

## Effects of Focus on Form Instruction through Listening in Blended Learning on the Development of Grammar and Listening Skills\*

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Kang, Hee Yeon and Chung Hyun Lee. 2020. Effects of focus on form instruction through listening in blended learning on the development of grammar and listening skills. *Korean Journal of English Language and Linguistics* 20, 662–691. Focus on form (FonF) instruction with communicative activities has received wide attention in grammar teaching and learning. The successful implementation of FonF instruction requires enough time for ample input and production in appropriate circumstances. Therefore, blended learning can be applied to FonF instruction. This study aims to examine the effects of FonF instruction through listening activities in blended learning on the development of grammar knowledge and listening comprehension. 118 university students in Korea participated and were divided into three groups, a conventional listening group as a control group (CG), a FonF instructional group (FG), and a FonF instruction in blended learning group (FBG) as experimental groups. Regarding data collection, grammar pre-, mid-, and post-tests and listening pre- and post-tests were used for quantitative research. The main findings were as follows. First, three instructions were effective for the development of learners' grammar knowledge and listening comprehension. Second, FBG was the most effective among the three groups, and FG did not have a greater effect than CG. It is concluded that FonF instruction through listening activities in blended learning positively impacted the development of learners' grammar knowledge and listening comprehension. Suggestions are provided for specific FonF instruction models in blended learning.

**Keywords:** focus on form instruction, grammar, listening comprehension, blended learning, multimedia-assisted listening

### 1. Introduction

Focus on Form (hereafter, FonF) instruction has been received attention in grammar teaching and learning for the last decades. FonF instruction draws the learner's attention to

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linguistic forms in meaningful communicative activities and integrates into a lesson with communicative tasks including four language skills such as listening, speaking, reading, and writing (Ellis 2001). Many previous studies have investigated the benefits of FonF instruction through communicative activities in relation to four language skills (e.g., Saito and Lyster 2012, Shintani 2013, Van Beuningen, Jong and Kuiken 2012). FonF instruction with listening activities, in particular, has many benefits including that there is a wide range of choices of multimedia and various modes of delivery including audio, audio-visual, and audio-visual-text (Cho 2009, Jones and Plass 2002). Besides, FonF instruction with listening activities using multimedia promotes raising awareness and noticing target forms by using help options such as pause, repeat, and rewind functions (Vandergrift and Goh 2012). Although listening with multimedia technology provides learners enhanced input as an element of FonF, studies in this area have been paid relatively less attention because listening skill is perceived as aural input that cannot be textualized. As mentioned earlier, however, aural input also can be textualized by using multimedia.

As many researchers stressed (Day and Shapson 1991, Gass 2003, Leow 1993, 1995, White 1998, etc.), learners should be exposed to enriched linguistic input and have ample opportunities to produce the target language so that they give primary attention to both form and meaning in FonF instruction. However, one problem in an English as a Foreign Language (EFL) environment is the lack of time for exposure to and use of the target language for learners in a conventional language classroom (Lee 2015, Yoon and Lee 2011). One of the benefits of blended learning is that it provides learners both online and offline environments with flexible and diverse modalities and learning tools (Lee 2015). In this regard, blending learning with technology can provide a possible answer to compensate for the lack of time for target language exposure, practice, and production in teaching grammar through listening.

Another benefit of blended learning for FonF instruction through listening is that it enables listening activities to implement not only inside the class but also in an online environment after classes. Listening activities are closely connected with multimedia and information and communications technology (ICT) because of its characteristic (Lee 2019, Weinberg and Vandergrift 2011). For the successful implementation FonF instruction through listening activities, it can be in a blended learning environment that offers both online and offline components available multimedia tools in the right context. Despite of its importance, a few studies have attempted to investigate grammar teaching in blended learning, and a study that develops an instructional model for blended learning is still required. Furthermore, a systematic instructional model for FonF in blended learning is

more necessary for the successful implementation of enhanced input and ample production opportunities.

Based on the needs of FonF and blended learning, therefore, this study aims to investigate the effects of FonF instruction using various multimedia modes through L2 listening activities in a blended learning setting on the developments of grammar knowledge and listening comprehension at university level.

## 2. Literature Review

### 2.1 Input Enhancement in Focus on Form Instruction

Focus on Form (FonF) that originally introduced by Long (1991) is an instruction in which attention to form occurs in meaning-focused activities. According to Doughty (2001), FonF instruction can facilitate SLA since learners require various mental processes that support language acquisition (e.g., form-meaning mapping, selective attention, noticing forms and gaps, and cognitive comparison). According to Ellis (2001), FonF has two elements for successful implementation: enriched input and focused communicative tasks. Enriched input aims to have learners notice the target forms in the meaning-focused activities. There are various options for enriching input. The first option is that learners can simply be required to listen to or read texts containing plentiful exemplars of target features. The second option has learners focus their attention on the target features incidentally in meaning-focused activities. The former option is called input flood, while the latter is called input enhancement.

For input to become intake, it must be noticed by the learners (Schmidt 2001). Enhanced input makes more opportunities for attention to and noticing of form. Visual input enhancement, also known as written or textual enhancement, is one of the ways to provide enhanced input to learners that is easily noticed. Textual enhancement (TE) is an implicit typographical technique of FonF using visualizing text such as colored, **bolded**, *italicized*, underlined, or CAPITALIZED texts.

