UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

**THE EFFECTS OF LISTENING EXPOSURE IN ENGLISH LEARNERS'
SPEAKING SKILL AMONG STUDENTS FROM EIGHTH GRADE, SECTIONS A
AND B, FROM COMPLEJO EDUCATIVO WALTER A. SOUNDY, SANTA
TECLA CITY, LA LIBERTAD, 2015.**

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OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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DEDICATION

<u>We want to dedicate this work to:</u>

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 guide us to the success and who we owe our eternal gratitude.

Our families:

Our mothers, our fathers, our siblings, and other relatives for all their unconditional support, love, and encouragement throughout these years of hard work to achieve our dream at the university to become excellent professionals.

Our advisor:

For her patience and dedication to help us to achieve this work and we recognized that this project would not have been possible without her inspiration and support.

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The authors

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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 fail 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 eighth, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015. The researchers focused on planning and teaching the English class by using listening activities such as videos, songs, dialogues, etc. to expose the students to the target language.

This study focuses on how using listening activities in the classroom helps students develop the target language, specifically students´ speaking skill. The researchers 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, and English teachers 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 the teachers to develop the class, so the research team wants to increase English teachers´ awareness of how to use the equipment and materials to implement listening activities inside the classroom, and show how students can feel confident with this type of activities to learn a foreign language. 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 school, the English teachers at the school, students, and the research team.

CHAPTER I

THE

PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

The following research project attempts to provide information about the influence of using a variety of listening activities in the development of the speaking skill of the students from eighth grade at Complejo Educativo Walter A. Soundy, Santa Tecla city, La Libertad, 2015.

The Ministry of Education of El Salvador has recognized the importance of teaching English to be a communicative competence, as it was stated in the English Syllabus, Third Cycle of Basic Education: "The English curriculum is a functional/notional syllabus embracing the communicative approach for its development in order to achieve objectives and language proficiency levels". *Ministerio de Educación, (2008) Currículo al Servicio del Aprendizaje. San Salvador, El Salvador*. In other words, students must have the ability to communicate efficiently; it means that they have to be good listeners and speakers. Listening skill means understanding spoken language, and it can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning.

By observing and gathering information about the English teacher and students under study, this research would be helpful to point out what sort of problems students face when acquiring the English speaking. The first difficulty that students have faced over the years in public schools about learning English is that they do not have a truly immersion into the English language. English teachers from public schools do not use a teaching methodology to teach listening for different reasons: one of them is that teachers are not able to use the tools to carry out the listening parts even though the curriculum requires it. Besides that, the teachers do not feel compromised to teach listening because they considered that is a waste of time teaching listening since the students do not understand English and also because English is not a second language here in El Salvador, so teachers consider that it has not a great relevance to teach listening.

Another difficulty that was been found is that students do not feel comfortable to speak English; they are afraid of making mistakes in front of their classmates because they do not know how to pronounce the words, and they do not know how to construct sentences

in English. However, for the Ministry of Education it is very important to improve the competitiveness of English in students, expanding and diversifying their ability to learn. So the listening skill is a key, especially in an EFL environment to receive input and then produce the language needed to communicate with others orally.

The researchers took the decision to face the problem by dealing with the reasons presented here. The team planned and implemented some sets of listening activities in which they used technological equipment and showed to the teacher and students how different and productive a class can be by using these resources.

The research team considered that this was a suitable problem to study because there was a great range of data from previous studies that would help to support this research project; and the results and recommendations of it that can be taken into account to improve the teaching of the English language at Complejo Educativo Walter A. Soundy.

1. 2 OBJECTIVES

General objective

- To determine the effects of listening exposure in English learners' speaking skill among students from eighth grade, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015.

Specific objectives

1- To improve English learners´ speaking skill from eighth grade at Complejo Educativo Walter A. Soundy by exposing them to a great variety of listening materials.

2- To build students´ confidence in speaking English by exposing them to listening activities at Complejo Educativo Walter A. Soundy.

3- To increase awareness in the English Teacher from Complejo Educativo Walter A. Soundy about the importance of listening activities to develop students´ speaking skill.

1.3 RESEARCH QUESTIONS

General research question

- What are the effects of exposing English learners to a great variety of listening activities in the speaking skill among students from eighth grade, sections A and B, from Complejo Educativo Walter A. Soundy, Santa Tecla city, La Libertad, 2015?

