when we achieve communicative success.

The Effect of Written Output on Listening Comprehension

With regard to the relationship between the knowledge of words in written form and listening comprehension ability, there are also some studies, though few in number, which show that having good lexical knowledge can have a positive effect on listening comprehension (Mehrpour & Rahimi, 2010). For example, a reference can be made to the study conducted by Chang and Read (2007) who investigated the effect of prior written information on listening comprehension. They found that providing the learners with general

information about the content of the listening comprehension texts before listening would increase their listening comprehension.

Mehrpour and Rahimi (2010) studied the effect of textual glosses on listening comprehension. They found that vocabulary knowledge, general or specific, affected the L2 learners' performance on the reading test more than their performance on the listening test. Moreover, based on the findings, they concluded that teaching specific vocabulary by topic, text and discipline not only will add to the general vocabulary knowledge of the students but help them in listening comprehension of the specific texts. They recommended that more attention should be paid to teaching and learning specific vocabulary at the pre-listening stage. In this regard, Jensen and Hansen (1995) found that prior knowledge of vocabulary does not effectively support high proficient learners' listening comprehension.

The Effect of Written Output on Vocabulary Learning

Hazrat and Hessamy (2013) studied the impact of written pushed output on vocabulary learning and found that engaging the students in learning the shape of a word and making them write meaningful sentences with the word was useful in developing vocabulary knowledge of students. Likewise, a study conducted by Thomas and Dieter (1987) on word writing among English-speaking learners of L2 French indicated that it positively

affected performance on an English-to-French translation task. He (2010) found that “doing dictation practice can help the students acquire not only the word meaning but also the spelling and usage of the word” (p. 35). Nagy, Herman, and Anderson (1985) argued that any meaningful encounter with a target word could contribute to its acquisition, even though this contribution might be very small. Nagy and Anderson (1984) claimed that direct instruction could provide an important foundation for future exposure to words in context.

Although some studies found positive effects of word writing and sentence writing on vocabulary learning, some other studies found contradictory results. For instance, Barcroft (2006) found that asking learners to write new words in sentences had strong negative effects on productive word gain during initial stages of L2 lexical acquisition. In the same vein, McDaniel and Kearney (1984) found that sentence writing had not only no effect but even a negative effect on vocabulary learning.

There are several inconsistent findings on the effectiveness of vocabulary instruction via oral and written output on listening comprehension and vocabulary learning. According to Swain (1985), unless learners are obliged to produce comprehensible output, comprehensible input alone is insufficient to L2 learning process. This approach to the importance of output, along with the approach indicating the value of vocabulary knowledge in language learning (Laufer,

1997), provides the theoretical framework and the ground for conducting the present study as an attempt to uncover the effect of output practice in the form of written and oral output as two types of vocabulary instruction on language learning in two specific areas of vocabulary and listening.

METHODOLOGY

Design

The study employed non-randomized pretest-posttest comparison group design as one of the quasi-experimental designs. The independent variable in this study was vocabulary instruction with two levels (oral output and written output), while the dependent variables of the study were listening comprehension and vocabulary learning. The oral output type of instruction was manipulated in one group and the written output instruction in another group. The groups were both measured twice, once at the beginning of the study and once at the end of the study, on their listening comprehension and vocabulary learning.

Context and Participants

This study was conducted at Padideh Neo English Language Institute, in Marand, Iran. This institute holds English classes for three levels (i.e., pre-intermediate, intermediate, and advance levels). Learners were placed in appropriate levels according to cut-off point (70 out of 100) and the placement tests of the institute. As the exams and placement tests of the institute are designed by the scholars in

ELT, they enjoy a high range of reliability and validity. At the time of this study, the intermediate level of the institute consisted of 85 learners (40 males and 45 females) (out of 200 learners at other levels) within the age range of 11-18. There were 40 male intermediate learners within the age range of 14-18 participated in this study. They were in two intact classes each with 20 learners, and the proficiency test showed their homogeneity at the outset of the study, and thus, they were randomly assigned to two comparison groups (i.e., oral output and written output) of the study.

Instruments

Preliminary English Test (PET)

The listening part of PET test including 25 items with a ceiling score of 25 was employed in this study. It was used to homogenise the two groups and ensure that the two groups were similar in terms of their listening proficiency level. An Independent-Samples t-test was carried out on the scores of the two groups in PET. The results revealed that the mean score of the first group was 9.80 ($SD = 3.29$), and the second group was 10.55 ($SD = 3.30$) out of 25, respectively. The results also indicated that the mean difference between the two groups was not statistically significant, $t(38) = .72, p = .476$, at the 0.05 probability level with the Confidence Interval of -2.86 and 1.36. Hence, the proficiency test showed the homogeneity of the groups at the beginning of the study.

Pretest and Posttest

Vocabulary test

A multiple-choice vocabulary test consisting of 70 items with four options was used in this study (see Appendix A). This test was divided into three parts. In part A, there was a word in each item with four dictionary definitions as options; in part B, there was a dictionary definition in each item with four words (meanings) as options; and in part C, for each item, there was a sentence from the story book of *Pride and Prejudice* (Austen, 1995) with a word that was underlined and written in bold and with four options either with dictionary definitions or synonyms. As a pretest, it was used to: (1) collect data about the participants' initial vocabulary knowledge of the words; (2) be compared with the posttest; and (3) find out and collect a list of unknown words, which the participants failed to answer.

