

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
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THE EFFECTS OF LISTENING EXPOSURE IN ENGLISH LEARNERS' SPEAKING  
SKILL AMONG STUDENTS FROM CHILDREN PROGRAM, LEVEL 7, SECTIONS  
“A” AND “B”, FROM CENIUES, SAN SALVADOR, 2015

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## **DEDICATION**

To God Almighty for giving us life, wisdom, and strength to accomplish this important goal in our lives, and we thank him for being the light that guided us to the success and who we owe our eternal gratitude.

We want to dedicate this work to our families, our mothers, our fathers, our siblings, and other relatives for all their unconditional support throughout these years of hard work at the university. Their love was important to motivate us to achieve this goal.

Besides, we want to dedicate this work to all the teachers involved in our learning process at the university. Specially to our advisor Lic. Claudia Marina Vides de Guzman, for her patience and dedication to help us to achieve our dreams for a better professional life.

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## TABLE OF CONTENTS

INTRODUCTION .....	7
CHAPTER I THE PROBLEM.....	8
1.1 STATEMENT OF THE PROBLEM.....	9
1.2 OBJECTIVES .....	10
1.3 RESEARCH QUESTIONS .....	11
1.4 JUSTIFICATION .....	12
1.5 DELIMITATION OF THE PROBLEM.....	15
1.6 LIMITATIONS.....	16
CHAPTER II. THEORETICAL FRAMEWORK.....	17
2.1 HISTORICAL FRAMEWORK.....	18
2.2 THEORETICAL FRAMEWORK.....	20
2.2.1 Language proficiency standars.....	24
2.2.2 ELP Stages.....	27
2.2.3 Language Acquisition.....	29
2.2.4 Comprehensible output.....	31
2.2.5 Students' confidence.....	33
2.2.6 Students' motivation.....	35
2.2.7 Teacher's Motivation Role.....	36
2.3 DEFINITION OF KEY TERMS .....	38
2.4 ASSUMPTIONS.....	39
General assumption.....	39
Specific asssumptions.....	39
2.5 SYSTEM OF VARIABLES .....	40
Table 1: Operationalization of General Assumption .....	41
Table 2: Operationalization of Specific Assumption 1.....	42
Table 3: Operationalization of Specific Assumption 2.....	43
Table 4: Operationalization of Specific Assumption 3.....	44
CHAPTER III. METHODOLOGY.....	45

3.1 TYPE OF STUDY .....	46
Correlational study.....	46
3.2 RESEARCH DESIGN .....	47
Experimental research.....	47
3.3 POPULATION .....	49
3.4 SAMPLE.....	49
3.5 DATA GATHERING PROCESS.....	50
3.5.1 Research instrument.....	50
3.5.2 Data gathering plan.....	51
3.6 DATA ANALYSIS.....	55
3.6.1 Pre-test analysis .....	56
3.6.2 Intervention period .....	57
3.6.3 Post-test analysis.....	58
3.6.4 Outcome from the pre-test and post-test experimental and control groups.....	58
3.6.5 Behavioral checklist of students' confidence analysis.....	62
3.6.6 Speaking confidence questionnaire in the English classroom: experimental group section "B" .....	72
3.7 FINDINGS.....	78
3.8 CONCLUSIONS .....	85
3.9 RECOMMENDATIONS.....	87
CHAPTER IV. TIME TABLE.....	89
CHAPTER V. BIBLIOGRAPHY.....	92
CHAPTER VI. ANNEXES .....	95
ANNEX A: Pre-test / Post test.....	96
ANNEX B: Speaking Confidence Questionnaire in the English Classroom .....	97
ANNEX C: Behavioral checklist of students' confidence.....	98
ANNEX D: Booklet.....	99



## INTRODUCTION

The English language is one of the most dominant languages throughout the world; for that reason, in many cases it is necessary to speak English to have better life conditions such as a better job, education, goods, etc. one of the most common issues that people tend to have while learning English is that they are not capable of producing the language orally; some English learners are able to understand the spoken language, but when they are asked to have an English conversation they failed because they have not developed the speaking skill. Therefore, the present research project aims to determine the effects of listening exposure in English learners' speaking skill among students from children program, level 7 sections "A" and "B", from CENIUES, San Salvador, 2015. The researchers focused on planning and teaching the listening activities such as videos, songs, games, etc. to exposed students to the target language.

This study focused on how using listening activities in the classroom helps student develop the target language, specifically students' speaking skill. The research team focused the study based on Stephen Krashen's theories about the Acquisition Learning Hypothesis, the Input and Output hypothesis, the Direct Method, and Tracy Terrel's Natural Approach. Besides that, the researchers explain the importance of planning and implementing listening activities in the classroom to build students' confidence at the time to speak English.

Additionally, the researchers have taken into account that nowadays, technology can be useful to teach English, an English teacher can take advantage of it to develop a class; therefore, there are a lot of useful materials that can be found in internet that can help teachers to develop the class, so the research team wants to increase English teachers' awareness of searching on the net, because the variety of activities that can be found here are very helpful to motivate and to increase student's confidence too. This research was implemented to improve students' speaking skill by being exposed to listening activities, so it can be said that this research will provide benefits to the children's program, the English teachers, students, and the research team.



# CHAPTER I

# THE PROBLEM

## 1.1 STATEMENT OF THE PROBLEM

The following research project attempts to provide information about the effects of listening exposure in English learners' speaking skill among students from the children program, level 7 sections "A" and "B", from CENIUES.

According to Krashen's theory, in his studies in second language acquisition, there are five main hypotheses which play an important role in the acquisition and these are: the acquisition learning hypothesis, the monitor hypothesis, the input hypothesis, the natural order, and the affective filter hypothesis. It was perceived that students had positive reaction when asked to participate in the listening activities held by the researchers. Previous to the activities, students were not showing much interest.

Along with this negative behavior, students were also reflecting to have a lower confidence level. This was because they did not feel comfortable with the ordinary activity process, which are the ones shown in the books that the program uses. After having observed this situation, the researchers decided to implement an expanded variety of listening activities, respecting the academy's curricula.

English teachers were limited to follow only the activities given by the didactic material. Not realizing that it was not as beneficial as including more involvement from the students by searching for different options that appeal students' personality, ages, taste, and likes.

After all this being observed by the researchers, they decided it was beneficial to take into account not only the type of listening activities that were going to be used, but also the students' behavior and feelings towards this learning process. Having also in mind what could be helpful for the English teachers, in order to have better results.

The following questions were used to get a better idea on how this research could be applied to this population with the purpose of helping improve not only the students speaking skill, through listening activities, but also to provide teachers of CENIUES with more listening activity options.

## **1.2 OBJECTIVES**

### **General objective**

1. To determine the effects of listening exposure in English learners' speaking skill among students from Children Program, level 7 sections "A" and "B", from CENIUES, San Salvador, 2015.

### **Specific objectives**

1. To improve English learners speaking skill from Children Program level 7, section "B" at CENIUES by exposing them to a great variety of listening materials.
2. To build students' confidence in speaking English by interacting with them during the activities in the classroom.
3. To present a document that includes the proposals and the outcomes of the authentic material that the researchers will use during the classes to the teachers from CENIUES Children Program.

### 1.3 RESEARCH QUESTIONS

#### General research question

- ✓ What are the effects of listening exposure in English learners' speaking skill among students from CENIUES' Children program, level 7 section "B"?

#### Specific research questions

1. How well is the speaking skill improved, when exposing children students from level 7 from section "B" to a variety of listening material?
2. Is the students' confidence, when speaking English, increased once they are exposed to the listening activities?
3. Is the activity proposal, along with the outcomes, useful to be applied by the CENIUES English teachers?

## 1.4 JUSTIFICATION

This research is focused on the effects that English listening exposure inside the classroom has in the development of the English speaking skill. The researchers decided to carry out this study since they believe that activities that can help in the development of the speaking skill is not common in classrooms; teachers spend many hours teaching grammar or vocabulary instead. So the years go by and students are not capable of keeping an English conversation going. There is a hypothesis called The Critical Period, it was first introduced by the neurologist Wilder Penfield and co-author Lamar Roberts in their book *Speech and Brain Mechanisms* (1959), which states that during the first years of life, 6 – 13 years of age, the areas of the brain that organize the language have a better condition to store and produce a second language; so, for that reason it is better to teach the English language since a very young age. The team focused its efforts on this research working with young students from the level 7 sections "A" and "B", at CENIUES for the same reason as to demonstrate if students are exposed to more listening activities which will help to identify what effects it has on these young students' speaking skill.

The Ministry of Education in El Salvador has designed an English Syllabus for The Third Cycle of Basic Education, which the main objective is to achieve English language and preparation for life competencies by connecting contents with the real world and students' needs. According to the essay *What Does Language Proficiency Mean?* (Berdan, 2014), "language proficiency is the ability to use language in real life situations, in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language." Therefore, a person needs both to understand and speak English to be considered proficient in that specific language. So based on the research team's experiences gathered during the major, either by practice, teaching in schools or different activities in which they were exposed to, it was noticed that listening and speaking activities were not carried out in school classrooms as they were supposed to according to the new English Syllabus which target is to prepare students to communicate successfully using the target language not only to pass a subject, but to increase the options for a better life since sometimes it is required to be proficient in English since certain jobs require to

speak and understand English in an proficient way. And as it was mentioned before, there is not a better moment to start learning a second language than since the first years of life.

According to Krashen, 1985, (*Principles and practice in second language acquisition*), language acquisition takes place through comprehension; it means that if a person understands a message in another language, that person will be more capable of producing the same structure he understands. English proficiency has to deal with comprehensible input to gain comprehensible output, for that reason, the researchers decided to experiment at first hand, how listening activities (comprehensible input) have a major effect on the speaking skill (comprehensible output). In that manner, comprehensible input becomes one of the most important things while starting to learn a foreign language because in that way learners become more familiar with new structures, first by understanding with the guidance of the teacher, and then, by producing them. The researchers were able to find a wide variety of reliable researches, studies, books, articles, web sites, authors, etc. that support the research topic.

The researchers considered themselves capable of handling this type of research because all of the members are undergraduate students from the Licenciatura en Idioma Inglés opción Enseñanza, so they have gone through a lot of experiences. First, learning English as a foreign language; then, learning how to teach it by reading about and putting into practice many old and recent approaches, methods and activities that are used to develop the English knowledge in a more effective way. Furthermore, the knowledge acquired from books and professors during the years of the major was of great importance to develop this research because the researches knew what type of activities are more useful to implement while teaching listening and speaking skills to that specific age and level in which the study was carried out.

The research held is of great importance since it is focused on implementing English listening activities to develop the speaking skill among students that have just started to learn English as a foreign language, because El Salvador's School System suggests that English language should begin to be taught since the third cycle of basic of education, which is starting on 7<sup>th</sup> grade. It means that the researchers focused on students that have

been learning English just for one year; and as Rost (1994) said: "Listening is vital in the language classroom because it provides input to the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking." Another aspect why this research is so important is because the researchers intend to demonstrate the effects of listening activities inside the classroom; with this in mind, following a routine on teaching to focus on grammar and vocabulary using only markers and a whiteboard disappears because the research was aimed to create an atmosphere where students between the ages between 11 and 13 years old motivated to participate in listening activities while developing their speaking skill by watching videos, listening to conversations, music, etc. The research team is aware of the existence of similar experiments; however, those studies have been developed mostly to focus on how teachers develop their class leaving aside the students effects. Nevertheless, this research took among those who are not motivated to learn English, who spend most of the time studying subjects such as math, sciences, history, etc. in Spanish. For that reason, it was important to carry out this study in an institution where we can discover what can motivate these students on learning a new language instead of just seeing it as a side activity.

Finally, this study is useful for all the parts involved, the research team, the institution, the teachers and mainly the students. First, the research team had the opportunity of making the hypothesis that was established at the beginning to learn about the effects of listening exposure in the speaking skill. It is very helpful for the institution and teachers to expand the options on different ways to implement listening activities, and to use all the resources at hand that will allow them to enhance students' oral communication. But far more important, this research has been more advantageous and focused on the students from level 7 with a possibility where they experienced a less interactive learning process; aiming the encouragement on these students to keep learning English, not only by being exposed to it when they are inside the classroom, but also whenever they are in their homes or other places because they will see the importance of receiving a lot of input to produce the English language by following the model of what they hear and understand. Therefore, students will start to develop in a more effective way two of the main macro English skills, listening and speaking.

### **1.5 DELIMITATION OF THE PROBLEM**

Most of the time the English classes in the academy are sticking to the text books; as a result, teachers do not pay attention too much in looking for more variety in the listening activities. For that reason, this research project was designed to analyze the effects of listening exposure in English learners' speaking skill. This study was carried out in the Children Program at Centro de Enseñanza de Idiomas Extranjeros de La Universidad de El Salvador CENIUES, San Salvador. The research was carried out on the fourth module, in the year of 2015. The implementation of the research lasted two months.

The population was the two sections: "A" and "B", from level seven of the Children Program. The number of students in the controlled group, section "A" was 21 students. In the experimental group, section "B" there were 19, so the total population was 39 students from this academy.



## 1.6 LIMITATIONS

The following circumstances describe a variety of limitations that the researchers had to go through from the very beginning until they completed the research process. Although there were different situations, they were able to overcome them with success. These are detailed below.

The authors of this research project faced limitations at the beginning of the process. When they were informed that the research groups they had made could not have more than three members, this caused a delay on the topic approval.

After that was solved, the University of El Salvador (UES) committee was in the election process while the research group was expecting to receive the approval of being a group with only two members. The researchers had to wait for more than two months to be registered legitimately, until then the project started to take place.

The university's elections were finished when the research profile had to be presented, the inconvenience was that the previous undergraduate degree process coordinator was transitioning to his new position, as a result the research group had to postpone the presentation a couple of weeks more.

Another limitation that the researchers encountered was that for two months they were not able to meet due to personal matters, which caused a delayed to continue developing the research project.

The last limitation the researchers faced was when they had found the population taken from CENIUES children program. At the moment of presenting the experiment to the English teacher from the controlled group, it was assumed that it was focused on the teacher's performance; when in reality the main focus of this experiment was the English listening activities to expose students the target language.

Aside from these limitations, the researchers were able to fulfill the investigation process in a timely manner and with expected results.

# **CHAPTER II**

# **THEORETICAL**

# **FRAMEWORK**

## 2.1 HISTORICAL FRAMEWORK

Teaching listening and speaking has been one of the most important parts while teaching a foreign language. It is very important to remark that foreign language teachers in the 17<sup>th</sup> and 18<sup>th</sup> centuries used many methods in which the main emphasis was to teach grammar, syntax, memorization of vocabulary, and translation of text. There was just a little effort from teachers to teach speaking and listening because the main goal was to have students work on academic things where they only would use their reading and writing skills.