A number of studies have investigated positive effects of input enhancement on various aspects such as noticing (Jourdenais et al. 1995), recall (Jourdenais et al. 1995, Lee 2007), retention (Negari, Azizi and Arani 2018), production (Shook 1994), comprehension (Chung 1999, Fang 2016, LaBrozzi 2016, Meguro 2019), and learning (El-Dakhs, Ambreen and

Zaheer 2019, Meguro 2019, Rassaei 2020, Shook 1994). In the early study of Jourdenais et al. (1995), they examined the effects of textual enhancement designed with underlined and changed a font in reading on Spanish L2 learners' noticing of the Spanish imperfect verb forms and preterit. They collected data using the think-aloud protocol produced by participants while they were writing a picture-based narrative. The results showed a positive effect on noticing the target form and learners' subsequent output. Another positive effect of input enhancement on intake was shown in Shook's (1994) study. He used bolded and capitalized letters of targeted items to investigate the effects on L2 Spanish learners' intake of relative pronouns and the present perfect tense. The participants were divided into three groups: unenhanced texts, enhanced texts, and enhanced texts with the explicit instruction of the target forms. The result showed a positive effect on intake when participants were explicitly told to attend to enhancement. However, no significant effect was found in the enhanced group without explicitness.

On the other hand, some studies found no effect of textual enhancement on intake, acquisition, noticing, or comprehension (Bowles 2003, Leow 1997, 2001, Leow, Egi, Nuevo and Tsai 2003). For example, Leow (1997) investigated the effects of textual enhancement on L2 learners' comprehension and intake of the Spanish formal imperative. He found no significant difference in comprehension or intake between the enhanced and unenhanced groups. Later, in another study (Leow 2001), he investigated the effects of textual enhancement on noticing and comprehension of the Spanish imperative. Again, the result showed that textual enhancement has no effect on noticing or comprehension.

There are also some studies found mixed effects of textual enhancement (Izumi 2002, Lee 2007). An example of a negative effect of textual enhancement on comprehension was found in Lee's (2007) study. He found that textual enhancement affected positively on noticing forms but had negative effects on reading comprehension. He stressed that an adequate amount of textual enhancement should be given for learners' meaning processing. Another example of mixed results is Izumi's (2002) study. He investigated the effects of input enhancement on the acquisition of relative clauses by adults. He also had a similar result with Lee's (2007) study that found a positive effect on noticing, but no effect on learning. Regardless of results, the studies mentioned above were conducted mostly on written language skills (reading and writing). Although listening plays an important role in providing linguistic input, attention to listening has received relatively less. The inconsistent results of previous research call for more studies in this area.

In the Korean context, Hwang (2004) investigated the effects of three different FonF techniques with three conditions: input flooding, input enhancement, and rule explanation.

The effectiveness was measured in terms of the learners' learning of the target forms and reading comprehension. The results showed that the rule explanation group outperformed other two groups in terms of learning target forms, and that input enhancement had more effects than input flooding. In terms of reading comprehension, no effective FonF technique was found. In a follow-up study, Hwang (2007) attempted to use FonF techniques in a multimedia learning environment. He investigated the effects of input enhancement in a multimedia learning environment on reading comprehension and acquisition of English present perfect. Four experimental conditions were implemented: classroom-normal, classroom-enhanced, multimedia-normal, and multimedia-enhanced. The result revealed that the input-enhancement with multimedia learning had more effect than classroom learning in terms of learning target form. However, there were partial effects of input enhancement in classroom learning in terms of reading comprehension. Despite new efforts using multimedia in FonF techniques, no studies have investigated FonF technique in a blended learning environment. Therefore, a study that compares the effects of FonF techniques in two different learning environments, traditional classroom, and blended learning, needs to be conducted.

## 2.2 Multimedia-Enhanced Listening

Various modes of input in L2 listening have been receiving research attention with the development of multimedia and digital technologies. Visual aids offer non-linguistic input that provides a relevant context. In particular, video clips made by multimedia technologies can provide multimodal input combining visual and aural input (Wilberschied and Berman 2004). L2 listeners who listen with viewing tend to use more top-down processing strategies to compensate for lack of linguistic knowledge than those who only listen without viewing (Seo 2002). In addition, L2 listeners who have opportunities to interact with a visual component can show improvement in terms of listening comprehension. Verdugo and Belmonte's (2007) study shows an example of the relationship between comprehension and activities with visual aids. In their study, young learners had opportunities for listening activities with internet-based technology using songs, games, and stories. The result showed that learners who performed internet-based activities with visual aids showed better outcomes in listening comprehension than those who had text-based listening activities. Multimedia environments also enable L2 listeners to work with pictorial and textual input. Jones and Plass's (2002) study showed that pictorial aids and textual annotations can also help learners to learn more vocabulary and recall the contents

from listening better than either input type alone. The study also revealed that pictorial annotation had longer and stronger effects than written annotation on both retentions of vocabulary and comprehended information. Written or pictorial annotations have benefits for different purposes. For example, visual components are used for purposes of comprehension while written annotations are helpful for purposes of production.

Several studies have shown that listening comprehension can be developed through various input modes with multimedia. Shea (2000) studied captioned interactive video with a computer-based activity. The results revealed that being able to manage the pace during a computer-based activity was beneficial for low-level learners. Zhao (1997) also examined the relationship between listening comprehension and speech rate. Two groups participated in the study; one group could change the speech rate to faster or slower while listening by clicking buttons while another group could only select a fixed speech rate before listening. The results found that learners' listening comprehension could improve when given control over speech rate. In another study, Roussel (2011) examined (by recording physical movements of the mouse) whether L2 learners having the ability to control their listening input with the computer mouse improved learners' information processing. The results showed that being able to control input themselves could improve learners' information processing.

