

**The Correlation Between The Mastery of Vocabulary And The Ability In Listening of English Department Students of FKIP UKI Toraja**

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**ABSTRACT**

The objective of the research is to find out, the correlation between mastery of vocabulary and the ability in listening of English department students of FKIP UKI Toraja academic year 2012/2013. In this research the writer applied descriptive method. The population of this research is the sixth semester students of English department of FKIP UKI Toraja academic year 2012/2013. The total of the population is 75 students. Because the population is relative large in number, the writer applied random sampling to take out 20 students as sample. The instruments are used to collect data are the written tests is used to find out the student's mastery of vocabulary and the listening test is used to find out the ability in listening. The result of data analysis showed that there is a correlation between mastery of vocabulary and the ability in listening of the sixth semester students of English department students of FKIP UKI Toraja. This proved by the result of coefficient of correlation is 0.809. Based on the result above, it can be concluded that there is a significant correlation between mastery of vocabulary with the ability in listening of the sixth semester students of English department of FKIP UKI Toraja. It is shown by the point of coefficient of correlation is 0.809.

## INTRODUCTION

### A. Background

Language is the most important tool for human being one another. With a language we can express idea, mood, feeling and wishes to others. English language can be used in international communication among various nations in the world, also this language mostly used by the scientist in developing science and technology. Consequently, English term are found anywhere in this world, such as term in technology, commerce, and in other fields.

In Indonesia, English language has become a main subject in educational. It is taught as a compulsory subject from elementary school up to university level. In studying English language, there various approaches can be applied by the students.

Some methods such as listening to the English songs, reading some English articles, trying to practice it with the other people who speaks English, and many more.

As we know that listening is one of the four language skill. It is an oral and receptive skill. It is very essential in communication because we can not catch someone's idea that is transmitted to us if we do not have a good listening standard.

When we have a conversation with other people, we will try to understand each other. The ways to know that someone understands us or not is by observing his behave ours in responding to our words. Of course we will not understand what someone says if we do not listen, the sound he makes may resound in our ears without penetrating to our mind. So our listening ability is an important element in speech communication.

Allan states that "Vocabulary is one of the most important aspect in mastering English because the ability of the students to listen or to comprehend the subject is determinate to relative large extend by their vocabulary."<sup>2)</sup> In this case we must emphasize that vocabulary plays a key role

not only in reading but also in speaking, writing, and listening. It is clear that vocabulary as a fundamental requirement does influence students' achievement in studying English.

In this research, the researcher try to give good information about listening skill and vocabulary. This research entitled "The Correlation between Mastery of Vocabulary with the Ability in Listening of the Sixth Semester Students of English Department of FKIP UKI Toraja".

### B. Problem Statement

In this research based on the background the researcher states the statement of the problem "Is there any significance correlation between mastery of vocabulary and the ability in listening of the Sixth semester students of English department of UKI Toraja?"

### C. Objective of the Research

The objective of the research is to find out the description of whether there is a significance correlation between mastery of vocabulary and the ability in listening.

### D. Significance of the Research

The result of the research would be expected to provide meaningful information for the teachers in their attempt to improve the students' ability in listening.

### E. Sequence of Presentation

This research composed of five chapters, namely:

Chapter one: Introduction, it consists of background, problem statement, objective of research, significance of the research, and sequence of presentation. Chapter two: Review of literature and theoretical framework, this chapter covered some concepts related to the problem statement,

theoretical framework and hypothesis. Chapter three: Methodology and procedure, it consist of variable and research design, definition of term, variable of measurement, population and sample, technique in collecting data, and technique of data analysis. Chapter four: Finding and discussion. Chapter five: Conclusion and suggestion.

## REVIEW OF LITERATURE AND THEORITICAL FRAMEWORK

### A. Review of Literature

#### 1. Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). An able listener is capable of doing these four things simultaneously. Willis lists a series of micro-skills of listening, which she calls *enabling skills*. They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.
- recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting
- understanding inferred informations, e. g. , speakers' attitude or intentions.<sup>1)</sup>

Bulletin state, "Listening is one of the fundamental language skills. It's a medium

through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically."<sup>2)</sup>

Listening is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative. This brings us to the must of *integrating language skills*. There are two reasons for using integrating activities in language classrooms:

- a) To practice and extend the learners' use of a certain language structure or function
- b) To develop the learners' ability in the use of two or more of the skills within real contexts and communi-cative frame work.