It was in the 19<sup>th</sup> century that Charles Berlitz founded the *Direct Method*; this methodology claimed that students communicated only using the target language, so they had to learn how to think in that language so that, they did not involve their mother tongue in the language learning process. Therefore, the main objective of that method was speaking and listening comprehension, so correct pronunciation, fluency and good organization of thoughts by the time of speaking the target language were emphasized. The most common activity developed using the direct method was *Conversation Exercise*. First, students would listen to a dialogue, story, explanation about any topic, etc. then, students asked question with each other about the listening content; after that, it was the time for the teacher to ask questions, at that moment, students had to answer those questions using only the target language, in doing so, they were exposed to the target language and they were able to produce the language orally. As a result, this made a great impact on students' speaking skill because they listened to the right model to produce the language, then, students imitated what they heard.

Furthermore, in the first half of the 19<sup>th</sup> century foreign language teachers began to emphasized more on speaking and listening skills. Another method that teachers used to teach these skills was called *Audio-lingual Method*, based on psychology and linguistic theory. One of the main components teachers applied while using this method was the use of visual and audio aids in which students were required to use their background knowledge in order to understand all the situations that were happening in the listening track they were

listening to while improving their listening skill. Besides that, while using this method, teachers started designing test to assess the listening skill. Most of the time, this tests were taken for real life situations so students could apply the background knowledge they had to succeed in the tests.

It is said that, the main goal of English language teaching is to develop student's communications skills that will help them understand people and get across their ideas without difficulty by the time in which it is required to use the language. Nowadays, it is very common among teachers to use "practice makes perfect" approach. So what teachers do is to make students have a great language exposure in order to listen a variety of audio materials for hours. Listening activities have been organized by levels of difficulty based on rate of speed, vocabulary, content, ambient noise, idiomatic expressions, and other factors. This type of target language exposure helps students follow a model when they are speaking.

The new methodologies to teach listening influenced this study because the research team planned and implemented listening activities in a more meaningful way, taking into account what aspects of the listening process are required to succeed while giving the class. With this in mind, the researchers exposed students to the English language by following advices giving by experts about teaching listening; for instance, the researchers focused on Krashen's work about input and output hypothesis that was stablished in 1982, which states that students have to receive a lot of comprehensible input to produce the language. Additionally, John Field pointed out in his book *Methodology in Language Teaching* (2002): "The format of a good listening lesson today differs considerably from that of four decades ago." Hence, the research team will follow the standard format to develop the listening activities which is pre-listening, listening and post-listening. By doing so, the researchers will be able to find out at the end of the experiment what are the effects of listening exposure on the students' speaking skill.

## 2.2 THEORETICAL FRAMEWORK

Teaching English as a foreign language can be hard sometimes, many teachers already know how important it is to focus not only on one skill, but on the four macro skills (writing, reading, speaking and listening) while giving the class. It is generally believed that the most difficult skill to teach is listening. Kenneth Beare, an English teacher as a second language expert, in his article *The Challenge of Teaching Listening Skills* stated: "Teaching listening skills is one of the most difficult tasks for any ESL teacher. It's frustrating for students because there are no rules as in grammar teaching." Often, Teachers are not aware of what is the best methodology to teach listening; in fact, experts cannot tell what is the best method to do it, but there are some methods that are meaningful to apply by the time to develop listening activities because they propose what type of activities or material are better to teach English or more precisely listening. The researchers had relied on this methodology to plan and teach listening so that the experimental group could have a more meaningful learning.

One method that was applied to teach listening on the experiment was the **direct method**, which sometimes it is called the natural method. This method simulates the natural way in which people learn their first language. François Gouin in his approach Series Method states: "The second language learning should be more like first language learning, lots of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules." The main focus of the direct method is listening and speaking, grammar is taught inductively; in other words, this is an aural/oral system of teaching. John Flowerdew and Lindsay Miller, in their study titled *Second Language Listening: Theory and Practice*, gave this comment: "It appears that the direct-method approach truly focused on teaching listening skills first and other language skills later." For that reason the researchers decided to take into account the direct method because it focused on students being exposed to the target language by listening, then they will be able to produce the language.

In 1986, Richards and Rodgers in their work *Methods in Language Teaching* summarized the direct method following the principles mentioned below:

- 1- Classroom instruction was conducted only in the target language
- 2- Only every day vocabulary and sentences were taught
- 3- Oral communication skills were built up carefully, question-and-answer exchanges.
- 4- Grammar was taught inductively.
- 5- New teaching points were taught through modeling and practice.
- 6- Concrete vocabulary taught through demonstration, objects and pictures.
- 7- Both speech and listening comprehension were taught.
- 8- Correct pronunciation and grammar were emphasized.

The research team had to apply some techniques using the direct method while exposing the experimental group to the target language.

- *Class was taught in English:* The research team emphasized this principle since the very beginning of the experiments, the classes were taught in English so that students can be more exposed to English. No translation was allowed in the classroom, so students did not use the Spanish language. Students had to express their ideas using only the target language.
- *Pronunciation model:* Since students were exposed to the target language by listening to native English speakers, students were learning the pronunciation of the words that appeared on the listening materials.
- *Visual aids:* Using the direct method it is required visual aids so that students can have a better understanding of the lesson, which will be a comprehensible input. So the research team decided to implement videos on their lessons; these videos were about short conversations, stories, news, etc.
- *Vocabulary taught naturally:* Students did not have to memorize all the words that appeared on the listening materials; rather, it was acquired

more naturally, so students hear the words in full sentences, then the meaning of this words were explained after students had listening to the listening material.

- Exposing students to target language to produce the language. During the class students were exposed to English by using listening materials such as videos, music, short conversations, stories, etc. after that, students had to talk about what they listen to.

As mentioned before, Stephen Krashen developed theories about second language acquisition; these theories were evolved over the years. In 1983, taking into account Krashen's view about language acquisition, Tracy Terrel developed the major methodology of second language acquisition, which is widely known as the **Natural Approach**. Terrel, who was a Krashen's colleague, took into consideration some benefits of the **Total Physical Response** (TPR) method developed by James Asher (1977) to implement the Natural Approach. Krashen and Terrel believed that speech emerges naturally, learners should be as relax as possible in the classroom, and that learners have to have a lot of communication to acquire the language. Furthermore, the Natural Approach promoted TPR activities to cause learners' acquisition of the language when receiving comprehensible input. Some of these activities proposed by Asher claimed that a lot of listening is required before a learner speaks, and this listening has to be accompanied by physical responses (reaching, moving, grabbing, etc.), so the main focus of these activities was listening and acting.

The Natural Approach was created so that language learners can develop oral communications skills from everyday situations such as conversations, listening to the radio, shopping, etc. Krashen and Terrel described three main stages to follow while giving a class using the Natural Approach:

1- *The production stage*: In this stage learners have to receive a lot of comprehensible input, so students are required to develop their listening comprehension skills so that they can be more used to the language; furthermore, this stage is called the

“silent period” since learners are not required to produce the language; in this stage learners listen to a great variety of audio materials; also listening activities are planned and implemented in a manner that students feel confidence following the right model of speech. The advantage of the silent period is that learners get accustomed to the new language; for that reason, teachers have to make students feel comfortable and relax by following some TPR activities; it is very important that students do not feel threatened, so they are not required to speak at this point of the lesson.

2- The early production stage: In this stage students are required to produce the language orally; however, the teacher has to focus only on meaning and not on form. One important thing about this part is that the teacher does not have to correct the students' errors since they are struggling with the new language, the only errors that the teacher is allowed to correct are those errors that can block completely the meaning of what students are trying to say.

3- Extending production stage: The main objective of this stage is to increase students' fluency, so students are required to extend the discourse through dialogues, discussions, role plays, etc. Since students are improving their fluency the teacher has to be some error corrections, but not too frequently since students have to be confident by the time to speak.

Following these assumptions mentioned in the Natural Approach, the research team decided to plan and implement listening activities so that students can receive comprehensible input, then they were asked to produce the language orally. For instance, the researchers started the class by making students feel confident about the English class, sometimes a song was played at the beginning, students would sing along. Then the researchers have to implement listening activities depending on the topic that appears on the English syllabus so that students could be exposed to the English language; after students have received this type of input, short conversations were made between them to be more used to the target language by following the same model of the listening track. Finally, activities to produce the language orally were implemented to test if students had improved the speaking skill after being exposed to natural listening activities.



## 2.2.1 LANGUAGE PROFICIENCY STANDARDS

### **Introduction to the English Language Proficiency Standards (ELP)**

The ELP Standards provide prerequisite language skills for English language learners (ELLs) to access academic content. The standards provide the foundational linguistic knowledge for students who are not proficient in English. A strong grammatical foundation is essential in the language acquisition process for ELLs. There is a purposeful overlap of the ELP and the Common Core language skills. The K-12 English Language Proficiency Standards should be utilized to guide instruction for English language learners.

#### **Purpose**

The United States Department of Education requires all states to have English language proficiency standards for students with limited or no English language knowledge, experience, or skills. In response to this federal requirement, the Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education (ADE) has developed English Language Proficiency Standards for English language learners attending public and charter schools in Arizona. These standards allow the state of Arizona to gauge student progress in English language proficiency and to provide classroom teachers with benchmarks to help focus instruction. The standards are designed for teachers in helping English Language Learners to become proficient in English as quickly as possible. The Arizona ELP Standards help students to possess a linguistic foundation for the academic English that is needed to meet the language demands.

The English Language Proficiency Standards are now an "all-inclusive" document that provides a logical and linear ordering of concepts, standards, and performance indicators to assist teachers in the design, development, and implementation of English Language Development (ELD) instruction for English language learners. The standards have been aligned horizontally for differentiated instruction across proficiency levels. The standards also have a vertical alignment to provide a progression of skills. While performance indicators are independent of each other and will be taught before others, the combined

cumulative effect is a systematic and sequenced instructional tool for teachers to drive their English language instruction. Additionally, each stage includes all necessary performance indicators for the varying proficiency levels at that particular stage.

The labels used in the standards document match the AZELLA proficiency levels of the students (Pre-Emergent, Emergent, Basic, Intermediate). Individual subtest proficiency scores (Oral, Reading, Writing) can be used to guide instruction. The goal is to move students from their identified proficiency level through High Intermediate.

### **Format of the ELP Standards**

The ELP Standards are organized within the Listening and Speaking, Reading, and Writing Domains and Language Strand. The Standard English Conventions and Vocabulary Standards have been relocated to the newly-added Language Strand.

The presentation of the information has the following organization: Stages (Grade-Bands), Domains or Language Strand, Standards, Performance Indicators, and English proficiency levels.

The three domains and one language strand define five stages (grade-band) ELL I through ELL V. These stages are organized in a developmental progression:

- ELL I: refers to Kindergarten
- ELL II: refers to grades 1-2
- ELL III: refers to grades 3-5
- ELL IV: refers to grades 6-8
- ELL V: refers to grades 9-12

### **Proficiency Descriptors**

The three domains include Proficiency Level Descriptors for each proficiency level. These descriptors provide a "snapshot" of the language skills and abilities of English language learners based on the current assessment. This provides the starting point for a student's language instruction. The proficiency levels are identified as Pre-Emergent, Emergent,

Basic, and Intermediate. The Intermediate level descriptors are separated into Low and High Intermediate.

### **Performance Indicators**

Each domain and language strand begins with the standard followed by specific performance indicators at every proficiency level. Each performance indicator is a statement of the specific knowledge, skills, and abilities expected to be learned by the student who is receiving ELD instruction. Individual performance indicators advance in complexity at each proficiency level. Mastery of the skills, knowledge, and abilities at one proficiency level assumes competency of all preceding proficiency levels within a stage. Therefore, if a student is performing at the Basic level in ELL II, the student would have already learned all of the performance indicators in the Pre-Emergent and Emergent levels for that skill progression. The performance indicators are designed to include the language demands and complexity necessary for students to acquire the academic language necessary to meet the needs of content-area instruction.

### **CODING SYSTEM**

Stage I – Kindergarten

Stage II – Grades 1-2

Stage III – Grades 3-5

Stage IV – Grades 6-8

Stage V – Grades 9-12

### **Listening and Speaking Domain**

The Listening and Speaking Domain (LS) contains the following standards:

- Standard 1: Comprehension of Oral Communications
- Standard 2: Delivery of Oral Communications

### 2.2.2 ELP STAGE

The English Language Proficiency (ELP) Standards determine the level of students' English speaking skill before and after an experiment. These standards provide the requirements that students need to fulfill to determine in which level they are in the four macro skills, listening, reading, speaking, and writing. However, the researchers will focus only in listening and speaking standards. The stage that fits the population studied is represented in the following tables:

ELL Stage III: Grades 3-5					
Listening and Speaking					
Comprehension of Oral Communications	<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	PE-6: responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., "Show me the <u>square</u> ." Student then points to the square or draws a picture of square.)	E-6: responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.	B-6: responding to comprehension questions by comparing concepts and related facts using academic vocabulary.	LI-6: responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.</i> )	HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, etc.</i> )
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards

**ELL Stage III: Grades 3-5**  
**Listening and Speaking**

<b>Comprehension of Oral Communications</b>	<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	PE-8: responding to social conversations using memorized responses. (e.g., <i>introductions, requests, courtesies, etc.</i> )	E-8: responding to comments and questions in social conversations.	B-8: responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.	LI-8: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.	HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
PE-9: NA	E-9: N/A	B-9: asking one-word and Yes/No questions to clarify ideas and concepts.  <small>(math, science, social studies)</small>	LI-9: asking Yes/No questions to clarify ideas and concepts.  <small>(math, science, social studies)</small>	HI-9: asking questions to clarify ideas and concepts.  <small>(math, science, social studies)</small>	

English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards

**ELL Stage III: Grades 3-5**  
**Listening and Speaking**

<b>Delivery of Oral Communications</b>	<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will communicate orally by:</b>				
	PE-1: repeating the 44 phonemes with verbal modeling and visual cues.	E-1: producing the 44 phonemes with verbal modeling and visual cues.	B-1: producing beginning, middle and final sounds in a word (e.g., <i>chair/share, sit/seat, walk/ walked</i> ) [-ed: /t/, /d/, /ed/, etc.).	LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., <i>con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.</i> ).	HI-1: producing sentences with accurate pronunciation, intonation, and stress.
PE-2: repeating patterned speech (e.g., <i>alphabet and cardinal/ordinal numbers, names, etc.</i> ) with instructional support.  <small>(math)</small>	E-2: reciting repeated-patterned speech (e.g., <i>nursery rhymes, songs, chants, etc.</i> ) with instructional support.  <small>(math, science, social studies)</small>	B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.  <small>(math, science, social studies)</small>	LI-2: reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression.  <small>(math, science, social studies)</small>	HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.  <small>(math, science, social studies)</small>	

English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards

**2.2.3 Language acquisition**

“We acquire language when we understand what we hear and read, when we understand what people are saying to us, not how they say it.” Stephen Krashen (2003). First of all, it is very important to answer the question what language acquisition is. Language acquisition is the process that people have in order to learn a language and use the language to communicate with others. Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding, Stephen Krashen (2003). According to Krashen's theory, in his studies in second language acquisition, there are five main hypotheses which play an important role at the moment to learn a new language and those are: the acquisition learning hypothesis, the monitor hypothesis, the input hypothesis, the natural order, and the affective filter hypothesis. Here is a brief description Krashen's theory.