As a posttest, it was used to test the participants' vocabulary knowledge of target words after the treatment stage and to see whether there was any significant difference between their performances within the groups or between the two groups. Both pretest and posttest in the vocabulary test were the same in this study. The participants were supposed to read the items and then check the right words or definitions out of four options. All the words were taken from chapter one of the simplified version of the novel *Pride and Prejudice* by Jane Austen (1995).

Listening comprehension test

This test was divided into two parts (content-based listening comprehension and word recognition) containing 38 items with three options (see Appendix B). As a pretest, it was used to: (1) collect data about the participants' initial listening comprehension of the content and their word recognition skill; and (2) find out and collect a list of unknown words, which the participants failed to answer during the listening. As a posttest, it was used to test the participants' listening comprehension of the content and their word recognition skill after the treatment stage. Both the pretest and posttest in the listening comprehension test were the same in this study.

The participants listened to the aural texts in the story and checked the right content options out of three options in the content-based listening comprehension part and checked the right words out of three options in the word recognition part. All the aural texts and items were taken from chapter one in the simplified version of the novel *Pride and Prejudice* by Jane Austen (1995).

Pilot Study of the Vocabulary and Listening Comprehension Tests

In the pilot study, two steps were employed to examine the reliability and validity of the vocabulary and listening comprehension tests devised by the researchers. First, to estimate the content validity, the researchers submitted the two tests to three experts in the area to identify, modify or remove the probable problems in them.

Then, to estimate the reliability, the two tests were given twice (with considerable time lapse of two weeks) to a group of learners ($n = 20$) at the same level of the main participants of the study. In order to check whether the correlations between the vocabulary test-retest and listening test-retest were statistically significant, the researchers used Pearson Product-Moment Correlation. The results revealed that there were highly significant correlations between the mean scores of the vocabulary test-retest ($r = .94, p = .000$) and listening test-retest ($r = .93, p = .000$) in the pilot study. Estimating the coefficient of determination for the vocabulary test-retest ($r^2 = .88$) and listening test-retest ($r^2 = .86$) showed the high strength of the relationship between the two sets of scores in two tests. Therefore, the devised teacher-made tests were reliable and considered in the main study.

Materials

The simplified version of the novel *Pride and Prejudice* (stage 6) by Jane Austen (1995) was chosen as the material of this study for several reasons. First, it was chosen because it was unlikely that the participants would know the story, so background knowledge would not be a factor affecting the listening comprehension (Chang, 2007). Second, it was used in the pretest to find out and collect the unknown words as the target words of the study.

Third, the story was appropriate for proficiency level of the participants, who were at the intermediate level. Next, there

was a CD with normal speed rate and standard accent that could be used as the audio instrument in the pretest and the posttest to test the participants' listening comprehension of the content and their word recognition skill. Finally, the story would encourage the participants to keep sustain on their listening for the duration.

Procedure

To begin the study, the researchers used listening part of PET test as a proficiency test to homogenise the participants in two groups. Based on its results, all the students in two intact classes were homogeneous and considered as the participants of this study. Then, the two classes were randomly assigned into the oral output and written output groups as two comparison groups of the study.

Before the treatment, to test the participants' initial listening comprehension of the content of the story and their initial vocabulary knowledge of words, and also to find and collect a list of unknown words as target words including nouns, verbs, adjectives and adverbs; the researchers administered two tests (i.e., vocabulary test and listening comprehension test) as the pretests. These tests were designed by the researchers. The researchers also gained access to the site (www.gradesaver.com/pride-and-prejudice) as a source in designing the content of two tests, and then checked their reliability and validity in the pilot study.

Since the listening test effects might occur if certain individuals remember some of the vocabulary or feel comfortable

with the listening comprehension test, the researchers administered the multiple-choice vocabulary test before the listening test. In this test, the participants read the items carefully and checked the right option out of four options. The words for this test were selected from the simplified version of *Pride and Prejudice*.

Then, the researchers used the teacher-made listening comprehension test. This test was also based on the simplified version of *Pride and Prejudice*. Audio texts were taken from its chapter one. The researchers divided chapter one into two halves as two parts in the listening comprehension test including the content-based listening comprehension part and the word recognition part (see Appendix B). In the content-based listening comprehension part (part A), the participants listened to a short section of the story and read the item (as a question or incomplete sentence) related to that section and checked the right content option out of the three options given.

During the test, the teacher (who is also the researcher responsible for conducting the required tests and treatments in his classes) set a pause between each section and gave the time needed for reading and checking the options. At the word recognition part (part B), the teacher wrote a summary of two sentences taken from the listening section with a blank in each item; under each item were three options. The summarised sentences did not have any constant pattern; this means they could be from any part of that listening section.

In this part, the participants listened to the whole content of the listening section and after setting a pause (about 10-15 seconds), they checked the right word out of the three options. In this case, the researchers ended up with two pairs of scores (i.e., listening comprehension and vocabulary) as the pretest scores for each group and out of these, 40 unknown words were found as the target words of the study. Then, the participants in each group participated in the 90-minute treatment sessions once a week for five weeks altogether. In each session, for both groups, the teacher presented a list of 8 target words.