#### a. The Importance of Listening

A state by Byrne in Untung "the goals for listening program are:

- 1) To give the learners experience of listening to a wide variety of sample of spoken language.
- 2) To train the learners to listen flexibly.
- 3) To provide through listening a stimulus for order activities.
- 4) To give the learners opportunities to be interested while listening."<sup>3)</sup>

In conducting communication practice, the teacher may emphasize the importance of listening because the student has to develop a good listening skill.

Listening is important for us for many reasons. First, listening is one of the primary means of obtaining information (we listen to news conduct business, etc. Second, listening is important way to conduct

business e.g. business is mostly carried out by telephone. Third, listening carefully help us interpret people responses more accurately.

The evidence is rather clear that the students who are taught listening skill improve while those who are not taught do not improve as Blount in Munir stated that, "Listening is subtly modified by attitude taught the speaker, the situation and the audience. Mass listening is modified by social nature of the situation and the audience. Poor listening with or without hearing impairment rewards normal language development."<sup>4)</sup>

### b. Types of Listening

According to Abott in Mantasiah the types of listening material that the students will ultimately want to listen to:

#### 1. Dialogue

Unscripted is conversation means spontaneous and discussion between:

- a) The learner and other foreign language speakers.
- b) The learner and native English speakers.
- c) Other foreign language speaker without the learner' participation.

#### 2. Monologue

Monologue can be used to practice listening skill when the audio visual are aid in class. We are asking the students to listen. We should help the students to practice listening skills by understanding as much as possible the first time they hear the dialogue in full."<sup>5)</sup>

### c. Techniques in Improving Listening Skill

Language learning depends on listening. Listening provides the aural input that serves as the basis for language

acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

### Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

*Top-down strategies* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

*Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

1. listening for specific details
2. recognizing cognates
3. recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.

- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. <sup>6)</sup>

## 2. Vocabulary

### a. The Definition of Vocabulary

A person's vocabulary is the set of [words](#) they are familiar with in a [language](#). A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for [communication](#) and [acquiring knowledge](#).

There are several definitions of vocabulary of words that have been given by different experts, among them.

According to Webster "Vocabulary is (1) a list of words and sometimes phrases usually arranged in alphabetical orders and defined as a dictionary, glossary of lexicon. (2) all the words of a language. (3) all the words use by particular person, class or profession, etc."<sup>7)</sup>

Grove defines that, "Vocabulary is the sum of words of language that employed by individual, group or work in relation to a subject."<sup>8)</sup>

Good states that, "Vocabulary as the words having meaning when hear or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of a language."<sup>9)</sup>

From these definitions above, the researcher concludes that vocabulary is the stock of words used by people or individual which have meaning and functions of the language and communication. As we know without vocabulary it is impossible to know anything from what has being or has been read.

### b. The Importance of Teaching and Learning Vocabulary

Vocabulary is the components of English that must be taught by the teachers/lecturers, and learned by the students. Because it is the basic of learning all of English skill, especially in this research the researcher will try to find out the correlation between mastery of vocabulary and the ability in listening.

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."<sup>10)</sup>

This is how the linguist David Wilkins summed up the importance of vocabulary learning. That's mean if we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expression. We can say very little with grammar, but we can say almost anything with word.

### c. Function of Vocabulary

Related to the language, word has an important role. A person will not be able to communicate and listen well without any words in her or his mind. By using words accompanied, by roles of language, our ideas, feeling, emotion, and manner can be expressed. Communication cannot run well if we don't know the vocabulary.