The first theory developed by Krashen is the acquisition learning hypothesis. In this hypothesis, according to Krashen, there are two independent systems of second language acquisition: The acquired system and the learned system. The acquired system is the subconscious process of learning the first language similar to the process children learn their native language, and the 'learned system' or 'learning' is the product of formal instruction and it is a conscious process which results in conscious knowledge about the language. A good example is when students are learning grammar or learning vocabulary in a classroom. Hence, the two independent systems in acquisition are the acquired system and the learned system.

The other hypothesis is called the monitor hypothesis. According to Krashen, this hypothesis is related with the learning process. The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen (2003), the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks

about correctness, and he/she knows the rule. The monitor hypothesis is a function of conscious language learning. According to Gass and Selinker (1994) there are three conditions to apply the monitor hypothesis these are time, focus on form, knowing the rules. Time is crucial to learn a second language because a language is not learned overnight, it is important to give enough time to the learners to apply the second language in a communicative way, the other condition to apply the monitor hypothesis is focus in the form. It is very important to the learners of a second language to be aware in the way they communicate their thoughts when speaking the target language, in this way, they will do less mistakes when speaking the target language and the learners will develop their speaking skill better. The last condition to apply the monitor hypothesis is to know the rules. It is important for learners of a second language to learn the rules of the target language in order to communicate in an effective and accurate way. As a conclusion, the monitor hypothesis is an important part in language acquisition and the condition to apply the monitor hypothesis are time, focus on form and to know the rules so that the students will improve their listening and speaking skills.

The other hypothesis develop by Krashen is the Input hypothesis focused in comprehensible input, this is the language that learners are exposed to, for example, listening exercises, media, music, etc. According to Krashen the input hypothesis is only related with acquisition because the learners are only given information of the target language, the input hypothesis states that the input that students are exposed to is one step ahead their current linguistic competence but still the student is able to understand the target language, so the students have a comprehensible input. For instance: if the learners are in the elementary level, the acquisition takes place when they are exposed to input that is above their level, but it is understandable with the teacher's guidance and the methodology being used; so students are able to understand but is not able to function in the intermediate level.

The natural order hypothesis states that learning a second language has a predictable sequence; for instance, the learners first learn simple structures, a good example is structure of *yes-no* questions, then learners learn how to use complex structure for example the structure of *wh-* questions. The natural order hypothesis basically states that learning the target language has a pattern that learners have to follow to acquire the second language successfully.

The effective filter hypothesis is important because it affects the motivation that learners have to learn the second language. Affective variables such as fear, nervousness, and motivation have an impact in the language acquisition. Krashen suggests that when learners are bored, angry, frustrated, nervous, unmotivated or stressed, they may be unsuccessful at learning a second language. It is very important to keep the students' motivation so that they will learn the second language faster and better.

As a conclusion the theory of a second language acquisition proposed by Krashen has five main hypotheses, these are the acquisition learning, the monitor hypothesis, the input hypothesis, the natural order, and the affective filter hypothesis which aim at explaining the acquisition process of a second language.

#### **2.2.4 Comprehensible output**

Output is what language learner's produce when speaking. According to Merrill Swain (1985), when the student notices errors/gaps when speaking English, the learner will be able to change or modified the output and correct it, so it is a process of trial and error; therefore, when the learner notices the gap and corrects it, he/she will learn something new in the target language and improve the output (speaking skill), so this is how comprehensible output takes place. The comprehensible output states that learners of a second language learned the target language by making mistakes when speaking, but students try again and correct themselves, and eventually, they achieve the correct form of the target language. It is very important to highlight that comprehensible output, according



to Merrill Swain's research did, is related to the process of production. Swain stated: "The output hypothesis claims that the act of producing language (speaking or writing) constitutes under certain circumstances, part of the process of second language learning" (1985). Therefore, one of those circumstances would be that students have to receive comprehensible input first.

According to Merrill Swain, there are three important functions of comprehensible output: The triggering/noticing function, the hypothesis testing function, and the metalinguistic function.

In the triggering/notice function, learners notice that while trying to produce the target language they do not clearly know how to communicate their thoughts or ideas; therefore, the students notice that there are some linguistic problems that they have to manage; hence, it pushes the students to look for the adequate knowledge they require for completing the new discovered gap. This means that the students will have some problems that they have to handle in order to acquire the target language.

The other important function of output is the hypothesis testing. In this hypothesis the teacher has an important role because the students learn base in the feedback that is given by the teacher. By trial and error, students learn from the errors they make, so they expect to receive a feedback to correct their mistakes and improve their oral communication skill. This idea explains that when learning a new language, learners often make mistakes, which can help them to understand the language.

Since the dependent variable of the research is the speaking skill, the research team had to focus also on the comprehensible output theory. This helped the researchers know how learners produce the language after they have received comprehensible input. The researcher team manipulated the listening skill during the experiment so that students were able to produce the language orally. The research team played the audio material, and developed the listening activities, at the same time students were noticing by themselves and with the help of the researcher how to speak English by following the same model as the listening tracks.

### 2.2.5 Students' confidence

Every human being possesses some extent of self-confidence in their performance, but this can be affected by different factors. To begin with, "Language anxiety is complexly intertwined with self-confidence; though, the latter is characterized as a positive component" (Brown, 2007; Gardner, Tremblay, & Masgoret, 1997). Confidence and competence usually lead to the strengthening of the English speaking skill. There are different elements involved that affect students' confidence to be orally competent when learning a foreign language. Some of them are: learners are afraid of making errors, they suffer from foreign language anxiety, and they have lack of language immersion.

It is important to mention that it is normal that learners of a foreign language tend to be afraid of not succeeding when speaking the foreign language because they do not want to commit a mistake or being corrected in front of others; they do not want to be embarrassed or ridiculed in front of people. As some authors have said, "One among the many reasons to take into consideration might be the lack of confidence and anxiety about making errors as stated by Trent (2009). Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use (cited in *The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework* 2013). So it is really important to make an emphasis to reinforce the student's confidence to obtain better results in their speaking skill in a foreign language.

In addition, the learners of a foreign language usually suffer from foreign language anxiety dealing with different situations like the classroom environment, lack of practice, lack of vocabulary, among others, which affect the learner's self-confidence. As some authors have stated, "beginner foreign language learners often express a feeling of stress, nervousness or anxiety in learning a foreign language in general" (Horwitz et al., 1986). As well as, Philips (1992) stated that "there is a relationship between language anxiety and oral performance, reporting that the more anxious the students were, the lower performance they displayed in oral tests. Besides, the anxious students expressed their negative attitudes toward oral tests." So in order to increase learner's confidence, teachers have to fulfill the learners'

needs, for example, showing a real interest for each individual's learning process, giving vocabulary that involves different English areas (topics), and exposing learners to a variety of listening activities and practice.

Finally, it is important to emphasize the development of the learners' confidence by introducing them to a truly language immersion. According to Zhang, (2009), students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom and also limited exposure to English speakers or members of the international community. Teachers need to provide enough opportunities so students can be exposed to the language they are learning.

The researches decided to include in this study the students' confidence as one of the specific objectives for the following reasons. First of all, when the research team went to CENIUES to make some observations about the methodology the teacher used to teach English, and what the students' attitude towards the class was, the researchers discovered that students lacked confidence when speaking. The research group was able to notice that students knew a lot of vocabulary related to the topics they were studying; besides that, students were able to understand English, both spoken and written; however, they felt embarrassed at the time of speaking because they did not know how to pronounce the words, or how to put all the vocabulary together in order to complete the sentences. As a result, this lack of confidence kept students from producing the language orally. Based on the theory about students' confidence, students have to receive a lot of listening activities so that they follow a model when speaking, so learners will get less embarrassed at the time of speaking because their confidence will have increased.

### 2.2.6 Students' Motivation

Another factor to take into consideration in the second language- learning setting is motivation. Motivation in language learning is found to be of particular importance in predicting outcomes, along with fun activities and activities that promote language use about students' own lives and interests. Motivation apparently is a vital component to learn a second language and some researches consider it one of the most essential factors for learning a foreign language. According to Dornyei, (1998:117), "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals". Another research suggests that motivation can influence language learning outcomes independently from language aptitude (Gardner, 1972; Wigfield & Wentzel, 2007). Therefore, an examination not only of motivation's contribution to learning outcomes, but also of ways to foster such positive motivation among student is certainly relevant in improving the language learning process.

The work of James Gardner and associates characterizes this conceptualization of motivation. As defined by Gardner (2001), integrativeness is one of two major factors that influence overall motivation. It is a complex construct that reflects an interest in learning a foreign language in order to become closer to the L2 community. Thus, the term denotes not only attitudes towards learning foreign languages and towards the L2 group generally, but also the learner's willingness to interact with members of that L2 community (Dörnyei, 2005). Attitudes towards the learning situation constitute the second component of Gardner's two-pronged theory of motivation. He explains that, in a classroom context, this term subsumes attitudes towards the teacher, classmates, coursework, activities associated with the course, and all other facets of the situation in which the language is learned. Hence, integrativeness and attitudes towards the learning situation together contribute to overall motivation to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language (i.e. does their homework, participates in class, etc.), wants to learn the language, and will enjoy learning the language (Gardner, 2001).

### 2.2.7 Teacher's Motivation Role

It is well known that a lot of research studies have been carried out with reference to the role that second language teachers must have on student's motivation. The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation (Dörnyei, 1994; Tanaka, 2005). Other studies set out to investigate how teachers positively affect learners' motivation (e.g., Kikuchi, 2009; Sakai & Kikuchi, 2009; Tanak, 2005). These studies proposed that L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. Among the role that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. Awareness regarding the importance of motivation (Gardner and Lambert, 1959) and learning environment (Wu & Wu, 2008) in SLA on the part of L2 teachers might inspire them to facilitate L2 learning for learners in a variety of ways. Teachers might build collaborative rather than competitive atmospheres in which the students can learn from more competent peers. Altogether, these might increase students' motivation by lowering their anxiety (Wei, 2007). Teachers could also use various motivational strategies (Guilloteaux & Dörnyei, 2008) and language learning strategies (Wu Man-fat, 2007) to motivate their students. Feng and Chen (2009) even stressed the importance of teacher's personality for learning:

An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a "teaching craftsman" and put no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners. (p.64)

Feng and Chen (2009)

Kozminsky and Kozminsky (2002) describe how important it is for teachers to have a dialogue with students. Feedback from teachers plays a big part when it comes to success or

failure. Mihalas, et al. (2009) wrote about the importance of good relations between teachers and students. They notice what the effects can be if the relations function in a positive or in a negative way. The authors say that the teacher's relationship with his or her students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relationship between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well. Changes in teachers' perspectives on motivation, teaching strategies, and learning activities might all result in more inviting and friendly classroom atmospheres, which seems to facilitate L2 learning for students (Wu & Wu, 2008). Similarly, it is important for parents to be aware of the role of motivation in SLA. Being aware of this, they might appreciate what their children are doing in terms of second language learning, instead of comparing their children's language learning progress with their children's peers or setting unrealistic goals for them. Acknowledging their progress might motivate learners integratively, hence it might decrease their anxiety (Wei, 2007).

Since motivation was found to be positively related to cultural materials such as games, songs, and stories, using them in textbooks can improve learners' motivation to learn, and ultimately, increase their L2 competence and performance. According to Ajibade & Ndububa (2008), games can be used to teach communicative activities, that is, the activities that focus on both competence and performance. Songs might be used to develop L2 learners' listening; speaking; reading; and writing skills; and to teach vocabulary, sentence structure, rhythm, intonation, and pronunciation, as well as L2 cultural themes. Finally, stories might be the starting point for a variety of activities. Therefore, stories might be used in educational programs that focus on the appreciation of diversity and tolerance (Rossiter, as cited in Ajibade & Ndububa, 2008, p. 33).

## 2.3 DEFINITIONS OF KEY TERMS

**Listening:** 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 according.

### **Listening activities-**

**Song:** Learning English with songs is a great way to improve pronunciation and increase vocabulary. Songs allow focusing on pronunciation and understanding of the English language's rhythm and tone.

**Videos in EFL classes:** videos with interactive lessons in which students improve their speaking and listening skills. These help students engage in the culture and get a real life situations' vocabulary.

**Short conversations:** It is a really short conversation between two or more people and also an exchange of ideas or opinions on a particular topic.

**Speaking:** is an interactive process of constructing meaning that involves producing and receiving and processing information.

**Exposure:** to experience something or to be influenced by something.

**Confidence:** trust and believe in someone's ability.

**Authentic material:** material designed naturally by native English speakers.

## 2.4 ASSUMPTIONS

### General assumption

- The effects caused by exposing learners to a variety of listening activities are considered useful and helpful to develop the English speaking skill among students.

### Specific assumptions

1. The use of a great variety of listening activities improves the students' speaking skill.
2. Carrying out constant listening activities during the English class helps build students' confidence when using English orally.
3. The teachers of CENIUES Children Program recognize the importance of implementing a variety of listening activities to develop students' speaking skill.



## 2.5 SYSTEM OF VARIABLES

This study focused on the effects of using a variety of listening activities in the development of the speaking skill among students of level 7 from CENIUES Children Program. The researches were interested to examine the relationship between two variables.

The two variables involved in this project are:

1. INDEPENDENT VARIABLE: The effects of exposing English learners to a variety of listening activities.
2. DEPENDENT VARIABLE: The students' speaking skill.