In the oral output group, the teacher presented the target words with their correct pronunciation orally, and then presented their English dictionary definitions and synonyms orally. The participants repeated them orally. In this way, they produced the target words and heard their pronunciation when repeated by other participants in the class. The teacher corrected the pronunciation mistakes immediately whenever they occurred. Then, the participants made oral sentences using the target words. There was an interaction and negotiation of meaning between the teacher and the learners in the class. In other words, when one of the learners produced his own sentence orally, the teacher asked some questions about that particular sentence to push the learner to produce meaningful sentences.

In the written output group, the teacher wrote the target words on the white board, and then wrote their English dictionary

definitions and synonyms in front of each target word. The learners wrote all the target words with their dictionary definitions and synonyms in their notebooks. They also tried to construct meaningful sentences using the target words, and then the teacher provided them with appropriate feedback. The teacher also gave the participants enough time to think and revise their sentences. At the end of each session, the teacher corrected their sentences and returned them to the learners.

At the end of the treatment sessions, the researchers administered the same two tests in the same order, which were used in the pretest, as the immediate posttests. The researchers ended up with two pairs of scores as the posttest scores for each group, which were the teacher-made multiple choice vocabulary test scores and the teacher-made listening comprehension test scores.

Data analysis

The collected data were entered into SPSS 18 for further analysis. First, an Independent-Samples t-test was used for the data obtained from PET test to determine whether the differences between the mean scores in the two groups were statistically significant. Next, Pearson Product-Moment Correlation was used to find out the correlation between two sets of scores in the two tests (i.e., vocabulary test and listening comprehension test) in order to estimate the reliability of the teacher-made tests. This was also used to determine how stable the scores were

over time (test-retest stability). Then, the Paired-Samples t-tests were used to investigate the effects of oral output and written output vocabulary instruction on the participants' listening comprehension and vocabulary learning within each group. Finally, the Independent-Samples t-tests were carried out to compare the effects of the two types of vocabulary instruction on the participants' listening comprehension and vocabulary learning between the two groups. The alpha level for significance testing in all inferential tests was set at .05.

RESULTS

Results of the Preliminary English Test (PET) showed a non-significant difference between the proficiency levels of the two groups of the study. In addition, the results of the Normality test through Kolmogorov-Smirnov Test revealed the normality of the data in the pretests of vocabulary ($p = .102$) and listening comprehension ($p = .163$), as well as the posttests of vocabulary ($p = .059$) and listening comprehension ($p = .069$). The groups were also initially compared to ensure their homogeneity in their listening comprehension and vocabulary knowledge. To this end, an

Independent-Samples t-test was conducted on the listening pretest scores of the oral output group ($M = 27.5$, $SD = 4.10$) and the written output group ($M = 27.65$, $SD = 4.04$), as well as on the vocabulary pretest scores of the oral output group ($M = 24.95$, $SD = 5.73$) and the written output group ($M = 25.20$, $SD = 5.97$). The results showed no significant difference between the oral output and written output groups' listening comprehension, $t(38) = .466$, $p = .644$ and vocabulary knowledge, $t(38) = .135$, $p = .893$, at the outset of the study. Therefore, based on the results of the Exploratory Data Analysis and the homogeneity tests, the execution of the selected parametric tests was legitimised in this study.

First and Second Research Questions

In order to answer the first and second research questions and find out the effect of oral output vocabulary instruction on the participants' listening comprehension and vocabulary learning in the oral output group, Paired-Samples t-tests were executed to compare their mean scores in the pretest and posttest. Table 1 shows the descriptive statistics of this statistical test.

TABLE 1
Results of Descriptive Statistics for The Pretest and Posttest of Listening Comprehension And Vocabulary Learning in The Oral Group

Oral group	<i>M</i>	<i>N</i>	<i>SD</i>	<i>SE</i>
Listening				
Pretest	27.05	20	4.10	.92
Posttest	32.70	20	3.78	.85
Vocabulary				
Pretest	24.95	20	5.73	1.28
Posttest	40.80	20	10.24	2.29

As shown in Table 1, the mean scores in the posttests of listening comprehension ($M = 32.70$, $SD = 3.78$) and vocabulary ($M = 40.80$, $SD = 1.24$) were higher than those in their pretests in the oral output

group. Table 2 also reflects the results of the Paired-Samples t-test for the significant testing of the paired mean differences in the listening and vocabulary tests.

TABLE 2
Results of Paired-Samples T-Test Between The Pretest and Posttest of Listening Comprehension and Vocabulary Learning in The Oral Group

Oral Group	Paired Differences					<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>SE</i>	95% CI				
				Lower	Upper			
Pre-Post Listening Test	5.65*	2.08	.47	6.63	4.67	12.12	19	.000
Pre-Post Vocabulary Test	15.85*	5.87	1.31	18.60	13.10	12.08	19	.000

Note. * $p < .05$

As shown in Table 2, there were statistically significant mean differences between the pretest-posttest of listening comprehension, $t(19) = 12.12$, $p = .000$, and Vocabulary learning, $t(19) = 12.08$, $p = .000$. In other words, the oral output vocabulary instruction had a significant effect on the participants' listening comprehension and their vocabulary learning after the treatment. In this regard, the answer to the first and second research questions is positive.

Third and Fourth Research Questions

In order to answer the third and fourth research questions and determine the effect of written output vocabulary instruction on the participants' listening comprehension and vocabulary learning in the written output group, the researchers ran two Paired-Samples t-tests to compare their mean scores from the pretest to the posttest. Table 3 shows the descriptive statistics of these tests.