### d. Types of Vocabulary

According to Schill in Bate' states that, "there are three kinds of vocabulary, namely:

- 1) Active vocabulary refers to words that we use frequently in speaking.
- 2) Reserve vocabulary refers to words that we know but rarely used in speaking.
- 3) Productive vocabulary refers to words that we use vaguely but we are not sure their meaning. We never use them either in speaking or writing. We know that

because we have seen them previously.”<sup>11)</sup>

For more specific meaning, Barnhart, Clarence L divide vocabulary meaning into four kinds, <sup>12)</sup> They are:

#### 1. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

#### 2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

#### 3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

#### 4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

Based on the description above, the researcher can conclude that vocabulary exists in English language. Certainly it affects the four language skill.

### 3. Correlation

#### a. Definition of Correlation

Correlation is the average relationship between two or more variables. When the change in one variable makes or causes a change in other variable then there is a correlation between these two variables.

These correlated variables can move in the same direction or they can move in opposite direction. Not always there is a cause and effect relationship between the variables when there is a change; that might be due to uncertain change.

There are some definitions of correlation below:

In learner's pocket dictionary “correlation is connection between two things in which are change as the other does.”<sup>13)</sup>

Based on the definitions above have the same meaning, correlation is the connection with two or more variable in which are things changes as the other does. Connection between two variables is known with the term “bi-variables”, and correlation and connection between more than two variables called “multivariable”. In this research the researcher will use bi-variable.

#### b. Types of Correlation

Rahman stated “based on the relationship with variable, there are three types of correlation they are positive correlation, negative correlation and zero correlation.”<sup>14)</sup>

In this research the researcher use positive correlation, the explanation is:

##### 1. Positive Correlation

Two things or variables have the positive correlation if the moving of two variables has the same way. For example, if we have scores on a reading test and on a spelling test for a group of students, what is the relationship between reading performance and spelling performance? Do the students who score high on reading also score high of spelling? And do the students who score low on reading also low in spelling? Such a relationship is referred to as high positive correlation between reading and spelling.

## 2. Negative Correlation

Sometimes also have negative relationship between two variables in which person who scored high one variable scored the low the other variable and those who scored low on the first variable.

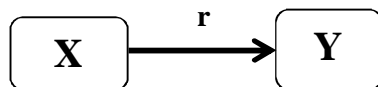
## 3. Zero Correlation

We could also have the situation I which there was 0 relationship between the scores on the two variables. We could refer to this situation as a low degree of correlation or zero correlation.

### c. Coefficient Correlation (“r”)

If two variables which become researched have correlation, so the value of the correlation are written in number called “coefficient of correlation”. The values of coefficient of correlation always there from 1 till 0, and -1 till 0. The coefficient correlation from 0 till 1 the sign that it is the positive correlation, on the other hand when the coefficient of correlation is from -1 till 0, it’s the sign that it is the negative correlation.

## B. Theoretical Framework



Where:

X = Mastery of vocabulary

Y = Ability in Listening

r = Coefficient Correlation

In the map above, the researcher wanted to know how significance the correlation between *mastery of vocabulary and the ability in listening*.

## C. Hypothesis

The hypotheses based on theoretical framework of the research are:

**H0** : There is no significant correlation between mastery of vocabulary and ability in listening of the sixth semester students of English Department of UKI Toraja.

**H1** : There is a significant correlation between mastery of vocabulary and ability in listening of the sixth semester students of English Department of UKI Toraja.

## METHODOLOGY AND PROCEDURE

### A. Variable of the Research Design

In this research the researcher used two variables, they are:

- 1) Independent variable is the mastery of vocabulary.
- 2) Dependent variable is the ability in listening.

### B. Definition of Terms

- 1) Correlation  
Correlation is mutual relationship between two or more variables.
- 2) Mastery  
Mastery is great skill or great knowledge about something.
- 3) Vocabulary  
Vocabulary is list of word with meaning, especially for foreign language (Oxford Learner’s Dictionary).
- 4) Ability  
Stage of power that a person has about something.
- 5) Listening  
Listening is to convert the sound to meaning through a thought.”