**Table 1: Operationalization of General Assumption**

General research objective	General research question	General assumption	Variables	Indicators	Sub-indicators
<p>To determine the effects of listening exposure in English learners' speaking skill among students from Children Program, level 7, sections "A" and "B", from CENIUES, San Salvador, 2015.</p>	<p>What are the effects of listening exposure in English learners' speaking skill among students from CENIUES' Children program, level 7, section "B"?</p>	<p>The effects caused by exposing learners to a variety of listening activities are considered useful and helpful to develop the English speaking skill among students.</p>	<p><i>Independent:</i> The use of a great variety of listening activities</p> <p><i>Dependent:</i> Students' English speaking skill</p>	<p><i>Indicators of independent variable:</i> Songs Videos in ESL classes Short conversations</p> <p><i>Indicators of dependent variable:</i> English speaking skill</p>	<p><i>Independent variable:</i> Listening activities</p> <p><i>Dependent variable:</i> Oral language production</p>

**Table 2: Operationalization of Specific Assumption 1**

<b>Specific research Objective 1</b>	<b>Specific research Question 1</b>	<b>Specific assumption 1</b>	<b>Variables</b>	<b>Indicators</b>	<b>Sub-indicators</b>
<p>To improve English learners' speaking skill students from Children Program level 7, section "B" at CENIUES by exposing them to a great variety of listening material.</p>	<p>How well is the speaking skill improved, when exposing children students from level 7, section "B" to a variety of listening material?</p>	<p>The use of a great variety of listening activities improves the students' speaking skill.</p>	<p><i>Independent:</i> Listening activities</p> <p><i>Dependent:</i> Students' speaking skill</p>	<p><i>Indicators of independent variable:</i> Listening activities researchers used</p> <p><i>Indicators of dependent variable:</i> Students' oral language production</p>	<p><i>Independent variable:</i> Teaching methodology</p> <p><i>Dependent variable:</i> Improvements in the ability to understand the meaning of the words and give an answer to interact with others</p>

**Table 3: Operationalization of Specific Assumption 2**

<b>Specific research Objective 2</b>	<b>Specific research Question 2</b>	<b>Specific assumption 2</b>	<b>Variables</b>	<b>Indicators</b>	<b>Sub-indicators</b>
<p>To build students' confidence in speaking English by interacting with them during the activities in the classroom.</p>	<p>Is the students' confidence, when speaking English, increased once they are exposed to the listening activities?</p>	<p>Carrying out constant listening activities during the English class helps build students' confidence when using English orally.</p>	<p><i>Independent:</i> Constant listening activities</p> <p><i>Dependent:</i> Students' oral language production</p>	<p><i>Indicators of independent variable:</i> Listening activities</p> <p><i>Indicators of dependent variable:</i> Students' oral language production</p>	<p><i>Independent variable:</i> Audio video display</p> <p><i>Dependent variable:</i> Students' confidence to communicate orally</p>

**Table 4: Operationalization of Specific Assumption 3**

<b>Specific research Objective 3</b>	<b>Specific research Question 3</b>	<b>Specific assumption 3</b>	<b>Variables</b>	<b>Indicators</b>	<b>Sub-indicators</b>
<p>To present a document that includes the proposals and the outcomes of the authentic material that the researchers will use during the classes to the teachers from CENIUES Children Program.</p>	<p>Is the activity proposal, along with the outcomes, useful to be applied by the CENIUES English teachers?</p>	<p>The teachers of CENIUES Children Program recognize the importance of implementing a variety of listening activities to develop students' speaking skill.</p>	<p><i>Independent:</i> Implementing a variety of listening activities</p> <p><i>Dependent:</i> To develop students' speaking skill</p>	<p><i>Indicators of independent variable:</i> Songs Videos in ESL classes Conversations games</p> <p><i>Indicators of dependent variable:</i> Students' speaking skill</p>	<p><i>Independent variable:</i> Listening activities</p> <p><i>Dependent variable:</i> Stimulation with listening activities for better oral production</p>

# CHAPTER III

# METHODOLOGY

### 3.1 TYPE OF STUDY

#### Correlational study

The type of study used in this research is correlational study. This type of study intends to compare and measure the relationship between two variables (Price, 2012). In this case, the researchers' aim was to measure how level 7, section "B" students improve their speaking skill when they are exposed to listening activities.

The researchers examined the phenomenon through observations, evaluations and activities between researchers and students. The study reflected the outcomes of a control and an experimental group. And the results were as a statistical representations of the findings in the study.

## 3.2 RESEARCH DESIGN

### Experimental Research

The researchers used the quasi- experimental research design. A quasi- experiment is a study used to estimate the causal impact of an intervention on its target population. It is a type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on program participants, (Jefferson, 2007). There are three key components of a quasi- experimental design: (1) *pre- post-test design*, (2) *a treatment group and a control group*, and (3) *non-random assignment of study participants*. Based on D T Cambell; J C Stanley (1966). The research team took into account each key component which was really relevant to develop this study. It was used a quasi- experimental design because the sample that was available to carry out the study could not be selected randomly. Moreover, the researchers selected this method because the two groups were available in CENIUES' Children program to implement this research.

First of all, the study group was chosen in a convenient way, since the children program had some elements that helped the researches to develop the study such as the two sections "A" and "B" from level 7. Besides that, the section "A" was the control group and section "B" was the experimental group. It was imperative to know that during the treatment period, both sections were receiving the same topics that had been assigned by CENIUES Curriculum for level 7, children program. However, the control group was having activities planned by the CENIUES' teacher, while the research team were making observations only. On the other hand, there was the experimental group in which the researchers elaborated the listening activities implemented in the classroom like: songs, short videos, conversations, games, etc. Therefore, the independent variable, which was listening, was manipulated by the researchers in the experimental only.



Finally, regarding the experiment there was the pre-test and the post-test design; the research team implemented an oral exam to both sections "A" and "B", which were under the research to determine the speaking proficiency level that level 7 students had before the treatment with the help of English Proficiency Standards (ELP) provided by the Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education (ADE). As a second part of the key component which was the post- test design; the research team developed at the end of the experiment another oral exam to students from both sections again using the same standards to identify the effects gathered by this project. At the end of the experiment, the researchers measured the differences between the control and the experimental group in the speaking skill.

### 3.3 POPULATION

The research team were interested in studying the effects that listening exposure has on students' speaking skill. In order to accomplish this goal, they looked for the population that fits better some requirements. The accessible population was level 7 from children program, sections "A" and "B", from CENIUES, San Salvador. The control group was section "A" with 20 students and the experimental group was section "B" with 19 students, the total population was 39 students.

### 3.4 SAMPLE

One of the most important steps in the research process was the selection of the sample of individuals who participated, were observed and questioned. In order to select these individuals, the research applied a sample method which is Non- probability sample: according to Explorable.com (May 17, 2009), this sample can be used when demonstrating that a particular trait exists in the population. The research team were looking for samples that were accessible for them; for that reason, it was chosen the *convenience sampling* type which is considered easiest, cheapest and less time consuming. The population was 39 students from the two sections "A" and "B", and the sample was the 19 students from section "B" as the experimental group, and the 20 students from section "A" were observed only.

### **3.5 DATA GATHERING PROCESS**

#### **3.5.1 Research Instrument**

This research was carried out among two groups, an experimental group and a control group, the experimental group had interaction from the researchers; also, this group had a great English exposure through videos, music, games, and audio materials, etc. The control group was only observed and did not have any interaction from the researchers.

The instruments used in order to gathered qualitative and quantitative data to measure the three specific objectives of this research project were: An Observation Guide to determine the methodology the teacher used to teach English in order to find out if the group had the characteristics needed for the experiment. Likewise, a pre-test and a post-test was needed in order to measure the level of English students had before and after the experiment. Also, English Language Proficiency Standards (ELP) were used to measure the English level of the speaking skill students had before implementing the experiment, as well as to measure if their have improved the speaking skill after being exposed to listening activities at the end of the experiment. Moreover, the researchers used a Speaking Confidence Questionnaire in the English classroom and a Behavioral Checklist of Students' Confidence to determine if the students were confident to speak English during and after the experiment.

### **3.5.2 Data Gathering Plan**

The research team decided to gather the data in order to fulfill the objectives of the experiment and to test the assumptions in four steps. These steps were carefully planned and followed in order to obtain reliable results on this research project.

#### **STEP 1: OBSERVATION**

The research team involved themselves on non-participant observation, which means that they did not take part of the classes at that point. During the first week the researchers had to make observations on both sections "A" and "B" to determine the students' behavior during the class; an observation guide was used to check the methodology used by the teacher to teach listening. Furthermore, the researchers used the observation list to collect data from the experimental group only in a very accurate and natural way while students were in the class. To measure the students' confidence level at the time they were speaking, the research team used the Behavioral Checklist of Students' Confidence. By using these instruments, the researchers identified the situations, activities, attitudes and behaviors that students had while developing the speaking skill.

#### **STEP 2: PRE-TEST**

It is very common among researchers to implement a pre-test while starting an experiment. A pre-test tries to determine the students' performance and knowledge before implementing the experiment. This type of test measures the results of the dependent variable before the experiment manipulation of the independent variable. The research team decided to implement a pre-test among students from level 7, sections "A" and "B" at CENIUES Children program. The main purpose of this pre-test was to measure the English level of the speaking skill students had before carrying out the experiment; in others words, before manipulating the listening skill.

The pre-test that was administrated on this research was taken from the English Proficiency Standard Test. The test was designed to measure the speaking skill, so the researchers asked questions to the students, and they had to answer them trying to use all the English knowledge they had. This test gave the researches a picture to determine the English level that students had since the very beginning. The questions that were asked to students on the pre-test were about their personal life such as personal information, hobbies, likes and dislikes, daily activities, abilities, experiences, plans, etc. The questions were classified according to the level of speaking. After answering the questions, the researchers had to select YES or NO to check if students' responses were the most adequate for the descriptors assigned to that level.

### **STEP 3: THE EXPERIMENT**

The research team used a quasi-experimental study design. A quasi-experiment is a study used to estimate the causal impact of an intervention on its target population. It is a type of evaluation that seeks to determine whether a program of intervention had the intended causal effect on program participants. The methodology was quasi-experimental design because the sample that was available to carry out the study was not selected randomly. Moreover, the researches selected this method because the two groups were available in the academy to implement this research.

The research team focused on exposing the experimental group to a lot of English listening exercises (input), in order to improve their speaking skill (output). The activities that the researchers implemented in the English class were mainly authentic material such as songs, videos, short conversations using the CD player, games. The research team when implementing the experiment spoke English only to expose the students to the target language. In this way, the researchers manipulated the listening skill so that it could have an effect on the speaking skill.

First of all, the study group was chosen in a convenient way, since the CENIUES academy has some elements that helped the researchers to develop the study such as the two sections

"A" and "B" from the same level. Besides, section "B" was the experimental group and section "A" was the control group. It is imperative to know that during the treatment period, both sections received the same topics that had been assigned by the CENIUES academy Curriculum; however, the control group had activities planned by their English teacher, that means this group received the English class in a traditional way without any intervention from the researchers. On the other hand, with the experimental group the researchers elaborated and implemented the listening activities in the English class. Therefore, the independent variable which was the listening skill was manipulated by the researchers only on this group. Additionally, the researchers administered the *Speaking Confidence Questionnaire in the English Classroom* in the experimental group to measure how confident students were at the time to speak in English in different classroom scenarios.

The purpose of this research project was to develop level 7 section "B" students' speaking skill by exposing them to different kinds of listening activities. According to Krashen's work about input and output hypotheses (1982), students have to receive a lot of input in order to produce the language. For that reason, the research team took into account a standard format to develop the listening activities in an English class, and this is divided in three stages (*English Teaching Professional, Issue 6, 12-14 January 1998*):

**Pre- listening**

Pre-teaching of all important new vocabulary in the passage

**Listening**

Extensive and intensive listening

**Post-listening**

Analysis of the language

#### **STEP 4: POST-TEST**

The experiment was concluded with a post-test, which was the same test as the pre-test implemented before in the two sections. So after the experimental manipulation had been implemented, this pretest-posttest design allowed the researchers to test the effects the experimental manipulation of the listening skill had on the speaking skill by assessing the differences in the pre-test and the post-test. So the researchers administered the same oral exam to students from both sections "A" and "B" at the end of the experiment using the same standards to identify the effects gathered by this project. At the end of the experiment, the research team measured the differences between the control and the experimental group in the speaking skill after being exposed to English listening activities.

### 3.6 DATA ANALYSIS

According to the nature of this study, the researchers used the Statistical Package for Social Sciences (SPSS) version 22 to analyze the results obtained in the pre-test and post-test. SPSS is a software package that is able to gather a large data base for statistical analysis in social science. Using this program, the research team was able to organize and graph the data gathered during the experiment, then it was useful for the researchers to describe the results obtained by the students and to make comparisons between the control and the experimental groups. For instance, the researchers used SPSS to analyze the Behavioral Checklist of Students' Confidence because it was more accurate and reliable to graph and interpret the outcomes gathered after implemented the checklist.

To better analyze the results obtained in the pre-test and post-test, the research team used the three most common measures of central tendency: the mean, the median and the mode. A measurement of central tendency identifies the middle position in a set of data. The mean is the sum of all the scores divided by the number of data entries, it is also known by the average; the mean was very useful in this study because it helped the researchers perceive if the students had had better results after the intervention period. The median represents the middle point when the numbers in a set of data are arranged in ascending or descending order. The mode is the most frequent score in a data base; the research team used the mode to identify the most common score in the pre-test and post-test. Moreover, the researchers used the Standard Deviation which is a measure of dispersal; it takes into account the normal distribution because the standard deviation measures how the scores are spread out between each individual, this was useful to identify if the scores obtained by each student are normal, high or low.

Having this said, SPSS was a key element to analyze the data gathered throughout the experiment for both the controlled and experimental groups. The researchers were able to observe the impact the activities developed by them had on the students from CENIUES children's program level 7 sections "A" and "B".



### 3.6.1 PRE-TEST ANALYSIS

The research team decided to carry out an oral pre-test with the intention of measuring the students' speaking skill. The first step was to measure the level of the speaking skill students had before implementing the experiment. This step was very important because the researchers were able to find out the English level of students from CENIUES Children program level 7, sections "A" and "B" since the very beginning of the experiment, specifically, their speaking skill, so it was very useful because this helped the researchers to have a clear idea on how to conduct the experiment; also, on how to plan and carry out the listening activities according to the students' needs in order to develop their speaking skill.

The pre-test was an oral test which was taken from The English Language Proficiency Standards (ELP) in order to measure the speaking skill in both the control and the experimental group. It was structured with fifteen open-ended questions. The fifteen questions were divided into five main categories which represented the three levels provided by the ELP (Basic, Intermediate, and Advanced). There were five questions for each level. The research team, as mentioned before, took all the students from each section, the control and experimental group which was the sample, in order to answer orally the questions of the pre-test. Each one of the researches asked the questions to the students individually, they were asked to answer the questions using all the English knowledge they had. Based on descriptors provided by the ELP for each English level, the research team had to select YES if the student was able to answer the questions fulfilling the required criteria for that specific level, or NO if he/she had not answered the question properly for the level.