Video with multilingual soundtracks and captions provides various choices of multimodal input to L2 listeners to enhance comprehension. Some studies have investigated the effects of captions in a video on listening comprehension. For example, Markham, Peter, and McCarthy (2001) investigated the effectiveness of three caption modes (L1, L2, and no captions) on listening to a short video segment. The result showed that the learners who listened with L1 captions outperformed the other two groups. The L2 caption group outperformed the no-caption group. Stewart and Pertusa (2004) investigated the effects of L2 subtitles on vocabulary recall after watching two full-length movies. They found that L2 subtitles had slightly more effects on recall than L1 subtitles. Listeners in the L2 subtitles group considered L2 subtitles as positive in questionnaires. Given a shorter film, the L2 caption group significantly outperformed the L1 caption group. They assumed that the length of films affects listeners' ability to recall vocabulary and concluded that learners cannot learn to listen when they are provided L1 captions because they read the L1 to understand L2 aural texts.

### 2.3 Grammar Instruction in Online and Blended Learning

Despite the argument that computers cannot provide an authentic communicative environment, they can provide ample linguistic input in integrated multimedia programs so that learners can manage their learning pace (Nutta 1998). Nagata (1996) conducted a study on computer-assisted meta-linguistic instruction to teach grammatical structure. He found that learners could understand complex grammar structures by practicing grammar exercises with meta-linguistic feedback in an online environment. In another study on the quantity of language and grammatical and lexical accuracy through e-mail, González-Bueno and Pérez (2000) found significant advantages with using e-mail over the pen-and-paper journal in terms of the quantity of language. However, there was no significant difference in the development of grammar and lexical accuracy. There is a study that investigated the effects of hypermedia on grammar instruction. Zhao (1999) examined the effects of hypermedia on grammar teaching and learning using authoring tools for hypermedia courseware. The result showed that learners' achievement significantly increased at the post-test, but the proficiency level and instructional sections did not significantly influence learning time. Based on this result, she concluded that hypermedia-based instruction is effective for grammar instruction.

In recent years, studies have been conducted on grammar instruction in a blended learning environment. In an earlier study, Liou, Wang, and Hung-Yeh (1992) compared a traditional grammar course with a computer-based grammar course. They revealed that a combination of traditional instruction and CALL contributed to L2 grammar learning more than traditional instruction alone. Zapata and Sagarra (2008) investigated the effects of a blended learning environment on the development of grammar in a Turkish context. They used an electric workbook in an online environment. The results revealed that grammar scores significantly increased, and learners' perceptions toward the online workbook showed positive attitudes. They asserted that online materials have benefits in terms of easy accessibility, user-friendliness, and instant error feedback. In a Korean context, some researchers have conducted studies on grammar instruction in blended learning. Jin (2014) conducted a study that investigates the effects of using the smartphone application 'Band' in blended learning on the development of Korean learners' grammar skills. The finding showed that the experimental group significantly outperformed the control group in the post-test. Besides, she also explored learners' perspectives on instruction in blended learning. Learners in her study showed positive attitudes and perspectives regarding smartphone use in a blended learning environment. In another study, Yoo (2014)

investigated the effects of mobile SNS on learning English grammar and explored learners' perspectives in terms of interest. She used mobile SNS as a collaborative learning tool in blended learning. The results showed that learners who collaborate with grammar members using mobile SNS gained significantly higher scores at the post-test than traditional grammar instruction. The level of interest in learning English grammar also increased, and collaborative group activities using mobile SNS positively influenced interest. Despite the benefits, FonF instruction in blended learning has received less attention than other language skills. Thus, a study that investigates the effects of FonF instruction in a blended learning environment needs to be conducted with a well-designed instructional model.

### 3. Method

#### 3.1 Research Questions

The study aims to examine the effects of FonF instruction through the textual enhancement of listening activities in blended learning on the development of grammar and listening skills. The research questions of the study are as follows.

- 1) What are the effects of FonF instruction with textual enhancement through listening activities in blended learning on learners' development of grammar knowledge?
- 2) What are the effects of FonF instruction with textual enhancement through listening activities in blended learning on learners' listening comprehension?

#### 3.2 Participants

The participants in this study were 118 (39 male and 79 female) freshmen at a university in Korea. They enrolled in "*College English*" and came from various majors such as Early Childhood Education, Social Welfare, Police Administration, Nursing Science, and Movies and Film. They were beginners (Level 1) based on their school placement test results of 300–500 scores in the Test of English for International Communication (TOEIC).

**Table 1. Participants of the Study**

Group	Male	Female	Total
Control group	10	30	40
Experimental group 1	11	28	39
Experimental group 2	18	21	39
Total	39	79	118

The participants in three different classes were divided into three groups: one control group and two experimental groups. As seen in Table 1, 40 participants (10 males and 30 females), 39 participants (11 males and 28 females), and 39 participants (18 males and 21 females) were assigned to the control group, experimental group 1, and experimental group 2, respectively. All participants conducted a grammatical judgment test to check the equivalence between participants prior to the treatment. The test results showed there was no significant difference between groups ( $F = 1.820$ ,  $p = .167$ ). Therefore, all the participants in the three groups could be considered as the same grammatical level.

### 3.3 Data Collection Instruments

#### 3.3.1 Grammar Pre-, Mid-, and Post-Tests

Three tests were administered during the semester. The pre-test was given in week 1 and the mid- and post-tests were administered in weeks 8 and 15, respectively. According to Shook (1994), intake can be measured by both production and recognition tests. Thus, the grammar tests consisted of 25 grammar questions with different question types such as multiple choice (MC), short answer (SA), true/false (T/F), and short sentence writing as Shook (1994) mentioned. All grammatical questions of the three tests were made with 12 grammatical items (past tense, present perfect tense, future with will, comparatives and superlative, past continuous, passive voice, real conditionals, used to, necessity and prohibition, modal verbs, comparison with as...as, and would rather) that had been covered in the class. The three tests were developed prior to the research and checked by the researcher, the instructor, and a professor in TESOL to ensure their comparability.