Specific research questions

1. How does the implementation of listening activities during an English class improve students' language oral production at Complejo Educativo Walter A. Soundy?

2. How is the students' confidence affected by a greater exposure of listening activities?

3. How can this project increase teacher's awareness of the importance of implementing listening activities in the English class?

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 because it has been noticed that activities to develop the speaking skill are 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; for that reason, it is better to teach the English language since a very young age. The research team focused its efforts on this research working with young students from the eighth grade sections A and B, at Complejo Educativo Walter A. Soundy for the same reason as to demonstrate if students are exposed to more listening activities has effects on this young students´ speaking skill.

The Ministry of Education in El Salvador has designed an English Syllabus for The Third Cycle of Basic Education; its main objective is to achieve English language and preparation for life competencies by connecting contents with the real world and students´ needs. In 2014, Stacie Berdan, who is an international careers expert wrote an essay called *What Does Language Proficiency Mean?* In which she stated: ´´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 are not carried out in school classrooms as they are 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 because certain jobs require to speak and understand English in an

proficient level. Also, as it was mentioned before, there is not a better period of time to start learning a second language than since the first years of life.

According to Krashen 1985, 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/she 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 topic under study is of great importance because 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, that is from the 7th grade. It means that the researchers focused on students that have been learning English just for one year; 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, a routine to teach just grammar and vocabulary using only a marker and a whiteboard disappears because the research was aimed to create an atmosphere where eighth grade students feel 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 in bilingual institutions where students are there to learn English as their main target. Nevertheless, this research took place 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 language. For that reason, it was important to carry out this study in an institution with a unique environment and a total different scenario where most of these types of studies take place.

The topic under study is appropriate because the school where this research was carried out has many technological tools to develop English listening activities; however, these technological tools are being used to teach all of the other subjects, but English class. So it has been useful for the English teacher to noticed how effective is to teach English using all the tools available in the school. Besides that, this research is suitable because the research team was given the opportunity, time and space by the English teacher and school principal to develop all the activities freely without any interruption according to how this research was planned. With this coordination, the research team was able to take advantage of the tools and resources that the school has.

Finally, this study is useful for all the parts involved, the research team, the teachers and students at Complejo Educativo Walter A. Soundy. First of all, it was beneficial to the research team because they had the opportunity of applying many of the things they learned on the major. Also, because they gained more experience teaching English and motivating students to keep learning this language. Furthermore, when the research team went to the school to talk to the English teacher about this study, they were informed that activities related to the listening skill were not carried out at all in the school because they teacher

thought he did not have the equipment to teach listening. So this research was able to create awareness in Teachers´ from Complejo Educativo Walter A. Soundy about the importance of listening activities to develop students´ speaking skill, and to demonstrate that they have the necessary equipment to carry out these activities with success. It was very helpful for the school and teachers to notice about different ways to implement listening activities, and to use all the resources at hand. But far more important, this research has been more advantageous for the eighth grade students because it was able to build students´ confidence in speaking English by being exposed to listening activities. Besides that, it has encouraged these students to keep learning English; not only when they are inside the classroom, but also whenever they are in their homes or other places because they have seen 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

The research was designed to analyze the effects of listening exposure in English learners' speaking skill. Nowadays teachers in schools just focus on grammar because most of the time they use text books to teach English; as a result, teachers do not pay attention to listening and speaking skills. This research studies the effects of exposing students to listening activities to improve oral communication.

This study is about the effects of listening exposure in English learners' speaking skill; it was carried out at Complejo Educativo Walter A. Soundy in Santa Tecla City, La Libertad. The research was carried out on the third school term, in the year of 2015. The implementation of the research lasted two months and a half.

The population was two sections, section A and section B. The two sections were students from eighth grade. The number of students in the controlled group, section A, was 32 students, 18 females and 14 males. In the experimental group, section B, there were 34 students, 18 females and 16 males, so the total population was 66 students. In order to measure the students' English level, the researchers selected 10 participants in section A and B to pass a pre-test and a post-test.

1.6 LIMITATIONS

During the research project, the research team faced three main limitations which are listed below.

- ✓ The first limitation the research group faced was the slow process of the approval of the research topic. This was a big limitation because the researchers did not have enough time for the intervention period as they had noted in the Research Profile since the topic was approved until October. However, the researchers managed to perform the experiment retroactively by the approval of the authorities of the School of Arts and Sciences, so the researchers started the intervention period on August, and at least they had two months and a half to carry out the activities that were planned.