TABLE 3
Results of Descriptive Statistics for The Pretest And Posttest of Listening Comprehension and Vocabulary Learning in The Written Group

Written group	<i>M</i>	<i>N</i>	<i>SD</i>	<i>SE</i>
Listening				
Pretest	27.65	20	4.04	.90
Posttest	28.10	20	3.74	.84
Vocabulary				
Pretest	25.20	20	5.97	1.33
Posttest	42.25	20	9.93	2.22

As revealed in Table 3, the mean scores in the posttests of listening comprehension ($M = 28.10$, $SD = 3.74$) and vocabulary ($M = 42.25$, $SD = 9.93$) were higher than those in their pretests in the written output

group. However, in order to determine the significance of the difference, we should look at the results of the Paired-Samples t-tests (see Table 4).

TABLE 4
Results of Paired-Samples T-Test Between The Pretest and Posttest of Listening Comprehension and Vocabulary Learning in The Written Group

Written Group	Paired Differences					<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>SE</i>	95% CI				
				Lower	Upper			
Pre-Post Listening Test	.45	1.10	.25	-.06	.96	1.83	19	.083
Pre-Post Vocabulary Test	17.05*	5.19	1.16	14.62	19.48	14.70	19	.000

Note. * $p < .05$

As demonstrated in Table 4, there was no significant mean difference between the pretest-posttest scores of listening comprehension, $t(19) = 1.83$, $p = .083$. In contrast, a significant mean difference was found between the pretest-posttest scores of the participants in the vocabulary test, $t(19) = 14.70$, $p = .000$. This means that the written output vocabulary instruction had a significant effect on the written output group's vocabulary learning after the treatment, while it was not helpful in the improvement of their listening comprehension. Therefore, the answer

to the third research question is negative, while the answer to the fourth research question is positive.

Fifth and Sixth Research Questions

Independent-Samples t-tests were used to answer the fifth and sixth research questions concerning the comparison of the effects of oral output and written output vocabulary instructions on the participants' listening comprehension and vocabulary learning. The results of the descriptive statistics including means, standard deviations and standard errors for the posttests are presented in Table 5.

TABLE 5
Results of Descriptive Statistics For The Posttests Of Listening Comprehension and Vocabulary Learning in The Oral Output And Written Output Groups

Posttest	<i>M</i>	<i>N</i>	<i>SD</i>	<i>SE</i>
Listening				
Oral group	32.70	20	3.78	.85
Written group	28.10	20	3.74	.84
Vocabulary				
Oral group	40.80	20	10.24	2.29
Written group	42.25	20	9.93	2.22

As demonstrated in Table 5, the mean score of the oral output group was higher than that of the written output group in the listening posttest, while the mean score of the written output group was higher than that of the oral output group in the

vocabulary posttest. However, the results of the Independent-Samples t-tests were examined to check whether there were statistically significant differences between the two groups' mean scores in the listening and vocabulary posttests (see Table 6).

TABLE 6
Results of Independent-Samples T-Test for Listening and Vocabulary Posttests Between Oral and Written Output Groups

Posttest Oral and Written Groups	Levene's Test for Equality of Variances	t-test for Equality of Means								
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>df</i>	<i>Sig.</i> (2-tailed)	Mean Difference	Std. Error Difference	95% CI	
									Lower	Upper
Listening	Equal variances assumed	.11	.746	3.87	38	.000	4.60*	1.19	2.19	7.01
Vocabulary	Equal variances assumed	.05	.828	.45	38	.652	1.45	3.19	- 7.91	5.01

Note. * $p < .05$

Based on the results shown in Table 6, there was a significant difference, $t(38) = 3.87, p = .000$, between the mean scores of the oral and written output groups in their listening posttest, but no significant difference, $t(38) = .45, p = .652$, was found between the mean scores of the two groups' vocabulary posttests. In this case, the fifth and sixth research questions are positively and negatively answered, respectively.

DISCUSSION

The results showed that oral output instruction had a significant effect on the oral output group's listening comprehension skill after the treatment. It might be due

to the fact that the learners focused on meaning rather than oral form in the listening test, so they got the oral message with a combination of meaning and sound (Cermak & Craik, 1979). Another possible explanation for this is that if learners have more words in their oral vocabularies, they can comprehend them easily and quickly in the listening test (Metsala & Walley, 1998; Goswami, 2001). What the participants did in the oral output group during the treatment signified this approach because they practiced the target words through producing sentences containing these words in their interactions with the teacher and their peers, which made the acquisition

and retention of the words easier for them (De la Fuente, 2002). This finding is in line with that of Hazrat and Hessamy (2013) who investigated the impact of oral pushed output on listening comprehension and found that it was effective in promoting learners' listening comprehension ability.

The results also showed that oral output instruction had a significant effect on the oral output group's vocabulary learning. A possible explanation for this result might be that repetition of target words could help the students to remember them in the vocabulary test (Saragi, Nation, & Meister, 1978). Another possible explanation is that holding a word in the phonological short-term memory is an important factor influencing vocabulary learning (Gathercole & Baddeley, 1989). In line with this result, De la Fuente (2002) found that learners who improved their output production enhanced their receptive and productive vocabulary knowledge. This finding is also in agreement with the result of the study conducted by Kelly (1992) who emphasised on oral modelling of pronunciation for vocabulary learning. Similarly, Ellis and Beaton (1993) also mentioned the importance of repeating aloud for promoting vocabulary knowledge.