### 3.3.2 Listening Pre- and Post-Tests

The pre- and post-tests were administered during the semester. The pre-test was given in week 1 and the post-tests were administered in week 15. The tests were composed of seven listening items to examine listening comprehension and the items were designed for multiple choice, F/T, and short answer responses. The tests were also cross-checked by the researcher, the instructor, and a professor in TESOL to ensure their validity.

### 3.3.3 Interview

Semi-structured interviews were conducted to obtain depth information from students' thoughts, feelings, and intentions for the treatment. The interview questions were drawn based on test scores and online and offline observations. These interviews were conducted in Korean, recorded with a digital recorder, and later transcribed and translated into English for the analysis. Interviews were designed to probe participants' experiences of engaging in FonF activities.

## 3.4. Procedures

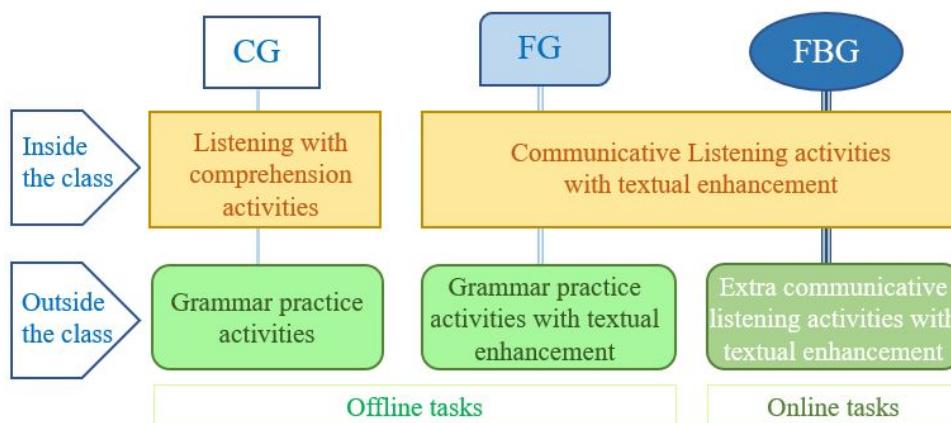
All three groups in the study followed the same procedure over a semester in a university. The participants in the three groups took the same course "*College English*." They were taught by the same instructor who has a TESOL Ph.D. and has taught English for over 10 years. The course was a two-hour class each week and lasted for one 15-week semester. The three groups used the same textbook "*World English 2*" published by Cengage Learning.

As for the treatment, two experimental groups had the same treatment in terms of FonF instruction with textual enhancement through listening activities except for that experiment group 2 was under instruction in blended learning. The control group received listening instructions that did not involve any elements of focus on form and blended learning instruction. Table 2 shows a brief description of the differences between each group in terms of the experimental design. In summary, the experimental design was that three groups participated in the study: a control group (CG), a FonF instruction group (FG), and a FonF instruction in blended learning (FBG).

**Table 2. Description of the Experimental Design**

CG	FG	FBG
Listening with one input mode	Listening with textual enhancement through three different input modes	
Without blended learning		With blended learning

Three groups also had different task types according to the experimental design. In the class, CG had listening comprehension tasks while FG and FBG had communicative listening activities with textual enhancement. Outside the class, only FBG had an online task as an element of blended learning. Instead of online tasks, CG and FG had extra work in the form of paper-based activities. The online tasks in FBG were comprised of communicative listening activities that were similar to those in the classroom with the same procedures. The offline tasks in CG and FG were in the form of grammar practice activities. The difference between CG and FG in the grammar practice activities is the existence of textual enhancement. CG was provided the task without textual enhancement, while FG had the grammar activities with textual enhancement. Figure 1 provides a description of the tasks inside and outside the class.

**Figure 1. The Task Differences Between In and Outside the Classroom Between Groups**

The three groups differed in input modes for listening activities as well. Table 3 shows the difference between listening modes for the different groups. CG only had one input mode with audiovisual and listened three times. Meanwhile, FG and FBG had three different input modes: visual, audiovisual, and audiovisual with text during the three listening periods.

In the last mode, audiovisual with text, the text was highlighted with various techniques combining **coloration**, **emboldening**, **italicization**, and **underlining** in order that learners are able to notice target forms easily.

**Table 3. The Difference in Listening Modes Between Groups**

Listening	CG	FG and FBG
1 <sup>st</sup> Listening	Audiovisual * 3	Visual
2 <sup>nd</sup> Listening		Audiovisual
3 <sup>rd</sup> Listening		Audiovisual + Textual

Textual enhancement in the video was materialized by using a video–maker program “Bandicam” which is available as a free download on the Internet. Figure 2 shows an example of textual enhancement in the video using the multimedia program.



**Figure 2. An Example of Textual Enhancement in the Video**

### 3.5 Methods of Data Analysis

The quantitative data from tests were analyzed using SPSS for descriptive statistics, *t*–tests, and ANOVA for the development of students’ grammar and listening skills. The significance level was set at 0.05 ( $p < .05$ ) to test differences among proficiency levels and the null hypotheses of no association.

First, to seek answers to the effects of each treatment on the development of grammar knowledge, the scores of pre–, mid–, and post–tests of CG, FG, and FBG were analyzed

with repeated ANOVA measures. Then, the mean scores of the three groups were compared with one-way ANOVA to determine the differences between the three groups.

Second, the effects of FonF instruction in blended learning were investigated for the development of listening comprehension by comparing the mean scores of pre- and post-tests for CG, FG, and FBG with paired samples *t*-tests. The difference between the three groups can be determined to learn the effects of FonF instruction in blended learning by comparing pre- and post-tests of the three groups through one-way ANOVA.

#### 4. Results and Discussion

##### 4.1 The Effects of FonF Instruction in Blended Learning on the Development of Grammar Knowledge

An investigation was made to determine the effect of FonF instruction through listening activities with textual enhancement in blended learning on the development of grammar knowledge by comparing the mean scores of all three groups.