- ✓ The second limitation was the meeting time since the three researchers worked. However, the schedules were very similar to each other, so they managed to meet twice a week; and in the morning they had enough time to go to the school.

- ✓ The third limitation was the lack of interest from some students to learn English. Nevertheless, the research overcame this limitation by planning and implementing English activities that were appealing for young students.

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 17th and 18th centuries used many methods in which the main emphasis was to teach grammar, syntax, memorization of vocabulary, and translation of texts. There was just a little effort from teachers to teach speaking and listening because the main goal was to have students work on academics things where they only would use their reading and writing skills.

It was in the 19th 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, then 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 questions with each other about the listening content; after that, it was the time for the teacher to ask questions, then students had to answer this questions using only the target language. Therefore, it was necessary that students could be exposed to the target language so that they produce the language orally; this made a great impact on the students´ speaking skill because they listened to the right model to produce the language, then they imitated what they heard.

Furthermore, in the first half of the 19th century foreign language teachers began to emphasize more on speaking and listening skills. A 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 new 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 tests to assess the listening skill. Most of the time, these tests were taken from 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 students´ 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 to 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 researchers planned and implemented listening activities in a more meaningful way, taking into account what aspects of the teaching process are required to succeed while giving the class. With this in mind, the researchers exposed students to the English language by following advices given by experts about teaching listening; for instant, the researchers focused on Krashen's work about input and output hypothesis that was established in 1982, which states that students have to receive a lot of comprehensible input to produce the language. Furthermore, 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.´´ Therefore, 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 of developing 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 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 focuses 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 was 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 could 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 mode*l: 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:* When using the direct method, visual aids are required 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 heard the words in full sentences, then the meaning of this words were explained after students had listened to the material.

- Exposing students to target language to produce the language orally. During the class students were exposed to English by using listening materials such as videos, music, short conversations, 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 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 relaxed 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 confident 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 relaxed 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 stage 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 had 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

Language proficiency standards are used to measure and value learners' competence in a foreign language, in this case the English proficiency level; they are developed by experts to have a great credibility. The World-class Instructional Design and Assessment (WIDA) document (2004) stated: ´´Performance standards are statements that define the

extent to which students are meeting the stated standards; in the instance of English language proficiency standards, performance standards, performance definitions correspond to definitions of what students can do at each proficiency level.´´ For English teachers, it is easy to administer standards not only because they can save time and identify the learners' needs, but also they can identify the learners´ level and document their learning progress.

One of the essential parts of learning a foreign language is to develop an effective communication, which not only means to have the ability to accurately receive and interpret messages, but also to have the ability to express in a clear, accurate and fluent way the target language. This research takes closely consideration in listening and speaking skills which represent different abilities on the English domain. According to Pennsylvania English Language Proficiency Standards (2007) adapted from the WIDA document (2004) the domain of language proficiency in the listening area means that ´´encompasses how students process, understand, interpret, and evaluate spoken language in a variety of situations.´´ The domain of language proficiency in speaking means, ´´that encompasses how students engage in oral communication in a variety of situations for a variety of purposes and audiences´´.

The Language proficiency standards used in this research belongs to the Common European Framework of Reference, abbreviated as CEFR. This is a guideline used to describe achievements of learners of foreign languages, across Europe and other countries (Council of Europe, 2011). The researchers focused on a study that was carried out by Richard J. Tannenbaum and E. Caroline Wylie, who are language research scientists at Educational Testing Service, titled *Linking English-Language Test Scores onto the Common European Framework of Reference: An Application to Standard-Setting Methodology* (2008). The purpose of that study was to identify the minimum scores students can have to pass from one level to the next one, being the lowest score 0, and 30 being the highest. Talking about the scores to assigned specific levels, it would be A 0 – 14, B 15 – 21, C 22- 30. These scores are assigned by using the CEFR Definitions of Proficiency in Speaking.