While answering the questions of the oral pre-test, it seemed that some students did not feel comfortable speaking English because the researchers were not their teachers. Most of them were able to understand the questions, but they lacked confidence when it was time to speak; they showed an interest in participating in order to improve their speaking skill.

In order to evaluate more properly the oral production skill with the purpose of assigning a score and a level to CENIUES students, the researchers used the study English *Language*

*Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards Methodology* (see Theoretical Framework). The researcher team decided to take into consideration the guidelines based on descriptors provided by the ELP in order to assign a level to the students' speaking skill (see Theoretical Framework), which requires that students talk about daily life situations.

### **3.6.2 INTERVENTION PERIOD**

During the intervention period, two months, the research team was able to expose the experimental group to listening activities. Students from both sections A and B, were studying the same topics as the syllabus requested. However, the control group, section A, had the traditional class given by the CENIUES English teacher; while the experimental group, section B, were exposed to extra listening activities that were planned, prepared, and designed by the researchers with the aim of immersing and motivating students to participate and put in practice all the vocabulary and grammar rules studied in an ordinary class, in order to develop their speaking skill. At the beginning, students felt concerned because they were not used to the researchers' methodology. Nevertheless, they were able to understand most of the listening tracks. Three weeks later, students on the experimental group were getting more used to the change, so they felt more comfortable while the researchers were delivering the activities; therefore, students were actively participating on all the activities. At the end, it was remarkable to see how students were able to understand more English, and the big effort they made while trying to produce the language orally.

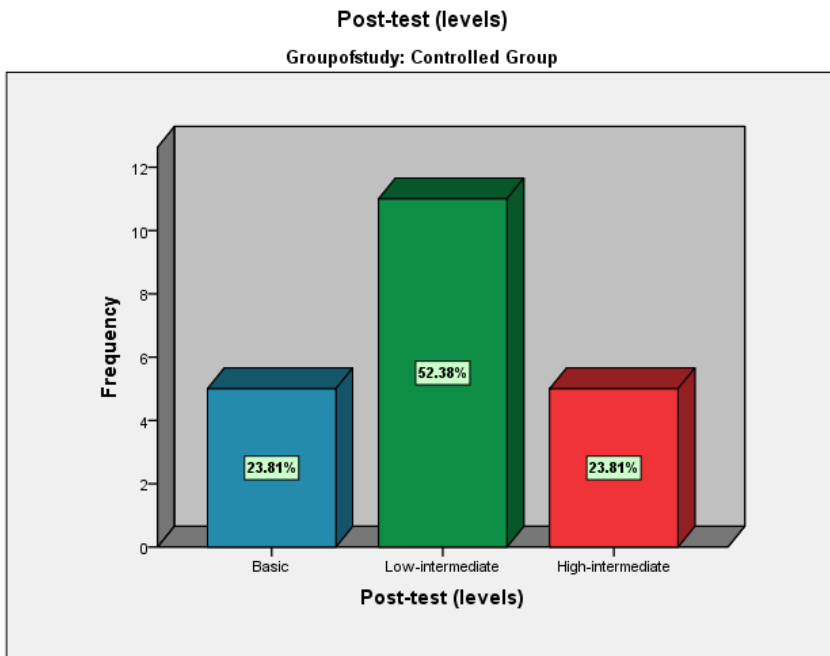
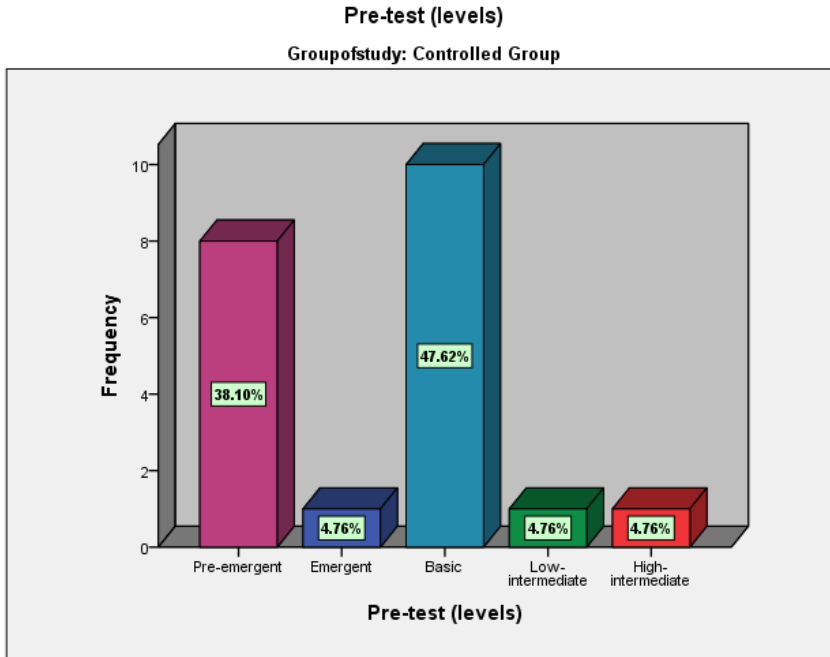
### **3.6.3 POST-TEST ANALYSIS**

After the intervention period, the research team was able to administer the post-test to the sample of the control and the experimental group. The main purpose of the post-test was to detect, the outcome in both sections, in order to evaluate if students from the experimental group had improved their English speaking skill.

### **3.6.4 OUTCOME FROM THE PRE-TEST AND POST-TEST EXPERIMENTAL AND CONTROL GROUPS**

As it was noted before, first it was necessary to have the scores for the pre- and post-test individually. After that, it was important to make the analysis of both groups simultaneously. This is one of the most important parts of the experiment because in this manner the researchers were able to observe if the intervention process had relevance to improve students' speaking skill. The following charts represent the overall results of both groups.

### Pre and post-test for the controlled group

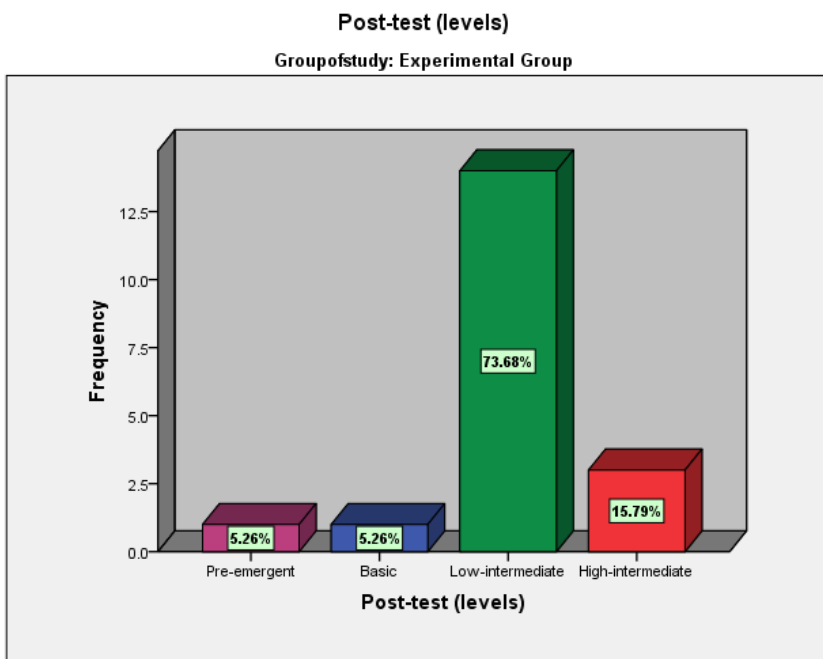
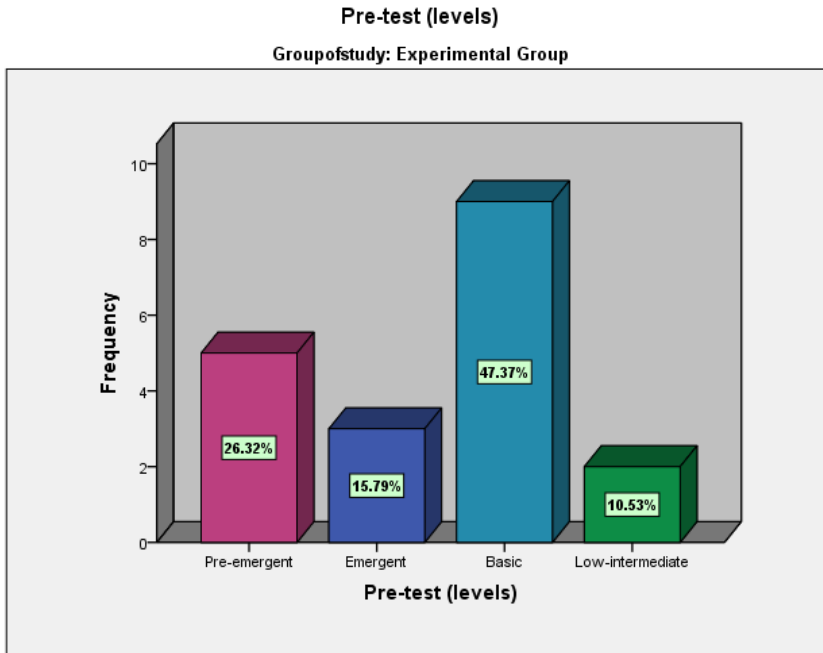


Source: Diagnostic test (Pre-test and post-test) applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.

The researchers were able to notice an improvement on the level 7 students, section "A", from the controlled group, due to the English teacher's awareness of the experiment that was taking place. It was assumed that the project was going to be about the teacher's class

development and not about students' exposure to listening activities. Consequently, it is noticeable that students that started in the *Pre-emergent* and *Emergent* levels were able to improve and be in a higher level.

### Pre and post-test for the experimental group



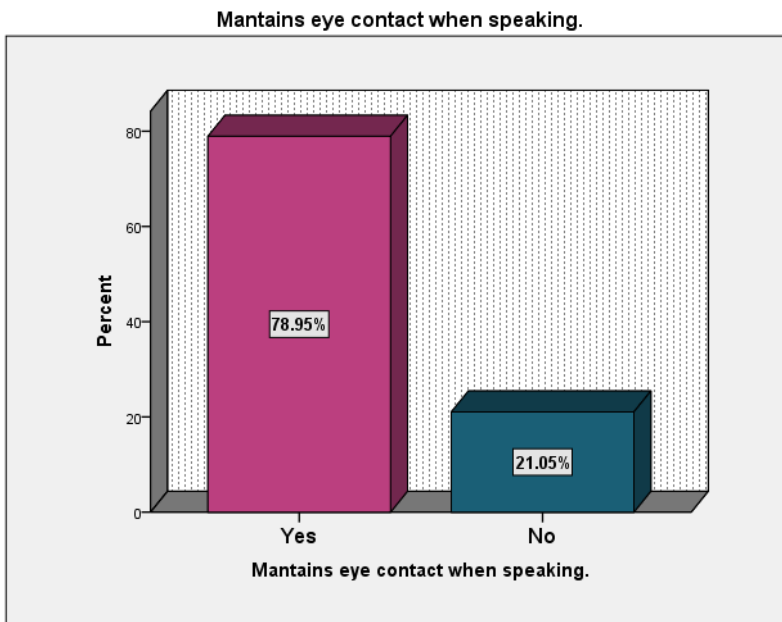
Source: Diagnostic test (Pre-test and post-test) applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.

The researchers observed a great improvement on the level 7 students, section "B", from the experimental group. This group had more exposure to the second language through different activities held by the researchers. It can be highlighted that there was an engagement from both students and teachers. Therefore, it is evident the drastic increase of students from *pre-emergent*, *Emergent*, and *Basic* levels to *Low-intermediate* and *High-intermediate*.

### 3.6.5 BEHAVIORAL CHECKLIST OF STUDENTS' CONFIDENCE ANALYSIS

A behavioral checklist of students' confidence was implemented while the experiment took place with the purpose of knowing if students' confidence was a big influence in their learning process. First, the checklist was implemented when the research team went to the classrooms to make the general observations about the behavior of CENIUES students in level 7, sections "A" and "B", the results of the checklist are shown below.

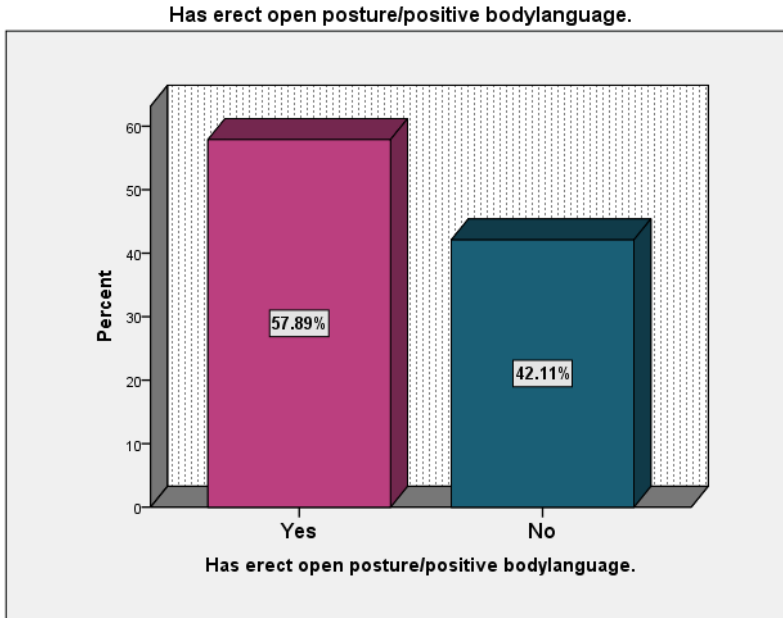
**Graph 1. Maintains eye contact when speaking?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

According to the graph, 78.95% of the student's maintained eye contact when speaking English while carrying out the experiment. Since maintaining eye contact is a manifestation of confidence, the researchers were able to find that students felt more comfortable when speaking English while having dynamic listening activities because students' gaze was pointed towards the eyes of the person they were speaking with. 21.05% of students did not maintain eye contact expressing lack of confidence.