It was found that written output instruction had no significant effect on the written output group's listening comprehension skill after the treatment. It might be because of the fact that since listening comprehension is a complicated process, it cannot be enhanced by simply

knowing the vocabulary in the written form (Chang, 2007). In addition, their performance in the listening test might be the cause of this result. The learners went through a set of written forms and structures and tried to concentrate on the lexicogrammatical level of the oral presentation, so they missed important semantic cues which could enable them to synthesise the content of the listening (Smit, 2006). Similarly, Jensen and Hansen (1995) doubted the effectiveness of vocabulary preparation in pre-listening activities, and argued that prior knowledge of vocabulary does not effectively support high proficient learners' listening comprehension.

The findings revealed that the written output instruction had a significant impact on the written output group's vocabulary knowledge after the treatment. The reason could be explained by the fact that if learners encounter a word regularly, they would have more chance of remembering its meaning in the future exposure to the target words (Nagy, Herman, & Anderson, 1985). Moreover, when they see the written word on the board (corresponds to learning the shape of the word, Hazrat & Hessamy, 2013) or when they are engaged in writing the word within a meaningful sentence, they can learn and remember the word better. Furthermore, a direct instruction of target words can provide an important foundation for future exposure to them (Nagy & Anderson, 1984).

Comparing both groups' posttests on their listening comprehension, the results demonstrated that the two types

of vocabulary instruction had noticeable effects on the learners' listening comprehension, and that oral output instruction significantly improved their listening comprehension. The reason might be that a listening test is a matter of concentrating on semantic rather than syntactic or phonological forms (Conrad, 1985). The same result was found in Hazrat and Hessamy's (2013) study and they explained that the effectiveness of oral pushed output as a vocabulary preparation activity before listening might be due to engaging learners in an active process of oral production and attracting their attention to the sounds of the words through sound production and hearing other learners' pronunciation. Their study also revealed no significant difference between the performances of the oral output and written output groups in their vocabulary test, implying equal importance of oral and written pushed output in vocabulary learning.

CONCLUSION

The results of this study support the view that exposure to written output alone is not sufficient to promote the learners' vocabulary knowledge, and that some form of oral output instruction is needed to make recognition of oral words more salient to the learners (Hazrat & Hessamy, 2013). In this regard, the findings of this study offer a number of important pedagogical implications.

Teachers can provide the learners with some opportunities to become actively

engaged in the listening process. They can use both oral output and written output vocabulary instruction to enrich their instructions and help the learners develop their listening comprehension skills and vocabulary knowledge simultaneously. Syllabus designers and textbook writers may also consider various methods of presenting new words through different exercises and activities using oral and written output instructions. They can also alter the weight of listening lessons from testing listening to teaching listening so that the teachers can help learners enhance their listening skills and provide opportunities to practice the new words in the oral form to promote their phonological memory. In addition, to provide interesting teaching-learning environments, it is recommended to use story books as the material for teaching and source of testing learners' listening comprehension and vocabulary knowledge.

This study sought to determine the effects of oral output and written output instructions on the listening comprehension and vocabulary learning of EFL learners. Further studies can be conducted to find their effects on the improvement of learners' reading, writing and speaking skills.

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Appendix A

Vocabulary Test

Part A: Check the correct definitions

1. **Truth**

- | | |
|---|--|
| <input type="checkbox"/> a. facts about something | <input type="checkbox"/> c. something is guessed by people |
| <input type="checkbox"/> b. something is believed to be wrong | <input type="checkbox"/> d. something is made up by people |

2. **Well known**

- | | |
|---|---|
| <input type="checkbox"/> a. someone who knows many things | <input type="checkbox"/> c. someone is known by many people |
| <input type="checkbox"/> b. someone who knows many people | <input type="checkbox"/> d. someone is not accepted by people |

3. **Discover**

- | | |
|--|---|
| <input type="checkbox"/> a. lose some information about | <input type="checkbox"/> c. find something that is well known |
| <input type="checkbox"/> b. find something for the second time | <input type="checkbox"/> d. find something that is not known |

4. **Recover**

- | | |
|---|---|
| <input type="checkbox"/> a. get better after an illness | <input type="checkbox"/> c. return to the difficult state |
| <input type="checkbox"/> b. lose your ability and power | <input type="checkbox"/> d. lose something you had before |

5. **Impatient**

- | | |
|--|---|
| <input type="checkbox"/> a. waiting for something to happen | <input type="checkbox"/> c. wanting something to happen late |
| <input type="checkbox"/> b. annoying to wait for a long time | <input type="checkbox"/> d. having more patience with something |

6. **Affect**

- | | |
|--|---|
| <input type="checkbox"/> a. agree with someone on something | <input type="checkbox"/> c. promise someone to do something |
| <input type="checkbox"/> b. disagree with someone on something | <input type="checkbox"/> d. cause a change in something |

7. **Realize**

- | | |
|--|---|
| <input type="checkbox"/> a. not find out about something | <input type="checkbox"/> c. become aware of something |
| <input type="checkbox"/> b. misunderstand something | <input type="checkbox"/> d. have no knowledge about something |

8. **Pleasure**

- | | |
|--|--|
| <input type="checkbox"/> a. a feeling of anger | <input type="checkbox"/> c. a feeling of hate |
| <input type="checkbox"/> b. feeling of enjoyment | <input type="checkbox"/> d. a feeling of shame |