### C. Variable of Measurement

To measure the variables that would be researched, the score of the variable will be scored as follows:

- 1) 80-100 classified as *excellent*
- 2) 60-79 classified as *good*
- 3) 40-59 classified as *satisfactory*
- 4)  $\leq 39$  classified as *poor*<sup>1)</sup>

The hypothesis could be found out by the point of coefficient correlation, as had been explained in chapter II that if the coefficient of correlation is near to 1, it shows that there is the (positive) correlation between mastery of vocabulary and the ability in listening of the sixth semester students of English department of FKIP UKI Toraja academic year 2012/2013.

Related with the theoretical framework, in scoring the listening ability the listening emphasized only in vocabulary component.

### D. Population and Sample

#### 1. Population

The target population would be taken from the sixth semester students of English Department of UKI Toraja academic year 2012/2013. There are three classes which consist of about 75 students.

#### 2. Sample

To be respondents the researcher would take 20 students of the population, as sample. The researcher would use randomly sampling technique.

### E. Technique of Collecting Data

To collect data, the researcher used:

#### 1) Library research

The researcher went to library or to other places to read books, articles, and other material that are relevant to the title of this proposal.

#### 2) Field research

In conducting this research, the researcher used written test as instrument to test the student's mastery of vocabulary, and listening test for ability in listening.

### F. Technique of Data Analysis

Looking for the Value of Coefficient Correlation

The coefficient of correlation needed to know how much of correlation with the variables. Statistical (Product Moment), to know the coefficient of correlation, the researcher will use the quantitative statistic formula below:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r = Coefficient of correlation

Y = the value of test ability in listening

N = Number of respondents

X = the value of test mastery of vocab.<sup>2)</sup>

## FINDING AND DISCUSSION

### B. Finding

In this section, the researcher presents the data analysis. In the table 1 below showed the data obtained through written test and listening test.

The researcher presents the analysis data through the written test consist of 20 items and the listening test consist of 20 items. The students' determined based on the number on true answer. For the score of written test for correct answer, the researcher give twenty score and for the listening test for the correct answer, the researcher give twenty score. The number of correct items



divided by total of items multiplied by one hundred.

Based on the technique of data analysis that the correlation can be found out from the value of coefficient of correlation (r). From this computation, it is found out that the coefficient of correlation (r) is 0.809.

**Table 1**  
**Scoring of the vocabulary and the listening test**

Respondents	Vocabulary (x)	Listening (y)	x <sup>2</sup>	y <sup>2</sup>	xy
1	60	65	3600	4225	3900
2	50	60	2500	3600	3000
3	65	70	4225	4900	4550
4	45	60	2025	3600	2700
5	75	75	5625	5625	5625
6	40	55	1600	3025	2200
7	60	70	3600	4900	4200
8	55	50	3025	2500	2750
9	70	75	4900	5625	5250
10	65	65	4225	4225	4225
11	45	60	2025	3600	2700
12	55	60	3025	3600	3300
13	50	55	2500	3025	2750
14	70	70	4900	4900	4900
15	40	55	1600	3025	2200
16	60	50	3600	2500	3000
17	80	80	6400	6400	6400
18	65	70	4225	4900	4550
19	45	50	2025	2500	2250
20	60	65	3600	4225	3900
Σ	1155	1260	69225	80900	74350

### C. Discussion

This section presents the discussion of the result of data analysis. Based on the variable measurement in the previews discussion. The value of coefficient of correlation was found is 0.809, while the criteria to state H<sub>0</sub> or H<sub>1</sub> accepted are: If the finding (r) 0 to +1, the H<sub>0</sub> is refused or H<sub>1</sub> is accepted. If the finding (r) is in -1 to 0, the H<sub>0</sub> is accepted or H<sub>1</sub> is refused. Based on the result of data analysis the finding is + 0.809. It indicates that H<sub>0</sub> which state that there is no significant correlation between mastery of vocabulary and ability in listening is refused. Therefore the H<sub>1</sub> which state that there is a significant correlation between mastery of vocabulary and the ability in listening is accepted.

Through the result above, it conclude that there is a significant correlation between mastery of vocabulary with the ability in listening of English Department of FKIP UKI Toraja academic year 2012/2013.

## CONCLUSION AND SUGESTION

This chapter consists of two parts, the conclusion deals with the finding of the research and other deals with some suggestion based on the conclusion.