The descriptive statistics for the total scores from the pre-tests are presented in Table 4. The mean scores of CG, FG, and FBG for the pre-tests were 9.18, 9.06, and 9.24 points, respectively. The minimum scores of the three groups are 4 points in CG and 5 points in FG and FBG, while the maximum scores were 15 points for CG, 16 points for FG, and 19 points for FBG. Regarding the mid-tests, the mean scores of the three groups were 11.33 for CG, 10.73 for FG, and 12.37 for FBG with the highest mean scores. The minimum scores for each group were 5, 6, and 4 points for CG, FG, and FBG respectively, and the maximum scores were 17, 20, and 19 for CG, FG, and FBG. In terms of post-tests, the highest mean score (16.82 points) was found in the results of FBG, while FG had the lowest mean score of 13.2 points; the mean score of CG was 14.17 points. Both CG and FG had 4 points as the minimum score, and that of FBG was 7.5 points. The maximum scores of each group were 20.5, 22, and 23 points for CG, FG, and FBG, respectively.

**Table 4. Descriptive Statistics of the Three Groups' Pre-, Mid-, and Post-tests**

	N	Min	Max	M	SD
<b>Pre-test</b>					
CG	39	4	15	9.18	2.553
FG	39	5	16	9.06	2.409
FBG	40	5	19	9.24	2.579
<b>Mid-test</b>					
CG	39	5	17	11.33	3.200
FG	39	6	20	10.73	3.324
FBG	40	4	19	12.37	3.926
<b>Post-test</b>					
CG	39	4	20.5	14.17	4.774
FG	39	4	22	13.20	4.737
FBG	40	7.5	23	16.82	4.402

Repeated measures ANOVA tests were conducted to compare the means of the three tests. As seen in Table 5, the results of repeated measures ANOVA of the three tests in three groups showed significant differences for mean scores between the pre-, mid-, and post-tests. This means that learners' grammar knowledge in the three groups had developed significantly. Among them, FBG showed the highest increase from pre-test to post-test with a 7.58-point gap, while FG had the lowest growth between the two test scores. CG had a 4.99-point increase between the two test scores.

**Table 5. The Repeated-Measures ANOVA of Three Groups in Grammar Tests**

	M	SD	F	df	Sig.
<b>CG (n = 39)</b>					
Pre-test	9.17	2.553			
Mid-test	11.33	3.200	36.963	1.634	.000
Post-test	14.17	4.774			
<b>FG (n = 39)</b>					
Pre-test	9.06	2.409			
Mid-test	10.73	3.324	32.207	1.553	.000
Post-test	13.20	4.737			
<b>FBG (n = 40)</b>					
Pre-test	9.24	2.579			
Mid-test	12.37	3.926	117.207	1.925	.000
Post-test	16.82	4.402			

One-way ANOVA tests were conducted to compare mean scores between groups as seen in Table 6. The results revealed no significant difference between the three groups in the pre-tests, as determined by one-way ANOVA ( $F(2,115) = 0.048, p = 0.953$ ). This result indicates that there was no statistical difference in grammar knowledge between the three groups in the pre-tests. As with the result of pre-tests, there was still no statistically significant difference between the groups as determined by one-way ANOVA ( $F(2, 115) = 2.233, p = .0112$ ) in mid-tests. Regarding the post-tests, the result indicates that there was a significant difference in the results ( $F(2,115) = 6.459, p = 0.002$ ) at the post-tests.

**Table 6. The One-Way ANOVA Table of Grammar Tests**

Source of variance		SS	df	MS	F	Sig.
Pre-test	Between groups	.614	2	.307	.048	.953
	Within groups	727.827	115	6.329		
	Total	728.441	117			
Mid-test	Between groups	54.766	2	27.383	2.233	.112
	Within groups	1410.465	115	12.265		
	Total	1465.231	117			
Post-test	Between groups	277.995	2	138.998	6.459	.002
	Within groups	2474.878	115	21.521		
	Total	2752.873	117			

Table 7 shows the results of the *post-hoc* testing of the post-tests. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for the FBG ( $M = 16.82, SD = 4.402$ ) was significantly different from both CG ( $M = 14.17, SD = 4.774$ ) and FG ( $M = 13.2, SD = 4.737$ ) ( $p = 0.034, p = 0.002$ ). However, FG did not significantly differ from CG ( $p = 0.624$ ). Taken together, these results suggest that FonF instruction in blended learning does affect learners' grammar knowledge, but FonF instruction itself does not have as much of an effect as FonF in blended learning. It should be noted that FonF instruction should be in a blended learning environment to see a greater effect.

**Table 7. The Post-Hoc Test for the Grammar Post-Tests**

Groups		<i>MD</i>	<i>Sig.</i>
CG	FG	0.974	.624
	FBG	-2.641	.034
FG	CG	-0.974	.624
	FBG	-3.619	.002
FBG	CG	3.619	.034
	FG	2.645	.002

As for the effectiveness on the development of learners' grammar knowledge, the results show that three types of instruction, listening in a conventional listening class (CG), FonF instruction in a listening group (FG), and FonF instruction in blended learning (FBG) were found to be effective for the development of grammar knowledge. This result is in line with that of previous studies (Chung 1999, Jourdenais et al. 1995, Shook 1994) though it does not support all previous research (Bowles 2003, Leow 1997, 2001, Leow, Egi, Nuevo and Tsai 2003, Winke 2013). It may be suggested that both the conventional listening class and FonF instruction with textual enhancement affect learners' grammar knowledge.