9. **Flatter**

- | | |
|---|---|
| <input type="checkbox"/> a. praise someone too much | <input type="checkbox"/> c. say bad things about someone |
| <input type="checkbox"/> b. give no pleasure to someone | <input type="checkbox"/> d. make someone feel unimportant |

10. Beg

- | | |
|---|---|
| <input type="checkbox"/> a. disagree about something | <input type="checkbox"/> c. stop someone saying something |
| <input type="checkbox"/> b. ask someone to do something | <input type="checkbox"/> d. stop someone doing something |

11. Recommend

- | | |
|---|--|
| <input type="checkbox"/> a. advise someone not to say something | <input type="checkbox"/> c. tell someone that something is wrong |
| <input type="checkbox"/> b. suggest someone to do something | <input type="checkbox"/> d. show someone the wrong way |

12. Suffer

- | | |
|--|---|
| <input type="checkbox"/> a. feel or get better | <input type="checkbox"/> c. experience something pleasant |
| <input type="checkbox"/> b. be happy and pleased | <input type="checkbox"/> d. experience pain or difficulty |

13. Regret

- | | |
|---|--|
| <input type="checkbox"/> a. be angry with something | <input type="checkbox"/> c. feel sorry about something |
| <input type="checkbox"/> b. be satisfied with something | <input type="checkbox"/> d. forget about something |

14. Persuade

- | | |
|---|---|
| <input type="checkbox"/> a. cause someone do something | <input type="checkbox"/> c. make someone believe something is wrong |
| <input type="checkbox"/> b. forbid someone from doing something | <input type="checkbox"/> d. hope someone to do something |

15. Attend

- | | |
|--|--|
| <input type="checkbox"/> a. invite someone to a party | <input type="checkbox"/> c. be present at a party |
| <input type="checkbox"/> b. ask someone to leave a party | <input type="checkbox"/> d. leave a party or a place |

16. Gaze

- | | |
|---|--|
| <input type="checkbox"/> a. look at someone angrily | <input type="checkbox"/> c. pass quickly and don't look |
| <input type="checkbox"/> b. look at someone for a long time | <input type="checkbox"/> d. look at someone quickly and pass |

17. Frown

- | | |
|--|--|
| <input type="checkbox"/> a. show your happiness to someone | <input type="checkbox"/> c. bring eyebrow together to show proud |
| <input type="checkbox"/> b. make some feel happy | <input type="checkbox"/> d. bring eyebrow together to show anger |

18. Endear

- | | |
|---|--|
| <input type="checkbox"/> a. make someone agree with you | <input type="checkbox"/> c. make someone get annoyed |
| <input type="checkbox"/> b. make someone to be liked by someone | <input type="checkbox"/> d. make someone happy |

19. Gasp

- | | |
|--|---|
| <input type="checkbox"/> a. take a quick breath with mouth | <input type="checkbox"/> c. take a quick breath with nose |
| <input type="checkbox"/> b. take a slow breath with mouth | <input type="checkbox"/> d. take a slow breath with nose |

20. Expect

- a. make someone leave a party c. think something won't happen
 b. make someone excited d. believe something will happen

21. Admit

- a. make someone leave a place c. agree something is true
 b. make someone feel unhappy d. accept something is wrong

22. Admire

- a. look at something that is boring c. hate someone for doing something
 b. look at something that is attractive d. stop someone doing something

23. Congratulate

- a. make someone get annoyed c. tell someone you are happy about
 b. show your hate to someone d. tell someone about your success

Part B: Check the correct words for each definition.

24. Money that someone earns from work

- a. wallet b. fare c. package d. income

25. Having a lot of money

- a. easygoing b. wealthy c. in need d. lazy

26. Behaving in a way that hurts other people

- a. careful b. rude c. polite d. popular

27. being happy and showing by your behavior

- a. carefree b. wise c. cheerful d. serious

28. Impolite or unfriendly

- a. unkind b. gentle c. hospitable d. sociable

29. A quality of someone that makes him attractive

- a. charming b. shy c. touchy d. moody

30. A time when makes it possible to do something

- a. moment b. period c. date d. opportunity

31. Good or bad events that will happen in the future

- a. failures b. effects c. successes d. fortune

32. Giving someone hope to do something

- a. encourage b. fright c. horrify d. weaken

33. Lacking knowledge or information about something

- a. wise b. knowledgeable c. ignorant d. learned

34. Stupid or unwise

- a. thinker b. foolish c. thoughtful d. smart

35. The ability to make things funny and make people laugh

- a. luck b. interest c. humor d. harm

36. Not produce the result you want

- a. useful b. lucky c. vain d. successful

37. Able to understand and learn things

- a. stupid b. confused c. forgetful d. intelligent

38. Causing interest or pleasure

- a. frightening b. attractive c. boring d. exhausting

39. Not talking much about your abilities

- a. modest b. proud c. selfish d. talkative

40. Friendly and easy to talk

- a. impolite b. unpopular c. unsociable d. pleasant

41. Happening all the time; fixed

- a. quick b. playful c. speedy d. constant

42. Easily seen and clear

- a. uncertain b. covered c. evident d. dreamy

43. The ability to think about things in a good way

- a. common sense c. success
 b. relief d. knowledge

44. Any living thing can move around.

- a. device b. creature c. invention d. machine

45. Something that is around something else

- a. center b. middle c. surrounding d. indoor

46. **Something that you have or own**

- a. promise b. possession c. permission d. process

47. **A feeling of dislike**

- a. disdain b. respect c. love d. politeness

Part C: Read the sentences and check the definitions or synonyms.

