

Just as it is claimed that reading helps language learners gain in language learning, so does listening (Harmer, 2003). Just as reading can help language learners to acquire vocabulary (Nation and Wang, 1999, Waring and Takaki, 2003, Donkaewbua and Waring, 2004, Brown, Waring and Donkaewbua (in preparation)), so presumably, will listening. We know from the studies noted above that the incidental gain in vocabulary from reading is small. The incidental gain of vocabulary in listening is likely to be even smaller (Elley, 1989) since the spoken word is more transitory than the written form. The ability to learn from listening is dependent, among other things, on the environment in which the learning occurred (Rost, 1990).

For EFL, what tends to happen is that language learners build their initial word knowledge through reading and then learn to hear it. In the main in EFL, reading precedes listening. Language learners acquire most of their vocabulary through reading, particularly if they do not stay in a country where that language is spoken. The obvious result of this is that those language learners who have little or no exposure to the spoken word cannot make their reading vocabulary into a listening vocabulary. They can read words and understand them, but if the same words are spoken, they cannot understand. The acquisition of a word is in itself a formidable task but a lexeme cannot be considered as acquired until both its graphic and phonetic are stored correctly (Deschamps, 1992). It can be seen that the transitory nature of the spoken word makes learning difficult. Its nature also makes investigating the auditory learning difficult, leaving little research in this area.

In this research, 66 words were selected from the graded reading text accompanied with recorded version, *Rain Man*. According to Penguin Readers, the text is at level 3: Pre-Intermediate. Only the first two chapters of the story with 1811 running words, 15 minutes tape running time were used. The subjects took the Levels test, the pre-test, listened to the tape and were tested on their recall of the words with an immediate post-test and one-month-delayed-test. The pre-test, immediate post-test and one-month-delayed-test were all the same tests, three tests for each administration, which were the Recognition test, Forced choice test and the Translation test. Through Implicational Scaling (Carroll and Hall, 1985, Ellis and Roberts, 1987, Mohan, 1998, Brown et al, 2002), these three tests are drawn from the eight possible tests, creating a series of sensitive test (Joe, 1994 and Nation, 2001), representing different aspects of vocabulary knowledge for this study.

Fifty-two Thai students from a university in Northeastern Thailand were the subjects in this research. They all were English majors in their second year of the Bachelor of Arts program. Out of the fifty-two, twenty-eight subjects were in the experimental group, twenty-five females and three males. Twenty-four subjects were in the control group, twenty-one females and three males. The difference between them is that the experimental group had the listening intervention with the Rain man text but the control group did not. The two groups sat all the same tests. All the subjects volunteered to take part. The Vocabulary Levels Test (Schmitt, Schmitt and Clapham, 2001) was used to compare their starting level of vocabulary. The presentation is aimed to present and discuss all the outcomes.

## Equipment required

OHP, please.

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