Contrary to the expectation, this study did not find a significant difference between the CG and FG after statistical analysis, although both types of instruction had effects on the development of grammar knowledge. It was expected that FonF instruction with textual enhancement through listening activities would have a more positive effect on the development of learners' grammar knowledge than a conventional listening class. However, this research hypothesis was rejected, meaning that the FonF instruction with textual enhancement did not lead to the development of learners' grammar knowledge in comparison to the conventional listening class.

A possible explanation for the results may be an inadequate length of exposure to linguistic input. Providing input with textual enhancement has some effects on the development of grammar knowledge, as found in previous studies (Jourdenais et al. 1995, Shook 1994). For a greater, more meaningful effect, this method seems to require more input time. However, the tasks of outside the classroom for the FG did not provide sufficiently enhanced linguistic input, and thus learners were given enhanced input only in the classroom.

In accordance with the explanation above, another possible explanation for this could be the discrepancy between the tasks in the classroom and the tasks done outside the class. This may be explained by the task repetition. The CG had listening comprehension

activities during class while the FG performed communicative activities during the listening period. Outside of the class, both groups were required to complete controlled grammar practice activities. This meant that learners in both groups had different types of tasks inside and outside the classroom. The purposes of the tasks after class are normally to preview the content that will be learned and/or to review the content that was dealt with in the classroom. From this point on, it seemed that the tasks that were learned in both groups after class did not lead to either a preview or a review of the content.

One of the notable results is that FonF instruction with textual enhancement through listening in blended learning affected learners' grammar knowledge. As determined by ANOVA, FonF instruction in blended learning had more positive effects on the development of learners' grammar knowledge than FonF instruction without blended learning or a conventional listening class. Taken together with all results, it may be said that FonF instruction in a blended learning environment is the most effective method among the three conditions. These results are in accord with recent studies that have indicated that blended learning environments are more effective learning conditions for language instruction (Jung and Lee 2013, So and Lee 2013, Yoon and Lee 2011).

There are several possible explanations for these results. First, the results may be explained by the claim that blended learning provides enough time to be exposed to linguistic input and to produce target language forms (Lee 2015). Learners in the FBG were exposed to target linguistic forms while completing online tasks. Learners in all three groups were required to complete the tasks outside of the class. Only the FBG was given the online task that included extra listening tasks and textual enhancement, whereas the CG and FG had only controlled and free grammar practice activities. The results indicate that an enriched input that includes input enhancement (e.g., textual enhancement) and input flood (e.g., an ample input exposure) generates a more effective learning condition. Increased exposure to enhanced linguistic input may help learners notice and raise the consciousness of the target form. Furthermore, it seems that the opportunities for the production of linguistic forms after listening probably helps the learner intake target forms. As found in the results of the interviews, learners in the FBG listened about three times on average when completing online tasks via their personal computers, personal learning devices (PLDs), and smartphones.

Another possible explanation is that the information and resources available on the Internet may promote language learning. Since the learners in the FBG were provided with tasks in an online environment, they were easily able to access the resources and information available on the Internet. Learners in the FBG, thus, seemed to have used

online supplements such as online dictionaries, websites, and online learning tools when carrying out the tasks in the blended learning condition. The data from the interview below supports this explanation as shown in Excerpt 1. Commenting on the use of the Internet to find information on language use, one of the interviewees said that he used an online dictionary available on the Internet or his personal smartphone when he did not know the exact language to use. This result was also found in the previous studies on blended learning (Miyazoe and Anderson, 2010, So and Lee 2013, Yoon and Lee 2010).

**Excerpt 1. [From Sehoon's Interview]**

Interviewer: What did you do when you could not understand what you were hearing in the online tasks?

Sehoon: I heard the part that I could not understand several times.

Interviewer: Could you understand it then?

Sehoon: Almost. Also, I found the meaning of words on NAVER (one of the websites in Korea). I used NAVER a lot. It is useful for learning unknown vocabulary, haha.

What is surprising is that there was not a significant difference between the three groups until the mid-test; the divergence only occurred between the mid- and post-tests. This means that there was a treatment that made differences between the groups, and an estimable factor seemed to be peer interaction in the SCMC. The significant difference between the FBG and the two other groups appears to be the active engagement in peer interaction because the learners were required peer interaction for the communicative activities between the mid- and post-tests. The learners in the FBG had actively engaged in meaning negotiation by providing and receiving feedback and negotiating language meaning and forms. This interaction seems to have led to learner notice and intake as Gass et al. (1999) stressed. The active interaction found in this study was consistent with the results obtained in the previous studies that investigated blended learning acting as a boost for interaction (So and Lee 2016, Yoon and Lee 2010).

Lastly, the result may be explained by task repetition, as mentioned in the earlier section. As Bygate (1996) stressed, learners do notice language forms more when they repeat similar tasks. This connection between FonF instruction and task repetition was found in the previous study by Guchte et al. (2016). Learners are able to focus more on forms than on learning how to complete the required tasks when carrying out similar tasks repeatedly because they were already familiar with the task types. Learners in the FBG performed the

same types of tasks both inside and outside the class. In this regard, learners in the FBG seemed to be able to pay less attention to figuring out the task type and were able to concentrate more on language forms. For this reason, they may have improved their language skills more than the two other groups.

#### **4.2 The Effects of FonF Instruction in Blended Learning through Listening on the Development of Listening Comprehension**

As for the effectiveness of listening comprehension, the descriptive statistics of the three groups of listening pre- and post-tests are as shown in Table 8. The mean scores were 3.38, 4, and 4.13 points for CG, FG, and FBG, respectively. The maximum scores of the three groups were the same at 7 points.