48. “You want to tell me, I don’t **mind** listening,” Said Mr. Bennet.

- a. care b. miss c. hate d. enjoy

49. It seems Mr. Bingley came to see Netherfield on Monday and was **delighted** with it.

- a. unhappy b. confused c. pleased d. bored

50. “Is that his **purpose** in coming to the area?” said Mr. Bennet.

- a. aim b. choice c. wish d. offer

51. “But it’s very likely that he’ll **fall in love** with on of the girls,” said Mrs. Bennet.

- a. be annoyed b. be confused c. be interested d. be bored

52. “I certainly have been **called** beautiful in the past,” replied Mrs. Bennet.

- a. telephoned b. cried c. asked d. named

53. When he was young, Mr. Bennet had **made a mistake** of falling in love with a pretty but foolish young woman.

- a. wished to do something c. had a wrong idea about
 b. asked someone for something d. had a right idea about

54. Mr. Bennet could not stop himself **mocking** his wife, who never understands her husband.

- a. speaking with her quietly c. making her laugh
 b. advising her quietly d. laughing at her unkindly

55. “Oh, dear, how ill I feel! Have you no **pity** for me? Don’t you know how I suffer?” said Mrs. Bennet.

- a. understanding for someone’s troubles c. making plan for something
 b. wishing to do something d. giving order for something

56. Mrs. Bennet and her daughters had to **rely on** another neighbor’s description.

- a. reject b. doubt c. trust d. dislike

57. As politeness **required**, Mr. Bingley came to visit Mr. Bennet a few days later.
 a. agreed b. helped c. needed d. allowed
58. He was not, however, **fortunate** enough to see the Bennet girls, who were at home.
 a. pleased b. proud c. glad d. lucky
59. Bennet girls were hiding behind the curtains in an upstairs room in order to **catch sight of** the handsome stranger.
 a. hold him for dinner c. ask him to dance
 b. notice him for a moment d. shake hands with him
60. The girls were greatly **looking forward to** this particular dance.
 a. expecting to enjoy c. looking around
 b. keeping under control d. looking for
61. The ladies looked at Mr. Darcy for about the evening, until they became aware of his **unwillingness** to dance.
 a. offer b. request c. agreement d. refusal
62. “Come, Darcy,” said Bingley, “I hate to see you looking so **cross**! Why don’t you dance with on of these lovely girls?”
 a. delighted b. relaxed c. annoyed d. carefree
63. Darcy turned to look at Elizabeth for a moment. “No.” he said coldly, “she’s not attractive enough to **tempt** me.
 a. make someone want to do something c. make someone get annoyed
 b. make someone get angry d. make someone feel tired
64. “Mr. Bingley asked me to dance a second time!” said Jane, **blushing**. “I didn’t believe it at all!”
 a. moving her head up and down c. raising her eyebrows
 b. becoming red in the face d. closing her one eye
65. Elizabeth listened in silence. She was not **convinced**. “Jane is so kind!” she thought.
 a. be sure about something c. be disturbed by something
 b. be surprised by something d. be annoyed about something
66. “I’m sure they **feel superior to** most other people, like Mr. Darcy.” said Jane.
 a. be ashamed of someone c. be afraid of someone
 b. be unhappy with someone d. be better than someone

67. Elizabeth laughed; sure that Charlotte **did not mean** what she was saying.
- a. had no purpose of c. was not ashamed of
 b. had no interest in d. was not afraid of
68. Mr. Darcy now began to realize what a beautiful **expression** her dark eyes gave to her intelligent face.
- a. figure b. feeling c. look d. gesture
69. Mr. Darcy did not speak to her, but stood near her, listening to her and watching her closely, **conscious** of a wish to know her better.
- a. without noticing c. not being aware
 b. being careless d. being aware
70. “Indeed, sir,” replied Elizabeth quickly, in some **embarrassment**, “I have no intention of dancing. You must excuse me.”
- a. anger b. shame c. impoliteness d. carelessness

Appendix B

Listening Comprehension Test

Part A: Listen and check the correct item a, b or c.

1. **The people think of a rich-unmarried man as a**
 - a. good candidate to marry
 - b. person to work with
 - c. person to make friends with

2. **What did Mr. Bennet speak about? Someone**
 - a. arriving in their home
 - b. inviting him for dinner
 - c. renting Netherfield Park

3. **The man who came to see Netherfield Park**
 - a. was annoyed to rent it.
 - b. was delighted to rent it.
 - c. refused to rent it.

4. **Mrs. Bennet was interested in the new neighbor, because he**
 - a. had more income and was single.
 - b. had nothing and was single.
 - c. had more income but was married.

5. **Mrs. Bennet asked her husband to visit the new neighbor to**
 - a. invite him for dinner.
 - b. make her husband happy.
 - c. introduce themselves before other neighbors.

6. **What was Mr. Bennet's idea? He**
 - a. takes the family to visit the new neighbor.
 - b. asks his wife to take the girls to visit him.
 - c. asks his wife to go with neighbors.

7. **His wife replied that it's better that**
 - a. the new neighbor come and visit them first.
 - b. the head of the family visit the new neighbor first.
 - c. the girls go and visit the new neighbor first.