2.2.2 CEFR definitions of proficiency in speaking

The Common European Framework divides learners into three broad divisions which can be divided into six levels. There are presented in the following table (Council of Europe, 2011)

Level group	Level group name	Level	Level name	Description
A	Basic user	A1	Break through or beginner	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him / herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way. • Simple, isolated statements/phrases restricted to very familiar/personal topics. • Needs assistance from experienced, sympathetic interlocutor. • Pronunciation has limited repertoire and strong interference from other language(s).
		A2	Way stage or elementary	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. • Hesitation in speaking. • Can handle short exchanges but cannot keep conversation going. • Can give simple (series of) phrases about likes, dislikes, family, and work. • Can make simple requests for clarification. • Can deliver basic rehearsed presentations (short) on familiar topics.
B	Independent user	B1	Threshold or intermediate	• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Some fluency (linear sequence). • Can cope with everyday situations. • Can briefly give reasons and explanations. • Can describe and briefly explain graphics/tables in fields of interest; with preparation. • Can express self on familiar abstract thoughts, feelings, notions. • Can maintain one-on-one/face-to-face conversation but may need assistance.

		B2	Vantage or upperintermediate	• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. • Can give clear, detailed descriptions and prepared presentations attuned to the listener. • Can develop clear arguments with relevant support and examples on wide range of topics related to fields of interest. • Can sustain conversation with degree of fluency and spontaneity. • Takes listener and cultural context into account.
C	Proficient user	C1	Effective operational proficiency or advanced	• Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Expresses self fluently and spontaneously, almost effortlessly. • Uses idiomatic speech. • Uses precise and accurate grammar. • Can vary intonation and place stress correctly. • Can describe or present complex subjects (appropriately structured). • Shows flexible/effective use of language (humor).
		C2	Mastery or proficiency	• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. • Effective and flexible communication with audience. • Can easily follow and contribute to complex discussion with all speakers. • Can express fine shades of meaning. • Can discuss abstract topics beyond own field. • Uses multiple registers appropriately. • Clear, well-constructed, smoothly flowing arguments. • Demonstrates full confidence in speaking.

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, 1980. First at all, it is very important to answer the question what is Language acquisition? 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, 1981.   According to Stephen Krashen's theory of a second language acquisition there are five main hypothesis of language acquisition which are the acquisition learning, the monitor hypothesis, the input hypothesis, the natural order, and the affective filter hypothesis. The following are examples of each Krashen's theories for language acquisition.

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 it, and the 'learned system' or 'learning' is the product of formal instruction and conscious process which results in conscious knowledge about the language, an example of it is when students are learning grammar or learning vocabulary. So the two independent systems of the acquisition process are the acquired system and the learned system.

The other hypothesis developed by Krashen is the Input hypothesis; this is the language that learners are exposed to; for example, listening exercises, media, music, and the like. 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 elementary, so the students are able to understand what is said.

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   the 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 learner's motivation. Affective variables such as fear, nervousness, and motivation have an impact in the language acquisition process. Krashen in the input hypothesis 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 high so that they will learn the second language faster and better.

2.2.4 Comprehensible output

Output is what language learners produce when speaking. According to Merrill wain (1995), when the students notices error/gap when speaking English, the learner will be able to change or modify 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 about the target language and improve the output (speaking skill), so this is how comprehensible output takes place.

The comprehensible output theory states that learners of a second language learn the target language by making mistakes when speaking, but students try again, and eventually, they achieve the correct form of the target language. It is very important to highlight that the comprehensible output. There are three important functions of comprehensible output according to Merrill Swain (1995), the triggering function, the hypothesis testing function, and the metalinguistic function.

The first function is the triggering/notice function.   In this part, 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; 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 students learn based in feedback that is given by the teacher as a trial and error, basically students learn from their errors, so they expect to receive feedback to correct their mistakes and improve their oral communication skills. This idea explains that when learning a new language, learners often make mistakes, which can help them to understand the language.

The third function of output is the metalinguistic. The negotiation of meaning is very important in the metalinguistic theory. The term negotiation of meaning is made by repeating, rephrasing and restructuring of phrases between two or more learners to enable

them to understand the meaning of the messages they are conveying. So the metalinguistic theory is important to produce language through speaking exercises with other students.

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 materials, and developed the listening activities, at the same time students were noticing by themselves, and with the help of the researchers 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 performing things, but this can be affected by different factors. "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 strengths of English speaking skills. There are different elements involve that affect students' confidence to be orally competence when learning a foreign language. Some of them are: learners are afraid of making error and they have lack of language immersion.

To begin with, it is important to mention that it is normal that the 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 be corrected in front of others; they do not want to be embarrassed or ridiculized in front of people. For example, Patil (2008) in his study *The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context* asserted that building up the learner's confidence to eliminate fear of making errors is a priority that the teacher should consider in order to make the learner feel comfortable with the language. Therefore, it is really important to make an emphasis to reinforce the student's confidence to obtain better results in their speaking skill when learning a foreign language.