### A. Conclusion

Considering the data analysis and the discussion in the previous chapter, the researcher put the conclusion that there is a significant correlation between the mastery of vocabulary with the ability in listening of English Department of FKIP UKI Toraja academic year 2012/2013.

### B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. For students and lectures, or all the reader of this research to release that listening and vocabulary can not separated each other, in capable in listening we have to have a good mastery of vocabulary.
2. The students should be highly interested in learning English as general especially they should be more familiar in listening.
3. The English teacher should apply the various techniques in teaching vocabulary such as teaching procedure for word-pair, close procedure, teaching procedure for pronunciation and definition. So the student can mastery vocabulary and improve their listening.

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**Test of the sixth semester of English department of FKIP UKI Toraja**

**A. Test of Vocabulary**

**I. Choose the correct options for the (x) mark!**

1. X : Did Jenny say anything about her sister?  
Y : No, she *following question by putting the cross* didn't ..... her at all.  
a. medicine                      c. mend  
b. mention                        d. minister
2. After eating all those green apples, Jim got a bad...  
a. ache stomach                c. stumble ache  
b. middle pain                  d. stomachache
3. Be careful when you go on the beach. The .....is out right now, but when it comes in, it comes very fast.  
a. tide                                c. tied  
b. wave                                d. tight
4. Before Peter went to Japan, he asked his bank to .....some money to Tokyo for him.  
a. carry                                c. fetch  
b. transfer                            d. transport
5. Christian believes that after death, there is .. life.  
a. attention                        c. an after  
b. intention                         d. interior
6. David started painting twenty years ago, and now he is very .....  
a. considerable                  c. succeeded  
b. success                            d. successful
7. I couldn't hear what the children were saying, because they were .....  
a. talking                            c. whipping  
b. whispering                      d. wishing
8. Tom isn't rich and can't .. a new car every year.  
a. affect                                c. afford  
b. effect                                d. effort
9. I'm not sure who that girls, but ... .. to John, she's a student.  
a. according                        c. account  
b. accustomed                    d. following
10. I'm sorry, but my grandfather can't hear you unless you speak loudly. He's .....  
a. blind                                c. dead  
b. deaf                                 d. death
11. X : Which ..... is the river from here?  
Y : North.  
a. description                      c. direction  
b. director                          d. side
12. Pork is the ..... of a pig.  
a. flash                                c. flesh  
b. fresh                                d. skin
13. Would you like a slice of ..... cake?  
a. character                        c. chocolate  
b. cigarette                         d. classmate
14. Before you can measure distance on a map, you have to know the .....of the map.  
a. Scale                                c. scar  
b. Skill                                 d. successful
15. X : Bob is angry because he's lost some money.  
Y : Oh, I saw he was in a bad ..... , but I didn't know the reason.  
a. temper                            c. temple  
b. temptation                      d. thunder
16. England is separated from France by the English ....  
a. Champion                        c. Shallow  
b. Chairman                        d. Channel
17. Can you hear the piano? Someone's playing a .....  
a. music                                c. tune  
b. turn                                 d. note
18. Jerry retired now. He's the ..... manager of our bank.  
a. farmer                              c. former  
b. foaming                          d. forever
19. Children like putting a lot of ..... on their bread.  
a. jaw                                 c. jam  
b. jewel                                d. additional

20. Dennis's always dreaming. He isn't a very ..... person.
- a. practical      c. produce  
b. practice      d. product

## B. Test of Listening

### Haven't We Met Before?

- Man : Hi. Uh, haven't we met before?  
You look so familiar.
- Woman : Yeah. We met on campus last week, [Yeah!] and you asked me the same question.
- Man : Oh, oh really? I'm sorry, but I'm terrible with names. But, but, but . . . Let me guess. It's Sherry, right?
- Woman : No, but you got the first letter right.
- Man : I know, I know. It's on the tip of my tongue. Wait. Uh, Sandy, Susan. [Nope. So, was I that memorable?] Wait, wait. It's Sharon.
- Woman : You got it . . . and only on the fourth try.
- Man : So, well, Sh . . . , I mean Sharon. How are you?
- Woman : Not bad. And what was your name?
- Man : It's Ben, but everyone calls me B.J. And, uh, what do you do, Sh . . . Sharon?
- Woman : I'm a graduate student majoring in TESL.
- Man : Uh, TESL . . . What's that?
- Woman : It stands for teaching English as a second language. I want to teach English to non-native speakers overseas.
- Man : Oh, yeah. I'm pretty good at that English grammar. You know, verbs and adjectives, and uh . . . Hey, that's sound really exciting. And do you need some type of specific degree or experience to

do that? I mean could I do something like that?