8. Mr. Bennet agreed to

- a. write a letter to the new neighbor.
- b. let his wife write a letter to him.
- c. let his eldest daughter write to him.

9. Mr. Bennet said that all his girls are

- a. silly except Lizzy.
- b. silly except his eldest daughter.
- c. pretty and lovely.

10. Mr. Bennet felt

- a. it was a pleasure living with his wife.
- b. he was suffering being married to her for a long time.
- c. disgust for her for a long time.

11. Mr. Bennet had regrets about

- a. not visiting the new neighbor first.
- b. not finding husbands for her daughters.
- c. falling in love with his wife.

12. What did Mrs. Bennet discover? Her husband

- a. asked his daughters to visit him.
- b. visited Mr. Bingley at Netherfield.
- c. asked the neighbors to visit him.

13. Why was Lydia angry? Because

- a. her friend's father visited the new neighbor.
- b. her friend visited the new neighbor.
- c. the new neighbor fell in love with her friend.

14. When Mr. Bingley came, the Bennet girls were

- a. dressing in the upstairs room.
- b. hiding behind the door to see him.
- c. hiding behind the curtains to see him.

15. The Bennet girls were waiting for dance party, because they heard

- a. Mr. Bingley's friends would attend from London.
- b. Mr. Bingley would attend with his friends.
- c. it was a public dance with full of people.

16. At the party, all eyes were on Mr. Bingley because he

- a. was good looking as they thought.
 b. wasn't very good-looking as they thought.
 c. came lonely without any friends.

17. The ladies in the room gazed at Mr. Darcy because he

- a. was popular and danced with every body.
 b. was proud and didn't like to dance.
 c. only danced with his friends.

18. Elizabeth was sitting watching the dancing because she

- a. didn't like to dance with anyone.
 b. didn't have partner to dance.
 c. liked to listen to Mr. Bingley speaking to Mr. Darcy.

19. Mr. Darcy refused to dance because he

- a. was very tired to dance there.
 b. couldn't find someone to dance with.
 c. hated dancing at a village dance.

Part B: Listen and check the word you hear.

20. "Oh yes! She's the most beautiful _____ I've ever seen! But just behind you is one of her sisters, she is very pretty" said Mr. Darcy.

- a. creature b. person c. girl

21. "No," he said coldly, "she's not attractive enough to _____ me. Go back to your partner, Bingley."

- a. amuse b. mislead c. tempt

22. The evening passed very happily, and Mrs. Bennet was _____ with the effect of her eldest daughter on Mr. Bingley.

- a. excited b. delighted c. pleased

23. "He danced with all the others only once! And he really is so handsome! But his friend Mr. Darcy was so _____ to poor Elizabeth!" said Mrs. Bennet.

- a. careless b. impolite c. rude

24. "I was really very flattered when Mr. Bingley asked me to dance a second time!" said Jane, blushing. "I didn't _____ it at all!"

- a. accept b. expect c. await

25. "I have to _____ that I like Mr. Bingley," continued Jane in her gentle voice. "He's so good-mannered and agreeable!"
 a. admire b. admit c. confess
26. Added her sister, "but what do you think of his sisters?"
 "Very _____ when you get to know them," said Jane.
 a. pleasant b. enjoyable c. cheery
27. Elizabeth listened in silence. She was not _____. "Jane is so kind!" she thought. "Always ready to see the good side of people's characters!"
 a. satisfied b. pleased c. convinced
28. It became evident that Mr. Bingley _____ Jane very much, and Elizabeth Knew that her sister was close to falling in love with him.
 a. admired b. praised c. adored
29. Replied Charlotte, shaking her head wisely. "If she doesn't show her feelings at all, even to the man she loves, she may lose the _____ of catching him."
 a. luck b. chance c. opportunity
30. "But I consider a man should discover a woman's feelings, not wait for her _____! And Jane probably doesn't know about her real feelings," said Charlotte.
 a. motivation b. encouragement c. excitement
31. "I think it's better to know as little as possible about the person you spend your life with." Elizabeth laughed, sure that Charlotte did not _____ what she was saying.
 a. know b. intend c. mean
32. Although at first he had not even considered her pretty, he now began to realize what a beautiful _____ her dark eyes gave to her intelligence face.
 a. feature b. look c. expression
33. Whenever they met, he did not speak to her, but stood near her, listening and watching her closely, _____ of a wish to know her better.
 a. conscious b. aware c. careful
34. Darcy frowned. "Yes," he said with cool _____. It's something that any uneducated person can be good at."
 a. dislike b. disdain c. hate

35. "Look! Here's Miss Elizabeth Bennet." She was crossing the room at that moment. "Let me _____ you to dance with her."
 a. convince b. persuade c. ensure
36. "Indeed, sir," replied Elizabeth quickly, in some _____, "I have no intention of dancing. You must excuse me."
 a. embarrassment b. shame c. weakness
37. "Not at all, Miss Bingley. I was thinking what _____ a pair of fine eyes can give."
"Really! And who do these fine eyes belong to?" asked Miss Bingley.
 a. enjoyment b. pleasure c. delight
38. "When will the wedding be?" "Ah! That's what I expected you to say. A lady's imagination jumps from _____, to love, to marriage, in a moment," replied Mr. Darcy.
 a. excitement b. amazement c. admiration