In addition, the learners of a foreign language usually suffer from lack of confidence when dealing with different situations like the classroom environment, lack of practice, lack of vocabulary, among others. So, in order to provide more confidence to learners, the teachers have to build a comfortable environment. For example, showing a real interest for each individual learner, and exposing learners to a variety of listening activities and practice. Making an emphasis to develop learners' confidence, is relevant to introduce them into a truly language immersion in English, in public schools it is a challenge to do so. 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 have

to improve the way they are teaching English to get better results in the students' learning process.

The researches decided to focus this study on students´ confidence, and they include it as one of the specific objectives for the following reasons. First of all, when the research team went to the school to make some observations about the methodology the English teacher used to teach English, and about the students' attitude towards the class, the researchers discovered that students lacked of 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 by 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. Using the backup theory about students´ confidence, students have to receive a lot of listening activities so that they follow the right model of speaking, so learners will get less embarrassed by the time of speaking because their confidence will increase.

2.3 DFINITION 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 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 teacher of eighth grade from Complejo Educativo Walter A. Soundy recognizes 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 eighth grade from Complejo Educativo Walter A. Soundy, in Santa Tecla City, La Libertad, 2015. The researchers 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
To determine the effects of listening exposure in English learners' speaking skill among students from eighth grade, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015.	What are the effects of exposing English learners to a great variety of listening activities in the speaking skill among students from eighth grade, sections A and B, from Complejo Educativo Walter A. Soundy, Santa Tecla city, La Libertad, 2015?	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.	*Independent:* The use of a great variety of listening activities *Dependent:* Students' English speaking skill	*Indicators of independent variable:* Songs Videos in ESL classes Short conversations *Indicators of dependent variable:* -English speaking skill	*Independent variable:* Listening activities *Dependent variable:* Oral language production

Table 2: Operationalization of Specific Assumption 1

Specific research objective 1	Specific research question 1	Specific assumption 1	Variables	Indicators	Sub indicators
To improve English learners´ speaking skill from eighth grade at Complejo Educativo Walter A. Soundy by exposing them to a great variety of listening materials.	How does the implementation of listening activities during an English class improve students' language oral production at Complejo Educativo Walter A. Soundy?	The use of a great variety of listening activities improves the students' speaking skill.	*Independent:* Listening activities *Dependent:* Students' speaking skill	*Indicators of independent variable:* -listening activities researchers used *Indicators of dependent variable:* Students' oral language production	*Independent variable:* Teaching methodology *Dependent variable:* Improvements in the ability to understand the meaning of the words and give an answer to interact with others

Table 3: Operationalization of Specific Assumption 2

Specific research objective 2	Specific research question 2	Specific assumption 2	Variables	Indicators	Sub indicators
To build students´ confidence in speaking English by exposing them to listening activities at Complejo Educativo Walter A. Soundy.	How is the students' confidence affected by a greater exposure of listening activities?	Carrying out constant listening activities during the English class helps build students´ confidence when using English orally.	*Independent:* Constant listening activities *Dependent:* Students' oral language production	*Indicators of independent variable:* Listening activities *Indicators of dependent variable:* Students' oral language production	*Independent variable:* Audio video display *Dependent variable:* Students' confidence to communicate orally

Table 4: Operationalization of Specific Assumption 3

Specific research objective 3	Specific research question 3	Specific assumption 3	Variables	Indicators	Sub indicators
To increase awareness in the English Teacher from Complejo Educativo Walter A. Soundy about the importance of listening activities to develop students´ speaking skill.	How can this project increase teacher's awareness of the importance of implementing listening activities in the English class?	The teacher of eighth grade from Complejo Educativo Walter A. Soundy recognizes the importance of implementing a variety of listening activities to develop students' speaking skill.	*Independent:* implementing a variety of listening activities *Dependent:* to develop students' speaking skill	*Indicators of independent variable:* Songs Videos in ESL classes conversations *Indicators of dependent variable:* students' speaking skill	*Independent variable:* Listening activities *Dependent variable:* Stimulation with listening activities for better oral production

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 intents to compare and measure the relationship between two variables (Price, 2012). In this case, the researchers' aim was to measure how eighth grade 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 group and an experimental group. And the results were used as a statistical representation 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 study 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 Campbell; 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 research team selected this method because the two groups were available in the school to implement this research.