**Table 8. Descriptive Statistics of the Three Groups' Listening Tests**

	N	Min	Max	M	SD
<b>Pre-test</b>					
CG	39	2	7	3.38	1.290
FG	39	0	7	4.00	1.906
FBG	40	0	7	4.13	1.604
<b>Post-test</b>					
CG	39	2	7	4.30	1.259
FG	39	2	7	4.71	1.168
FBG	40	2	7	5.12	0.965

Regarding the minimum scores, CG and FG had the same minimum scores (0 points) while CG had a minimum score of 2 points. At the post-test, FBG had the highest mean score at 5.12 points followed by 4.71 points for FG and 4.3 points for CG. All three groups shared the same maximum scores of 7 points.

Paired-samples *t*-tests were conducted to determine whether there were significant effects on the development of listening comprehension by comparing the means of each group's pre- and post-tests. The results in Table 9 revealed that all three groups showed the development of listening comprehension with *p*-values of 0.001, 0.22, and 0.000 in CG, FG, and FBG respectively. This result indicated that all three instructions had a positive statistical effect on the development of listening comprehension.

**Table 9. The Paired Samples *T*-Test of Three Groups in Listening Tests**

	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
CG (n = 39)					
Pre-test	3.38	1.290			
Post-test	4.30	1.259	-3.505	38	.001
FG (n = 39).					
Pre-test	4.00	1.906			
Post-test	4.71	1.168	-2.389	38	0.22
FBG (n = 40)					
Pre-test	4.13	1.604			
Post-test	5.12	0.965	-3.836	39	.000

One-way ANOVA tests were conducted to compare the mean scores of the three groups. The results of the one-way ANOVA for the pre- and post-tests were as presented in Table 10. The result shows that there was no significant difference between the three groups ( $F(2,115) = 2.352, p = 0.1$ ) in the pre-tests. This result reveals that the learners' levels of listening comprehension in the three groups were not significantly different at the pre-test stage. At the post-tests, the result reveals that there was a statistically significant difference between the groups as determined by one-way ANOVA ( $F(2,115) = 5.1, p = .008$ ).

**Table 10. The One-Way ANOVA Table of Listening Tests**

Source of variance		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Pre-test	Between groups	12.335	2	6.167	2.352	0.100
	Within groups	301.606	115	2.623		
	Total	313.941	117			
Post-test	Between groups	13.191	2	6.596	5.105	0.008
	Within groups	148.580	115	1.292		
	Total	161.771	117			

Table 11 showed the results of *post-hoc* tests. A Tukey *post-hoc* test revealed that the mean score was statistically significantly higher in FBG compared to CG ( $p = .005$ ). However, there were no statistically significant differences between FBG and FG ( $p = .253$ ), or FG and CG ( $p = .252$ ). These results indicate that only treatment by FonF instruction in blended learning had a greater effect on the development of listening comprehension than instruction in a conventional listening class.

**Table 11. The Post-Hoc Test for the Listening Post-Tests**

Groups		<i>MD</i>	<i>Sig.</i>
CG	FG	-0.410	.252
	FBG	-0.817	.005
FG	CG	0.410	.252
	FBG	-0.407	.253
FBG	CG	0.817	.005
	FG	-0.410	.252

In sum, for the results of the second research question, it could be concluded that all three instructions, the conventional listening class, the FonF instruction through listening, and the FonF instruction through listening in blended learning, significantly affected the development of listening comprehension. However, FBG was only statistically significant with CG, not with FG.

It is of note that listening comprehension is not only developed by a conventional listening class, but also through FonF instruction with textual enhancement. This result is contrary to previous studies, which found that textual enhancement did not positively affect comprehension (Lee 2007, Leow 1997). The previous studies that investigated the effects of textual enhancement on comprehension primarily provided input in a single mode. The reason for the contradictory results in previous studies may partly be explained by the multimodal input across the lesson with structured planned activities. Learners in the FG listened to texts three times with three different modes, visual, audiovisual, and audiovisual with text. This gradually provided multimodal input seemed to lead the development of learners' comprehension, and for this reason, FonF instruction could lead to the development of listening comprehension.

Another explanation of the effectiveness of FonF instruction on the development of listening comprehension was found in a previous study by VanPatten and Oikkenon (1996), which found that the structured input drove the improvement. As for the effects of FonF instruction through listening on the development of listening comprehension, especially in a blended learning environment, the findings suggested that FonF instruction in blended learning affects the development of listening comprehension. Furthermore, this instruction has more effect on its development than conventional listening-focused instruction.

Taken all the results mentioned above, it could be concluded that FBG has more effect on the development of listening comprehension may be explained by the use of multimodal input both in the online and offline environment. One of the convincing explanations for the

results may be the opportunity for self-directed, autonomous learning in an online environment. Learners in the FBG were required to follow the same procedures as with offline activities and seemed to follow these procedures, even though the results of the interview indicated that learners listened 2.5 times on average and therefore likely completed these tasks alone. The interview in Excerpt 2 supports this explanation.

**Excerpt 2. [From Sehoon's interview in the FBG]**

Interviewer: How many times did you watch the video per task?

Sehoon: Two or three times? I watched the video more times if I could not understand it.

Interviewer: Did you follow the same procedures as that of the offline class?

Sehoon: Yes, I tried to follow them.

Interviewer: How did you follow them?

Sehoon: The same as in the classroom. The first time, I watched the video without sound, and then watched the video again. On the last viewing, I watched the video with captions on. Sometimes, I skipped the first watching without sound.

As Cho (2009) stressed, learners seemed to manage their learning using PLDs, personal computers, and smartphones when watching the videos in their own time and space, as seen in Excerpt 3.

**Excerpt 3. [From Woosik's interview in the FBG]**

Interviewer: What kinds of devices did you usually use when carrying out online tasks?

Woosik: I used my smartphone.

Interviewer: Do you have any reason to use your smartphone?

Woosik: Because it is convenient. I just went to YouTube and watched the video on the bus.

Interviewer: On the bus?

Woosik: Yes, to save time while I was on my way home from school.