- Woman : Well, most employers overseas are looking for someone who has at least a Bachelor's degree and one or two years of experience. [Oh!] And what do you do? Are you a student on campus?
- Man : Yeah, but, uh . . . I guess I'm mulling over the idea of going into accounting or international business, but I guess I'm now leaning towards a degree in marketing.
- Woman : Oh, uh . . . Well, I have to run. I have a class in ten minutes.
- Man : Oh, okay. And, uh, by the way, there's this, uh, dance on campus at the student center tonight, and I was wondering if you'd . . . you know . . . like to come along.
- Woman : Oh really? Well, perhaps . . .
- Man : Okay, well, bye.

**Instructions: listen to the recording. Then write the words you hear in the correct blank with match the items by dragging them over!**

- The man and woman met on \_\_\_\_  
\_\_\_\_\_ last week.
- The woman's name is \_\_\_\_\_.
- The woman majoring in \_\_\_\_\_.
- The man majoring in \_\_\_\_\_ at this time?
- The woman is \_\_\_\_\_ interested in going out with the man.
- Ah. Her name is \_\_\_\_\_, but I just can't remember it.
- Have you \_\_\_\_\_ the idea of getting a part-time job to pay for college?
- I think I'm going to \_\_\_\_\_ in computer science and minor in English.
- Our first date was very \_\_\_\_\_, and I don't think I will ever forget it.

10. I want to live \_\_\_\_ in a foreign country and learn a new language.

**Instructions: Listen to the recording, and then write the words you hear in the correct blank!**

11. Man : Hi. Uh, haven't we met before? You look so \_\_\_\_\_.  
12. Man : Oh really? I'm sorry, but I'm \_\_\_\_\_ with names. Let me guess. It's Sherry, right?  
13. Man : I know, I know. It's on the tip of my tongue. Wait. Sandy, Susan. [Nope. So, was I that \_\_\_\_\_?] It's Sharon.  
14. Woman : I'm a graduate student \_\_\_\_\_ in TESL.

15. Woman: It stands for teaching English as a second language. I want to teach English to non-native speakers \_\_\_\_\_.  
16. Man : Hey, that's sound really exciting. And do you need a specific \_\_\_\_\_ or experience to do that?  
17. Man : Yeah, I'm mulling over the idea of going into \_\_\_\_\_ or international business.  
18. But I am now \_\_\_\_\_ towards a degree in marketing.  
19. Woman : Oh, uh . . . Well, I have to run. I have a \_\_\_\_\_ in ten minutes.  
20. Man : Okay. Oh, by the way, there's a dance on campus at the student center, and I was \_\_\_\_\_ if you'd . . .

overseas major Sharon education  
mulled over memorable not campus

**ANSWER:**

**A. Test of Vocabulary**

- I.**
1. b. mention
  2. d. stomachache
  3. b. wave
  4. b. transfer
  5. c. an after
  6. b. success
  7. b. whispering
  8. c. afford
  9. a. accustomed
  10. b. deaf
  11. d. side
  12. c. flesh
  13. c. chocolate
  14. a. scale
  15. a. temper
  16. d. channel
  17. d. note
  18. c. former
  19. c. jam
  20. a. practical

**B. Test of Listening**

1. campus
2. Sharon
3. education
4. marketing
5. not
6. on the tip of my tongue.
7. memorable
8. major
9. overseas
10. mulled over
11. familiar
12. terrible
13. memorable
14. majoring
15. overseas
16. degree
17. accounting
18. learning
19. class
20. wondering