First of all, the study group was chosen in a convenient way, since the school had some elements that helped the researches to develop the study such as the two sections A and B from eighth grade; the ages were between 13 and 15 years old. Besides that, the section B was the experimental group, and the section A was the control group. It was imperative to know that during the treatment section, the control and the experimental groups (sections B and A) were receiving the same topics that had been assigned by the Education Scholar Curriculum for eighth graders; however, the control group was having activities planned by the teacher; with this group, the researchers were making only observations. On the other hand, there was the experimental group in which the researchers elaborated lesson plans and implemented them in the classroom. All the activities implemented on the experimental group were emphasizing the use of listening activities like: audios, songs, short videos, conversations, stories, etc. Therefore, the independent variable, which was listening, was manipulated by the researchers only in the experimental group.

Finally, regarding the experiment there was the pre-test and post-test design; researchers implemented an oral test to both sections, A and B, which were under the research to determine the speaking proficiency level that eighth grade students had before the treatment with the help of English Language Proficiency Standards (ELP) provided by the CERF. And as a second part of the key component which was the post- test design; the researchers developed at the end of the experiment another oral exam to students from both 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 group and the experimental group in the speaking skill.

3.3 POPULATION

The researchers were interested in studying the effects that listening exposure has on students' speaking skill. The accessible population was eighth grade students, sections A and B, from Complejo Educativo Walter A. Soundy, Santa Tecla City, La Libertad. Section A with 32 students was the control group, and section B with 34 students was the experimental group. The total population was 66 students these students were between 13 and 15 years old.

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 researchers 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 researchers were looking for samples that are accessible to them; for that reason, it was chosen the *convenience sampling* type which is considered easiest, cheapest and less time consuming. This type of sample, as its name says, is for the convenience of researchers not only because of the English class time, but also of the proximity of the school. The population is 66 students and the sample is 20 students, 10 students from each section.

3.5 DATA GATHERING PROCESS

3.5.1 Research instruments

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, news, audio materials, etc. The controlled group was only observed and did not have interaction from the researchers.

The instruments used in order to gather 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. Besides that the research team administered a *Teacher's Questionnaire* to determine the listening activities the English teacher used before the experiment took place. The researchers created a manual to increase awareness in English teachers about implementing listening activities to develop students' speaking skill; a *Teaching Listening Survey* was administered to the English teacher in order check if this objective was fulfilled. A pre-test and a post-test to measure the level of English students had before and after the experiment. English Language Proficiency Standards, *CEFR definitions of proficiency in speaking,* were used to measure the English level of the speaking skill students had before implementing the experiment, as well as to measure if they had 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 before 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 stated hypothesis 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 one week, the research team had to make observations on both sections A and B to determine the students´ behavior during the English class; an observation guide was used to check the methodology used by the teacher to teach listening. Furthermore, the researchers used the observation lists to collect data from both the control group and the experimental group in a very accurate and natural way while students were in the English class. To measure the level of confidence students from the experimental group had before implementing the experiment by the time of 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 eighth grade sections A and B at Complejo Educativo Walter A. Soundy.   As described before, the sample was 10 students from each section. The main purpose of this pre-test was to measure the English level of the speaking skill students had before carrying out the experiment; or in other words, before manipulating the listening skill.

The pre-test that was administered on this research was taken from the Common European Framework of Reference for Languages. The test was designed to measure the speaking skill, so the researches asked questions to the students, and they had to answer them trying to use all the English knowledge they had. This test gave the researchers 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 the students´ responses were the most adequate for the descriptors assigned to that level.

STEP 3: THE EXPERIMENT

The researchers 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 or 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 research team selected this method because the two groups were available in the school 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, listening to English conversations using the CD player. 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 school has some elements that helped the researches to develop the study such as the two sections A and B from eighth grade; between the ages of13 and 15 years old. Besides, section B was

the experimental group, and section A the control group. To begin with, the researchers administered the *Speaking Confidence Questionnaire in the English Classroom* on both groups to measure how confident students were by the time of speaking English in different classroom scenarios. Besides that, the researchers had the English teacher complete a survey about the importance of listening activities to develop students´ speaking skill, and the he was administered a *Teacher's Questionnaire* in order to know the frequency of listening activities, materials and sources the teacher used and implemented while teaching English speaking skill; this worked to determine if the teacher was aware of the importance of listening activities to develop students´ speaking skill.