These provide evidence of learners' autonomous learning in an online environment. It seemed that learners' autonomous and self-directed learning during online tasks promoted the development of listening comprehension due to easy access to online content via their own learning devices. Thus, it is recommended that online task materials should be allowed to access an online source easily without complex requirements to promote autonomous

learning in an online environment that leads to successful learning development.

Considering the results of RQ 1 and RQ 2 together, FonF instruction with textual enhancement through listening has positive effects not only on the development of grammar knowledge but also on that of listening comprehension. Besides, instruction in a blended learning environment has more positive effects on both areas of development. It can be concluded that FonF instruction itself is not enough for the development of grammar and listening skills, and that instruction in a blended learning environment could have a much greater effect on development than FonF instruction and traditional instruction alone.

## 5. Conclusion and Pedagogical Implication

This study aims to investigate the effects of FonF instruction through listening in blended learning on the development of grammar knowledge and listening comprehension. The main findings of the study are as follows. First, all three instruction types (conventional listening class, FonF instruction, and FonF instruction in blended learning) have positive effects on the development of grammar knowledge. The three groups gained significantly higher scores on the post-tests than the pre- and mid-tests. A significant difference was found in the post-test between FonF instruction in blended learning (FBG) and the two other groups (CG and FG). However, no significant difference was found in CG and FG. This indicates that the FonF instruction in blended learning was more effective than the other two instructions on the development of listening comprehension. Second, the scores on listening comprehension in the three groups were increased significantly from pre-test to post-test. Three instructions were effective for the development of grammar knowledge. There was a significant difference in the scores between FGB and other two groups. This result indicates that FonF instruction in blended learning has a greater effect on the development of listening comprehension.

Based on the main findings, this study provides various implications for teaching grammar and listening in blended learning. First, grammar should be taught in meaning-focused activities such as reading, speaking, writing, and listening. Learners could come to understand form-meaning connection through communicative activities. As shown in the results, learners could notice linguistic input and connect the input to contexts in the meaningful activities, then finally improved grammar knowledge through listening with their interests in topics. Therefore, it is more effective when grammar learners are engaged in integrated activities with four language skills. Second, a gradually structured multimodal

input can help learners comprehend listening texts. Even though the lesson is not a listening-focused class, multimodal input provides systematical concepts for the understanding meaning of texts. Thus, it is suggested that language teachers should use various input modes such as audio, audio-visual, and audio-visual-textual when designing lessons for L2 listening. Third, it is recommended to implement FonF instruction in the blended learning environment for the development of both form and meaning. Many learners in the EFL context have lack of opportunities to be exposed to input and product target language in the classroom. As shown in learners' perspectives, they wanted to have more opportunities for production and exposure to the linguistic input, and online tasks in blended learning filled their needs by providing sufficient time. FonF listening instruction is combined with input enhancements and blended learning based on the model and the modes provided in this study to positively affect the students. Last, this study developed an instructional model for FonF instruction through listening activities in blended learning as shown in Figure 3, and determined its effectiveness for the development of grammar knowledge and listening comprehension. This model including activities, procedures, collaboration, and scaffolding can be utilized for effective teaching and learning of grammar and listening simultaneously and suggested to be flexibly applied and implemented in language classrooms for FonF instruction in blended learning.

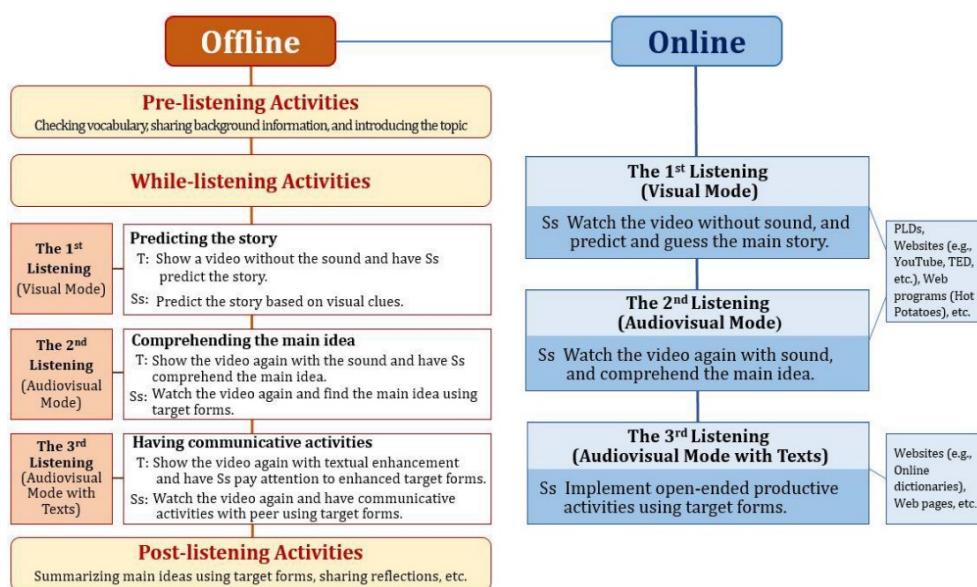


Figure 3. An Instructional Model for FonF Instruction through Listening in Blended Learning

There are a couple of limitations and some suggestions for further studies. First, this study was limited by the absence of the group, unlike instruction in the conventional grammar class such as FonFs instruction. To investigate the effects of learning grammar through listening, there should be another control group of a conventional grammar class. Last, the FonF instruction through listening in blended learning has positive effects on the development of grammar knowledge and listening comprehension. Therefore, it is recommended that further research should be undertaken in other skills such as speaking, writing, and reading. The studies on FonF instruction through speaking, writing, and reading in blended learning would contribute to developing L2 skills.

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Examples in: English

Applicable Languages: English

Applicable Level: Tertiary

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