**Graph 2. Has erect open posture/positive body language? (Pre-test)**

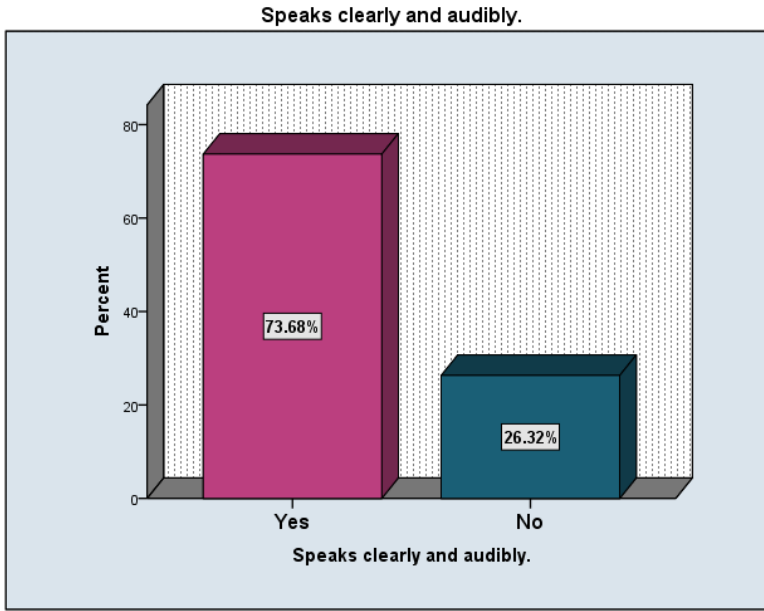


Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.

According to the results, the graph shows that 57.89% of the participants had positive body language, and 42.11% of the students had negative body language through the implementation of the experiment. It was noticeable that those students with a positive body language seem more confident by the time to speak English or participate in the class.



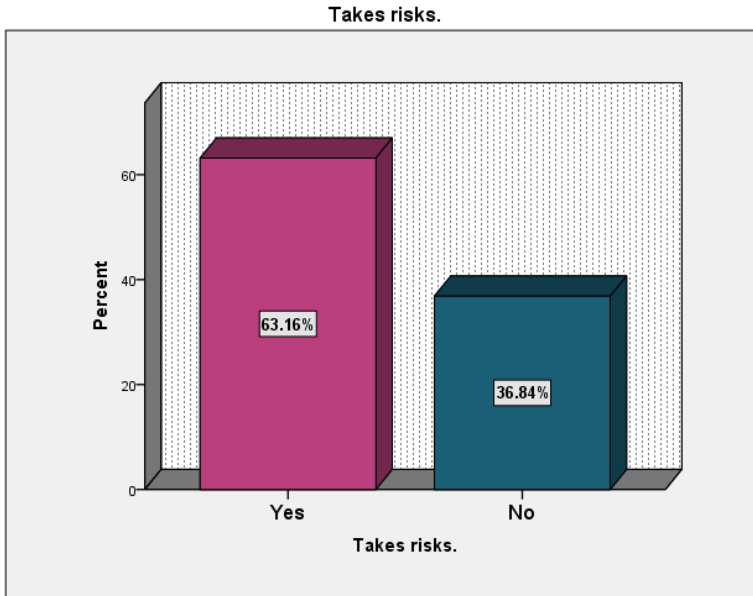
**Graph 3. Speaks clearly and audibly?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

It was observed that 73.68% of the students speak clearly and audibly while they were practicing, on the other hand, 26.32% of the students did not speak clearly and audibly because students were afraid of speaking English. The researchers noticed that the students had more confidence to speak clearly and audibly at the moment of having more exposure to the language, so they have more confident to speak English.

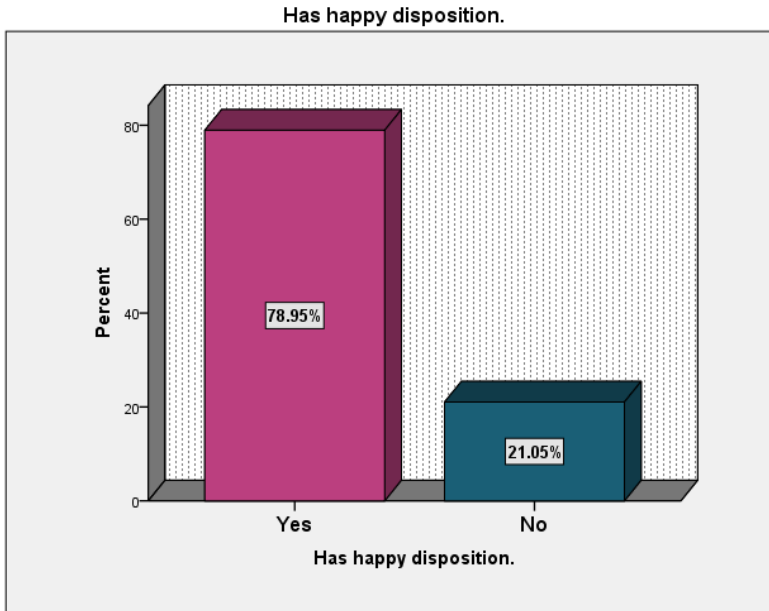
**Graph 4. Takes risks?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

This graph shows that 63.16% of the students took risks to participate during the class and 36.84% did not take risks to participate during the activities of the class since students continue being afraid of making mistakes in the tasks used in the class.

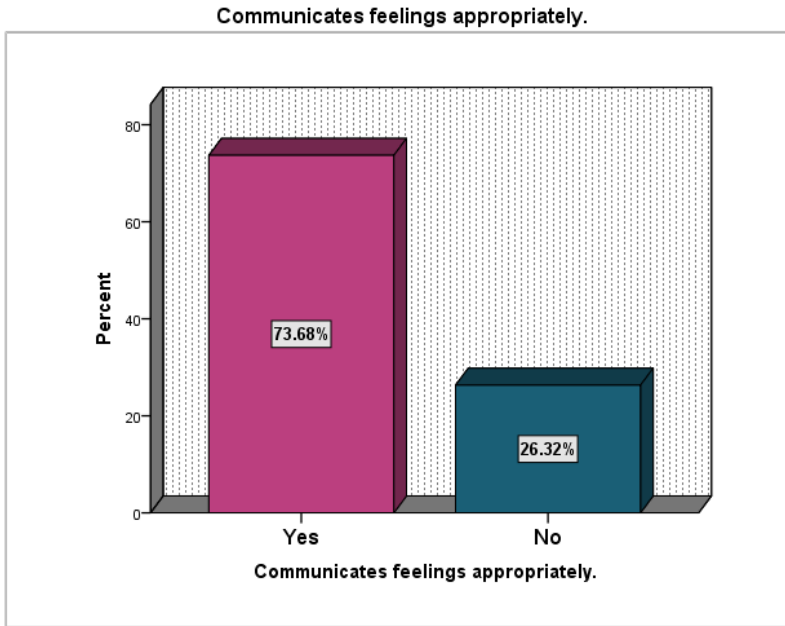
**Graph 5. Has happy disposition?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

It is noticed that 78.95% of the participant had happy disposition to learn the target language and the 21.05% of the participants did not have a happy disposition to learn English. So, the research team was able to notice that the activities that were given during the experiment (videos, listening exercises, songs, etc.) had a positive impact in the students' confidence while in class.

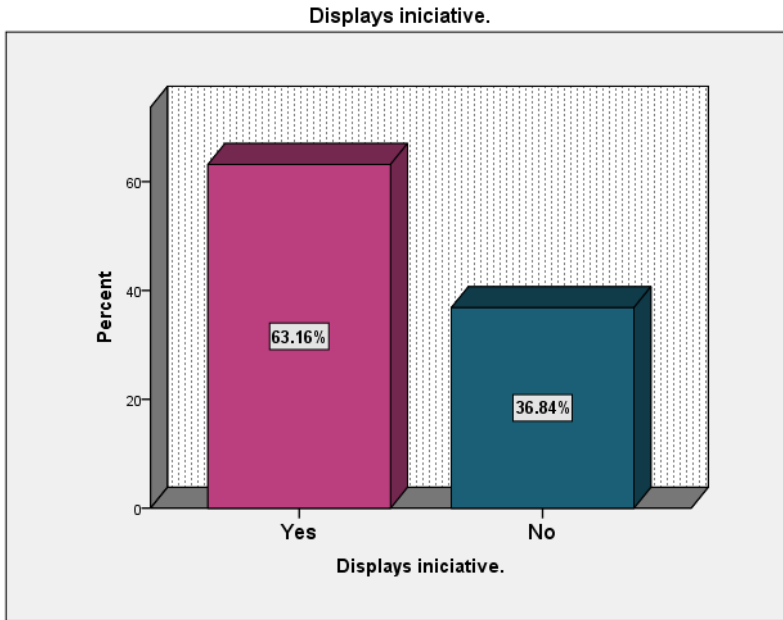
**Graph 6. Communicates feelings appropriately?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

The graph shows that 73.68% of the participants communicates feelings appropriately during the experiment and 26.32% does not communicate feelings appropriately during the experiment meanwhile activities were held in the class. The research team was able to identify that the majority of students indicated a reasonable level of confidence when they were participating in the listening activities.

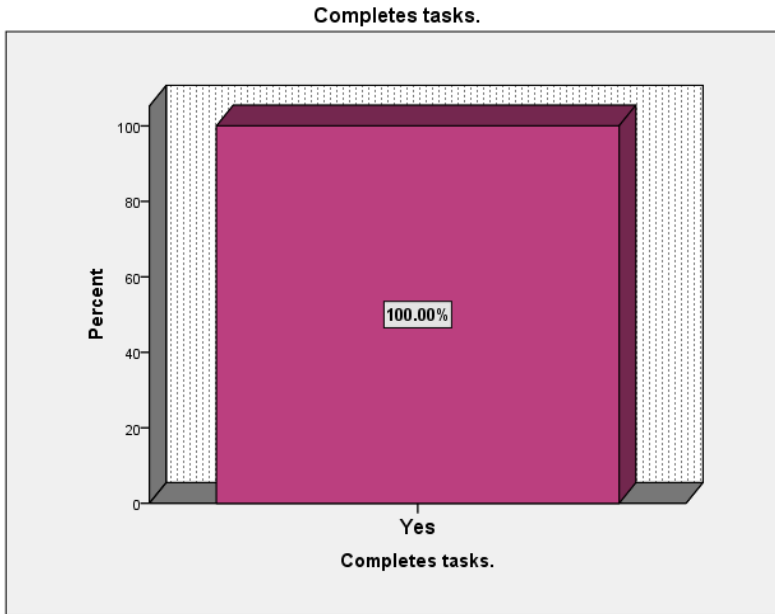
**Graph 7. Displays initiative?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

According to the graph 63.16% of the participants displayed initiative to participate in the class activities, and 36.84% of the participants did not display initiative to participate in the class activities. According to the results, the students' initiative to participate in the class improved while the experiment was ongoing due to the activities that were used by the researchers, students felt more comfortable performing the assignments by their own without being forced to do so.

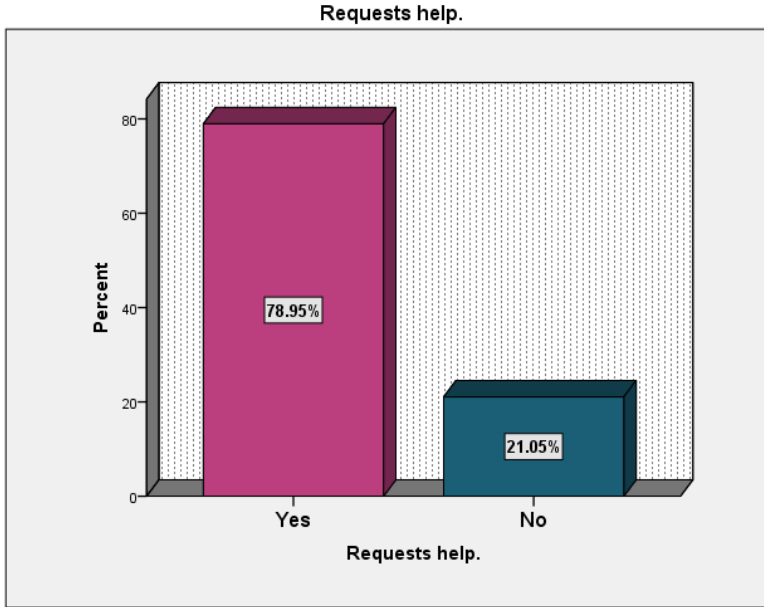
**Graph 8. Completes tasks?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

This graph shows that all of the students completed the tasks given by the teacher before the experiment took place. This graph shows that during the experiment, 100% of the participants completed the tasks during the activities, and the 0% of the participant did not complete the tasks in the class. The research team noticed that students had willingness to learn English and cooperate with the activities of the class because they trust themselves to be capable of developing all the activities and tasks assigned by the researchers without any issue.

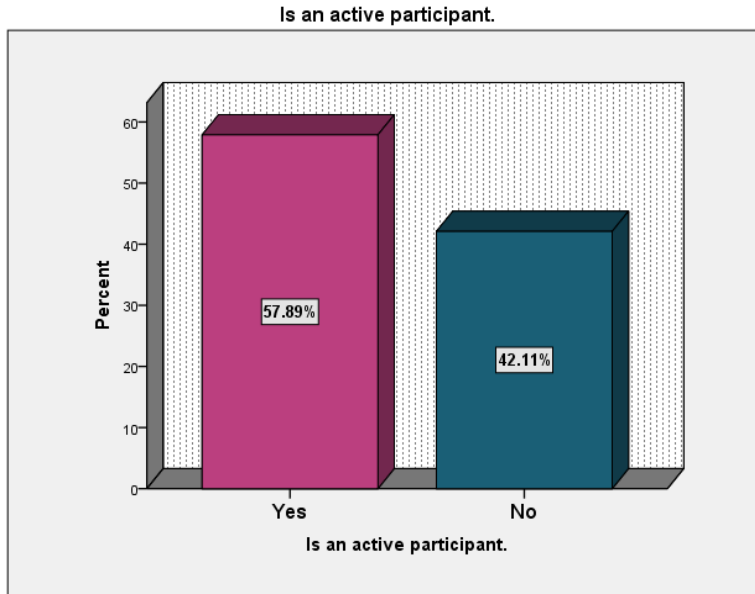
**Graph 9. Requests help?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

The above graph shows that while the experiment was held 78.95% of the participants requested help to finish the tasks given by the researchers, and 21.05% of the participants did not request help to finish the tasks given by the teachers because some of them did not feel comfortable asking questions.

**Graph 10. Is an active participant?**



*Source: Behavioral Checklist of Students' Confidence applied to CENIUES students, section "A" and "B", analyzed with SPSS program version 22.*

This graph shows that 57.89% of the participants were active participants, 42.11% of the participants were not active learners. The researcher noticed that students gain more confidence to participate in the English class because they understood the activities in a better way since they were more willing to participate.



### **3.6.6 SPEAKING CONFIDENCE QUESTIONNAIRE IN THE ENGLISH**

#### **CLASSROOM: EXPERIMENTAL GROUP SECTION "B"**

##### **Qualitative Data Analysis**

This research has provided helpful findings about the importance of teaching English focusing on the listening skill through intensive listening activities to improve students' confidence when speaking English; the results are reflected in the students' opinions gathered from the qualitative data analysis speaking confidence questionnaires.

##### **First questionnaire: Diagnostic Test**

*Question 1: How do you feel when the teacher asks you a question in front of the entire class?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

The results of the qualitative data analysis obtained from question one, during the diagnostic phase, demonstrated that most of the students felt uncomfortable, confused, stressed, anxious and worried to speak English in front of the entire class. It seems that these states are an obstacle to demonstrate their true speaking abilities at the moment of answering questions in front of the class. They did not know how to answer questions because many of them gave inappropriate answers and some of them did not answer the question posed by the teacher.

##### **Second questionnaire: Validation Test**

**Question 1:** *How do you feel when the teacher asks you a question in front of the entire class?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Most of the students manifested that they were relaxed, more concentrated, and more confident when the experiment finished. This questionnaire showed that students had improved their self-confidence because they felt more comfortable when answering questions. In addition, the students affirmed that they understood almost everything in the class. A few of them said that they felt confused because of the vocabulary complexity and they did not care about learning English.

#### **First questionnaire: Diagnostic Test**

**Question 2:** *How do you feel when the teacher asks you to speak English with a partner?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Most of the students mentioned that they felt uncomfortable being affected by the lack of enthusiasm to learn English and speaking habits. One of the reasons students felt this way was because the teacher did not give them a chance to practice in pairs because it took a lot of time doing so. On the other hand, the minority of the students expressed that they felt very uncomfortable working with a classmate that was not one of their friends because they did not have a good relationship with the whole class and they did not want to feel ashamed by those who were not their friends because they had low self-confidence.

#### **Second questionnaire: Validity Test**

**Question 2:** *How do you feel when the teacher asks you to speak English with a partner?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Half of the students agreed that they felt comfortable to speak with different classmates because they knew each other and made new friends inside the classroom. Besides that, students liked to work with a classmate or in pairs since it provided them more time to think and organize their thoughts and ideas at the time of speaking English. And also, students felt more comfortable because when they made a mistake, they preferred to be embarrassed just by one classmate instead of the whole class. However, the other half of the students felt uncomfortable since they did not want to share personal information with different classmates. They still did not feel confident when speaking English with their classmates since they were afraid of making mistakes.

### **First questionnaire: Diagnostic Test**

*Question 3: How do you feel when the teacher asks you to have a small group discussion?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

The majority of the students mentioned that they felt very uncomfortable working in small groups since they have had bad experiences; for example, they started to talk about other topics instead of the topic assigned by the teacher and they just spoke Spanish. As a result, they said that they did not learn anything. Some of the students felt uncomfortable because of the lack of practice. As a consequence, at the moment of sharing thoughts with their classmates, students could not express a clear idea nor make a connection with their thoughts. Nevertheless, students stated that these types of activities are not common in their English class.

## **Second questionnaire: Validity Test**

*Question 3: How do you feel when the teacher asks you to have a small group discussion?*

*Answers:*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Most of the students felt comfortable to give general information or personal opinions instead of giving personal information. They noticed that having this kind of small discussion helped them to improve and increase their English understanding. Besides that, when they were working in groups, they supported and encouraged each other in the learning process. For example, when one of them made mistakes without being bullied; students found it easier to speak in groups of three or four members than to an entire class. The rest of the class felt uncomfortable and very uncomfortable because they were not interested in learning English.

## **First Questionnaire: Diagnostic Test**

*Question 4: How do you feel when you have a question to ask in front of the entire class?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

The majority of the students expressed that they felt very uncomfortable and preferred to keep silent and keep their doubts to themselves instead of discussing them with others; they suffered from lack of language immersion. Students did not feel welcomed to make questions because they were afraid of making errors. Only few students stated that they

were not afraid at all because they started to ask questions about something they did not understand.

### **Second Questionnaire: Validity Test**

*Question 4: How do you feel when you have a question to ask in front of the entire class?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Half of the students still felt very uncomfortable, even though they knew how to ask questions. Moreover, students said that they still felt language anxiety to speak in front of their classmates. While the rest of the class felt comfortable because they considered that the teacher created a relaxed environment that helped to lower the stress of making mistakes in front of the class; therefore, they felt that the learning process was easier. Also, they took care of their own language learning.

### **First Questionnaire: Diagnostic Test**

*Question 5: How do you feel when speaking English only with the teacher?*

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

Most of the students stated that the relationship with the teacher was well established because she promoted confidence when having an English conversation. Students felt very comfortable because they weren't shy to establish a conversation with the teacher although they felt nervous. However, there were some students that said that they were not afraid to speak English with the teacher.

**Second questionnaire: Validity Test *Question 5:*** *How do you feel when speaking English only with the teacher?*

**Answers:**

*A-Very comfortable B-Comfortable C-Uncomfortable D-Very uncomfortable*

The majority of the students mentioned that they felt comfortable because the teachers, which were the researchers at that time, showed a real interest for the students' leaning outcomes in English; for example, they gave students a lot of feedback. However, some of them still felt very uncomfortable because for them it was really difficult to establish an English conversation.

### 3.7 MAIN FINDINGS

After having administered all the instruments for the investigation and having analyzed the results of this research that was focused on the effects of listening exposure in English learners' speaking skill among students from children program, level 7 sections "A" and "B", from CENIUES, San Salvador, 2015, it was very important to answer the research questions that were established at the beginning of this study in order to reveal the findings of this research that were closely related with the assumptions stated from the beginning.

#### GENERAL RESEARCH QUESTION

- **What are the effects of listening exposure in English learners' speaking skill among students from CENIUES' Children program, level 7 section "B"?**

It is important to mention some of the activities that were applied during the intervention process such as: the use of realia, pictures to teach new vocabulary, the use of songs, games, videos of real situations, and classroom observation.

A pre-test was administrated to both controlled and experimental groups at the beginning of the project to know the students English level. In the obtained results, the researchers were able to identify that there was a higher percentage of students in the basic level, and just a few in higher levels.

After the experiment was held, a significant oral communication skill increase was noticed on both sections, "A" (controlled group) and "B" (experimental group), researchers could notice this increase in the controlled group since the English teacher from section "A" assumed that the experiment was going to be about teachers' performance, although, the nature of the experiment was explained since the very beginning. It is important to

highlight that even though there is an increase in both sections, the researchers noticed better results in section "B".

Having said this, the researchers perceived that exposing students to more listening activities will have an impact on their speaking skill (see DATA ANALYSIS, GRAPHS 1,2,3 AND 4) which has been proven by John Flowerdew and Lindsay Miller's vision (mentioned in chapter II of theoretical framework), in their study titled *Second Language Listening*, "It appears that the direct-method approach truly focused on teaching listening skills first and other language skills later." At the end, it was a significant finding, that students are more likely to participate when they are exposed to more listening activities that will eventually be part of their speaking skill development.

**General Assumption:**

- The effects caused by exposing learners to a variety of listening activities are considered useful and helpful to develop the English speaking skill among students.

The researchers, during the experiment, focused, on exposing students to a great variety of listening materials such as videos, short conversations., songs, etc. from English native speakers. It was noticed that the effects of exposing English learners to a great variety of listening activities in the speaking skill are positive because, before the experiment took place, the students had less opportunities to speak English; for that reason, they were unwilling to do it. However, after the days passed, more students started to use English to ask questions and communicate with each other; they were trying to improve by practicing after being exposed to listening activities. It is notable to express that the assumption was approved because the experiment provided useful and helpful ways to develop the students' English speaking skill.



## **SPECIFIC RESEARCH QUESTIONS**

- **How well is the speaking skill improved, when exposing children students from level 7 from section "B" to a variety of listening material?**

By following the Total Physical Response (TPR) method developed by James Asher (1977) to implement the Natural Approach, the researchers were able to realize that these studies are effective in improving the students' motivation to when carrying any listening activity in the classroom.

Some of the activities proposed by Asher, who claimed that a lot of listening is required before a learner speaks were taken into consideration, he added that this listening has to be accompanied by physical responses (reaching, moving, grabbing, etc.), so the main focus of these activities was listening and acting. Therefore, it was important for the researchers to include listening activities that allowed the students to be as physically active as possible during their participation.

The findings (see DATA ANALYSIS GRAPHS 3 and 4) reflect that by applying the Natural Approach made a big impact in improving students' speaking skill due to the amount of exposure and the variety of the activities they had during that module. This also allowed them to feel comfortable to participate even when they had to speak in front of the class. Which before it seemed to be one of the biggest obstacles.

Thus, it is important to have a greater variety of listening activities that will allow students to be more exposed to the target language along with developing their speaking skill.

### **Specific assumption:**

- The use of a great variety of listening activities improves the students' speaking skill.

It is essential to mention that at the beginning, students felt nervous because they were not used to the type of listening activities that were held by the researchers: they were able to understand most of the listening tracks but they were unwilling to produce the language orally. Meanwhile the days passed, students from the experimental group were getting more used to the change, so they felt more comfortable while the researchers were giving the listening activities; therefore, students were able to participate in all the activities more willingly. At the end, it was remarkable to see how students were able to understand more and the big effort they made while trying to produce the language orally. As an evidence of this result, it was reflected in the pre-test and post-test analysis: at the beginning, most of the students of the experimental group were considered to be in a the Pre-emergent and Basic levels, but at the end of the experiment, they reached to be in Low-intermediate and High-intermediate levels in the speaking area.

- **Is the students' confidence, when speaking English, increased once they are exposed to the listening activities?**

It is important to mention that it is normal that learners of a foreign language tend to be afraid of not succeeding when speaking the foreign language because they do not want to make a mistake or being corrected in front of others; they do not want to be embarrassed or ridiculed in front of people. As some authors have said, "One among the many reasons to take into consideration might be the lack of confidence and anxiety about making errors" as stated by Trent (2009). The researchers understood the relevance of what students' confidence has when learning a new language, which was considered at the moment of preparing the listening activities. Therefore, they kept in mind what Trent had mentioned in his document, when preparing listening activities that would involve students' participation at the same time where they would feel comfortable enough to receive constructed feedback from the teachers.

Having in mind the following statement, "beginner foreign language learners often express a feeling of stress, nervousness or anxiety in learning a foreign language in general" (Horwitz et al., 1986), it was extremely important to make sure there was a balance

between pushing the students to participate, which was applied during the first weeks of the experiment, and to make sure they felt encouraged to have an active participation in the class without feeling intimidated; as happened during the following weeks of the experiment, when the students were anxious to know what was the listening activity going to be about for the next class.

It is significant to mention that students need to hear from their teachers, what is the purpose of doing these listening activities (Chapter II, Theoretical framework), in that way the level of anxiety reduces and they are more open to participate in the different listening activities.

To conclude, researchers found out that the students' confidence increased, this was noticed in the results of the student behaviors checklist, which helped most of the students to reach almost two levels higher than what was reflected in the pre-test (CHAPTER III).

### **Specific Assumptions:**

- Carrying out constant listening activities during the English class helps to build students' confidence when using English orally.

The second assumption was proven to be true by the researchers because the majority of the students coincided that they felt comfortable to speak English since they had gained trust in themselves to produce the language orally through the listening exposure they have had; also, they stated that they were able to understand more the English language. Besides that, students liked to work with a classmate or in pairs since it provided them more time to think and organize their thoughts and ideas at the time to speak English, and also when they were working in groups they supported and encouraged each other in the learning process: so it can be said that it was vital to establish great relationship with their classmates. Another aspect that is important to mention is that, students felt the learning process easier since they took care of their own language learning and the teachers (researchers) showed a real interest for their learning outcomes in English.

- **Is the activity proposal, along with the outcomes, useful to be applied by the CENIUES English teachers?**

After applying different kinds of listening activities in the experimental group, section "B", it was expressed to the researchers that the reaction from the students' side was definitely positive in their learning process.

It was noticeable the change in the students' behavior when applying dynamics aside from the ones suggested in the didactic material used in the academy. Those kind of activities had to be appealing and fun for them and were chosen by the researches according to the students' age and needs. In the activity proposal it has been included the sources and the internet links which the research team explored in order to select the activities that fitted better for children student's needs.

Taken all these aspects into consideration, researchers concluded that the activity proposal could be very useful for CENIUES teachers because they will have more options to choose from at the time to include the listening activities for their future class planning.

As a result, the development of this study was of great importance for the research team because it was demonstrated that teachers have infinite possibilities to develop listening skills with a wide range of variety and quality according to the students' needs. And what English teachers need is the passion of teaching, to be updated, and to make students feel connected with the language.

**Specific Assumptions:**

- The teachers of CENIUES Children Program recognize the importance of implementing a variety of listening activities to develop students' speaking skill.

A significant amount of this research project was that the teachers recognized the great impact that listening activities have in developing the students speaking skill. After the

experiment, the teacher expressed that teaching listening brought benefits for the majority of the students from the experimental group. For example, students asked more questions than they used to do; also, students liked to participate in class and enjoyed practicing English with their classmates. Besides that, it was noticed that students from the experimental group were more interested in learning English and the students got better scores than the controlled group. The experimental group's teacher said that she would like to include the tools which are provided by the academy to teach English specially in the listening activities because it is a way to motivate students to keep learning. She also noticed that it is reasonable not to follow what it is the teachers' book only, but also to expand the activities according to the students' ages. Furthermore, the teacher considered including EFL videos can be really useful for teachers to develop the listening skill because they teach real life vocabulary to students that could help them to establish a simple conversation. As a conclusion, it can be said that the assumption was correct because at the end the teacher recognized and appreciated the importance of teaching a variety of listening activities to develop students speaking skill.

### 3.8 CONCLUSIONS

Once the data gathering process was completed and so the data analysis from the instruments used in the academy; having answered the research questions, and reached the main findings of the experiment; the research team involved in the study, *The Effects of Listening Exposure in English Learners' Speaking Skill Among Students from Children Program, Level 7, Sections "A" and "B" from CENIUES, San Salvador, 2015*, arrived to the following conclusions:

First, the team concluded that, the application of the appropriate listening activities according to the children's need is extremely beneficial; because these kinds of activities seem more interesting and appealing for them. As a result, students react positively at the time to participate and answer during the class, which led them to an improvement of their speaking skill.

Second, the researches summed up that the anxiety level or the lack of participation that students had shown during the first two weeks of the intervention; slowed down significantly in the following weeks. Moreover, it can be mentioned that students' confidence level increased by the end of the experiment and all the children really wanted to participate in almost every activity held, no matter if it was in front of the entire class.

Third, the process of intervention from the researchers was completely successful. The experimental group had a remarkable increase in the proficiency levels obtained in this module. The difference between the levels gotten in the pre-test and in the post-test was noticeable. In the end, after the post-test was administered to both groups, the control and the experimental group, the difference between the proficiency levels showed how the students from the experimental group improved approximately two levels higher than the control group.

And finally, the use of constant listening activities by making use of realia, short videos, games, and songs, helped students to better their language production. During the process

of intervention, the researchers were able to see how different students' language competence was from class to class. All the activities evaluated and not evaluated showed an improvement in their oral production.

### 3.9 RECOMENDATIONS

After having concluded the research project about the effects of listening exposure in English learners' speaking skill among students from children program, level 7 sections "A" and "B", from CENIUES, San Salvador, 2015, the research team has drawn up some suggestions for the parts involved in the research, with the purpose of helping them to better their English quality and their teaching style.

#### **For the students in general:**

- They should not become frustrated when they are dealing with a listening activity, difficult or boring for them; instead, they should try harder and ask the teacher to repeat the audio as many times as needed.
- They should look for more ways to learn in case teachers' methodology is not working for them.
- They should make an effort to learn and participate; even if it includes being in front of the class.

#### **For teachers in general:**

- Teachers should search a little more on the different internet sites in order to choose the listening activities that better fits students' needs according to the different ages and styles.
- Teachers should use as many listening activities as possible in their classes in order to help students develop their listening skill and improve their language production through the exposure to the target language.
- Teachers should be aware of any new tool that can help them to better their teaching performance as well as their students learning process.



**For researchers to further research:**

- They should go deeper into the topic and find more information that can be useful for improving their research.
- They should look for more problems students face when doing a listening activity as well as some solutions to deal with them.
- They should encourage students to use the methods they apply in order to improve their listening skill.

**For CENIUES to further research:**

- The program should inform the teachers about what listening activities can be applied to the class in order to expose students to English.
- The program should create awareness of what impact can listening activities have on students' oral communication skill.
- The program's coordinator should inform CENIUES' teachers about the nature of research studies to carry out in the academy in the future.

# CHAPTER IV:

# TIMETABLE

**TIME TABLE - 2015**

No.	ACTIVITIES	MONTHS 2015																																		
		MAR					APR				MAY				JUL				AUG					SEPT				OCT				NOV				
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5
1	Registration																																			
2	Working on Research Topic																																			
3	Meeting with tutor																																			
4	Looking for the academy																																			
6	Working on Research Profile																																			
7	Rewriting the Research Profile																																			
8	Presentation on the Research Profile																																			
9	Asking for permission at CENIUES																																			
10	Designing the activities																																			
11	Designing data collection instruments																																			
12	To administer the pre-test																																			
13	Experiment and observation																																			
14	Carrying out the post test																																			
15	Analyzing data																																			
16	Writing the final report																																			
17	Presentation of the Final Written Report																																			

**TIME TABLE - 2016**

No.	ACTIVITIES	MONTHS 2016																					
		FEB					MAR				APR				MAY					JUN			
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
1	Registration																						
2	Working on Research Topic																						
3	Meeting with tutor																						
4	Looking for the academy																						
6	Working on Research Profile																						
7	Rewriting the Research Profile																						
8	Presentation on the Research Profile																						
9	Asking for permission at CENIUES																						
10	Designing the activities																						
11	Designing data collection instruments																						
12	To administer the pre-test																						
13	Experiment and observation																						
14	Carrying out the post test																						
15	Analyzing data																						
16	Writing the final report																						
17	Presentation of the Final Written Report																						

\*Researchers were not able to meet for two months (December and January) due to personal matters.

# CHAPTER V:

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# CHAPTER VI:

# ANNEXES



**ANNEX A: Pre-test / Post- test**

<b>Objective</b>	To determine the students' English level
<b>School's name</b>	CENIUES
<b>Student's name</b>	
<b>Level / Section</b>	

*Introductory questions*

What's your name? How are you? Do you like learning English?

<b>Basic</b>			Answer	
	Question	Goals	Yes	No
1	How old are you?	Say your age.		
2	What your favorite color?	Say what your favorite color is.		
3	What grade are you in?	Say grade you are in.		
4	Do you have any pets?	Tell us if you have pets.		
5	When is/was your birthday?	Say when your birthday is.		

<b>Intermediate</b>			Answer	
	Question	Goals	Yes	No
6	What is your favorite food?	Say what your favorite food is.		
7	What is your favorite kind of ice cream?	Say what your favorite ice cream is.		
8	What is your favorite holiday?	Talk about holidays.		
9	Do you play sports? Which ones?	Talk about sports.		
10	What do you want to be when you get older? Why?	Talk about future plans.		

<b>Advanced</b>			Answer	
	Question	Goals	Yes	No
11	Tell me about something that you did with your friends/family recently. Why did you enjoy it?	Describe past events		
12	Do you prefer to spend your time inside or outside? Why?	Give opinions		
13	Where is the most exciting place you have been in the past year?	Describing a past event		
14	Do you like to play video games?	Talk about possessions		
15	What was the last movie you saw?	Describing a movie		

## **ANNEX B: Speaking Confidence Questionnaire in the English Classroom**

**Objective:** To determine students' confidence in speaking English by providing them with a questionnaire to measure how they feel about some scenarios inside the classroom.

**Student's name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Instructions:** *Circle the correct response for each question. Make sure that your answer reflects how you truly feel in the following situations:*

1- How do you feel when the teacher asks you a question in front of the entire class?

A- very comfortable    B- comfortable    C- uncomfortable    D- very uncomfortable

2- How do you feel when the teacher asks you to speak English with a partner?

A- very comfortable    B- comfortable    C- uncomfortable    D- very uncomfortable

3- How do you feel when the teacher asks you to have a small group discussion?

A- very comfortable    B- comfortable    C- uncomfortable    D- very uncomfortable

4- How do you feel when you have a question to ask in front of the entire class?

A- very comfortable    B- comfortable    C- uncomfortable    D- very uncomfortable

5- How do you feel when speaking English only with the teacher?

A- very comfortable    B- comfortable    C- uncomfortable    D- very uncomfortable

**ANNEX C: Behavioral checklist of students' confidence**

**Student's name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

<b>BEHAVIOR</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1- Maintains eye contact when speaking			
2- Has erect open posture / positive body language			
3- Speaks clearly and audibly			
4- Takes risks			
5- Has happy disposition			
6- Communicates feelings appropriately			
7- Displays initiative			
8- Completes tasks			
9- Requests help			
10- Is an active participant			

**ANNEX D: Booklet**



# **CENIUES TEACHER'S ACTIVITY GUIDE For level 7**

AUTHORS: Lorena Alvarez & Helen Girón

## **INTRODUCTION**

The following guide was created to help the CENIUES teachers' lesson planning. In this booklet, different options that are easy to find and that can be easily adapted to different topics that must be followed and that do not affect the program's structure are presented.

The activities explained in this document were used in the investigation project that was held in CENIUES children program, level 7, section "B".

The observations are included to give visibility of the effect this type of activities have in students' English exposure.

## Memory Game (food)

### Description of the activity:

First, the teacher has to divide the class in two groups, and then, he or she has to name each team. The teacher will explain the name of different food and in order for students to be able to identify each food they will practice with a memory game.

There will be different kinds of food on a chart and students will have to find the pair. Every time the students find a matching food they have to say a sentence. Students are allowed to ask their team to create a sentence.

Team with more guesses wins.



### OUTCOME

The expected outcome of this activity is that students memorize different kind of food that has been learned in class and at the same time they are actively participating in class, which makes it easier and more fun to learn.

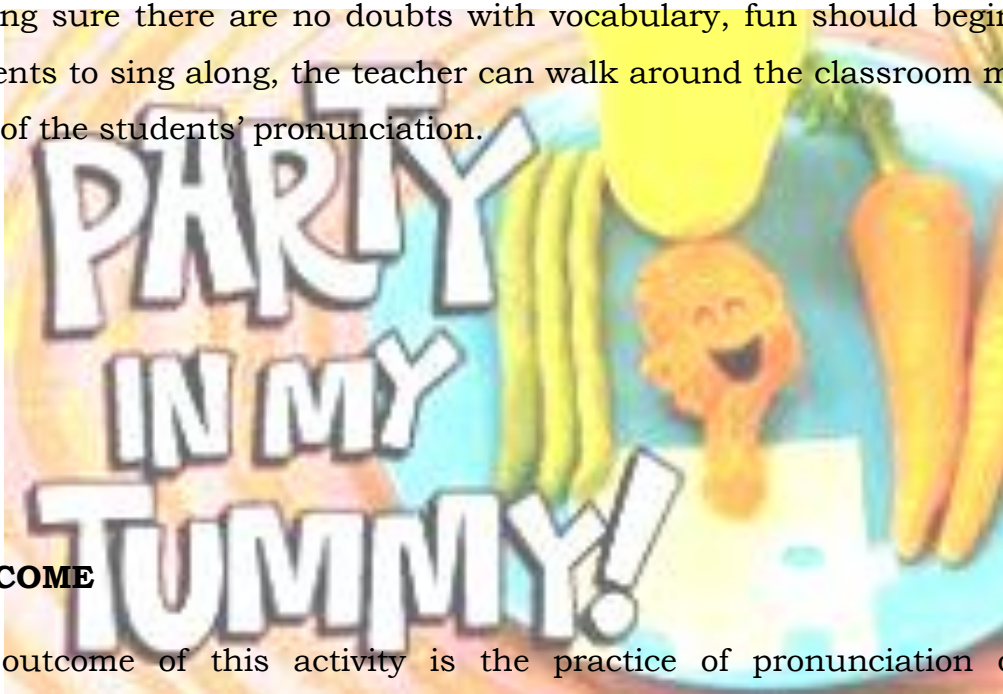
## SING ALONG

[https://www.youtube.com/watch?v=1oUo\\_rTIF0Q](https://www.youtube.com/watch?v=1oUo_rTIF0Q)

<https://www.youtube.com/watch?v=k4ONs1-FDE8>

There's nothing more fun than singing, so a sing along is a perfect way to help students learn about food or any other lesson. Here teachers can get full attention from their students and have fun with them at the same time.

First of all, the teacher should go along with the vocabulary with their students, this, to make sure they have a complete understanding. After making sure there are no doubts with vocabulary, fun should begin. Ask students to sing along, the teacher can walk around the classroom making sure of the students' pronunciation.



### OUTCOME

The outcome of this activity is the practice of pronunciation of the vocabulary students have been exposed to. In a fun and entertaining way students will practice the target language without realizing it.

Yo Gabba Gabba! "Party In My Tummy"

Lyrics

Hello friends, it's lunch time  
Hey everyone, it's \_\_\_\_\_time, time to eat  
Here you go, Brobee, time to eat

I'm gonna eat, yeah, yummy, yummy  
Gonna eat, yeah, \_\_\_\_\_, yummy  
Chicken, yeah, in my tummy  
Party, party, yeah, in my tummy

C \_\_\_\_\_, yeah, in my tummy  
Party, party, yeah, in my tummy  
Juice, yeah, in my tummy  
Yeah

There's a \_\_\_\_\_ in my tummy  
So yummy, so yummy  
Now there's a party in my tummy  
So yummy, so yummy

CHORUS ( TWO TIMES)

Yummy, yummy

Why are you sad?  
We wanna go to the party  
The party in your \_\_\_\_\_  
Carrots wanna go to the party in my tummy?  
Yeah

Oh, would you green beans  
Want to go to the party in my tummy?  
Yeah  
Okay, let's go

Carrots, yeah, in my tummy  
Party, party, yeah, in my tummy  
Green beans, yeah, in my tummy  
Party, party, yeah, in my tummy

T \_\_\_\_\_ a party in my tummy  
So yummy, so yummy  
Now there's a party in my tummy  
So yummy, so yummy, yummy

CHORUS (TWO TIMES)

Yummy, yummy  
I love the party in my tummy.  
Yo Gabba Gabba!

**Favorite Food (Victorious Cast).**

Lyrics:

What I like about \_\_\_\_\_,  
is that you can put it on veggies,  
and it tastes,

Mmm mmm so good

(Yeah!)

I like to talk about food,  
'Cuz it's my favorite thing to do,  
Every treat from yellow to blue,  
red and green, so lets all sing!

[Chorus]

Tell me all about your favorite foods,

[Robbie]

Mine is \_\_\_\_\_!

[Jade]

And I like hamburgers, too.

[Jade and Andre]

I'll eat ice-cream cake,  
till my tummy aches  
But then here's what I'll do,  
Here is what I'll do,  
Share some of mine with you.

(Yummy, yummy,)

(Ooohh, in my tummy)

(Ooohh, \_\_\_\_\_, yummy.)

All of my favorite foods

(Yummy, yummy)

(Ooohh, in my \_\_\_\_\_)

(Ooohh, yummy yummy.)

Well, I like noodles in a bowl,

C \_\_\_\_\_ nuggets make me lose  
control,

'Cause they taste

Mmm, mmm, so good

(Yeah!)



## **BINGO**

For this activity, the teacher may arrange pairs of just complete it individually. The purpose of this game is for students to identify the object that is called out by the teacher. Here the teacher can not only observe the progress in their comprehension, but also the listening of the students can be tested.

The game ends when a student yells BINGO first.



## **OUTCOME**

Students' involvement will be surprising; they would not even notice that they are learning. When this game has been used by ESL teachers, it was observed that students retained the new vocabulary easier and faster than other games.

## **ENDANGERED ANIMALS – Video Technique**

<https://www.eduplace.com/monthlytheme/february/endangered.html>

<https://www.youtube.com/watch?v=kZnJfQ54aAQ>

This activity can be used in order to get students to share their opinions and to overcome their fear to speak in front of their teacher and classmates.

The video used was for the lesson topic -ANIMALS-. Before playing the video, it is important that the teacher gives a brief explanation of what the video will be about.

When the video is played for the first time, student should be allowed to take notes of vocabulary. This new vocabulary should be clarified by the teacher.

Then the video should be played a second time, with the students undivided attention.

At the end of the activity the teacher should ask students the following questions **allowing them to express themselves:**



- What was the video about?
- What animals were mentioned?
- How can human kind help this to stop?

## **OUTCOME**

Students like to express themselves, and by having this type of activities they not only practice their pronunciation, but also, they lose their fear of speaking in front of the class.

## **SUGGESTIONS**

These activities are adaptable to any topic there is to follow. Teachers have the freedom to apply any of these activities to make sure students have more exposure to the learning language.

It is important to mention that even though these were used for a specific level, it can be implemented in any other level.

Teachers will notice how students get involved in the class, as well as, their confidence being positively affected by it.