It is imperative to know that during the treatment section, the control and the experimental groups (sections B and A) received the same topics that had been assigned by the Education Scholar Curriculum for eighth graders; however, the control group had activities planned by the 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 lesson plans and implemented them in the English class. All the activities carried out on the experimental group emphasized in listening skills such as: audios, songs, short videos, conversations, stories, etc. Therefore, the independent variable which was listening skill was manipulated by the researchers only on the experimental group.

The purpose of this research project was to develop eighth grade 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 into 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 by a post-test, which was the same test as the pre-test implemented to the same 10 students from each section. 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 pretest and posttest. So 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 researchers measured the differences between the control group and the experimental group in the speaking skill after being exposed to English listening activities. Besides that, the researchers administered again the *Teaching Listening Survey* to measure if the English teacher's awareness about listening activities had increased after the intervention period. Additionally, the *Behavioral Checklist of Students' Confidence* was implemented in the experimental group again to determine if students have gained confidence after the experiment. Besides that, *the Speaking Confidence Questionnaire in the English Classroom* was administered in the experimental and control groups to measure the difference on students´ confidence from the two sections.

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 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 implementing 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 as the average; the mean was very useful in this study because it helped the researchers prove if the students had have 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, so the median in this study was the central score of the grades obtained by the students. 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.

Finally, in order to analyze the Teacher's Questionnaires, the Teaching Listening Survey and the Students´ Speaking Confidence Questionnaires in the English Classroom, the research team used the qualitative research technique Content Analysis, specifically the Summative Approach, which is used to interpret meaning from the content of text data usually from keywords to describe the most essential parts within a context. The purpose of

using this technique was to find patterns inside of all the responses and compressing them into a single answer.

3.6.1 Observation guide

Before the experiment took place, the researchers involved themselves in a non-participant observation phase. In this period, the research team went to the school during one week. The researchers decided to observe the English classes of the experimental and control groups (sections A and B). The researchers used a guide in order to have a clearer idea on how the English classes were developed, the research team noticed that the students from sections A and B were very similar in their personalities and behavior, and the classes were conducted in the same way in the two sections since the same English teacher was in charge of the two sections. Below, it is presented the analysis of the observation guide:

Observation analysis: Eighth grade, sections A and B

- **TIMING:** The English teacher arrived five minutes before the classes were supposed to start**.** The classes usually started on time. The teacher took five minutes to check the attendance list, and then he took 10 minutes to check if students had done the homework; however, most of the students had not complete the homework. The classes finished on time. The teacher followed the same pattern of timing in the two sections for each class.

- **STUDENTS' ATTITUDE:** Most of the students in the two sections showed a disruptive behavior during the English class, they would talk to each other without paying attention to what the English teacher was saying. Some students were using their cellphones to check social media or play video games. The students never wanted to participate in the English class, and when they participated was because the teacher forced them to do so. Students look nervous if they were asked to participate in the English class, there were some students that made fun of the students that were asked to participate. There were a few students in the two

sections that would pay attention to the teacher. It can be said that the students´ attitude was very indifferent towards the English class.

- **TEACHING METHODOLOGY:** The methodology used by the teacher was the same for the two sections. The teacher used a teacher-centered methodology because there was little interaction between the teacher and the students. The teacher started the class by introducing the topic; after introducing the topic, the teacher wrote vocabulary related to the topic, next to each word, the teacher wrote its Spanish translation. Then he explained grammar rules using the Spanish language. After that explanation, the teacher would have students develop some exercises; there were just a few students that tried to work on the exercises provided by the teacher. At the end, the teacher resolved those exercises using the board, and he assigned the homework for next class. The teacher did not implement listening activities. He would speak Spanish all the time.

- **MATERIALS USED IN THE CLASS:** The teacher used only the text book provided by the school, he used markers and the board. The students only used their notebooks; it was supposed that the students had to have an English book; however, only 5 students for each section used the book during the class.

3.6.2 Teacher's Questionnaire Analysis

The researchers administered a questionnaire to the English teacher at Complejo Educativo Walter A. Soundy. This was done with the purpose of knowing the frequency of listening activities, materials and sources the teacher used and implemented while teaching English; furthermore, with this questionnaire, the researchers were able to find out at the beginning of the experiment to which English activities and materials students had been exposed to during the English class before the experiment took place. Now, it is presented the results and analysis of the questionnaire.

1- How many hours a week do Eighth grade students have for English classes?

The teacher stated that eighth grade students have three hours a week for English classes which is the specific time required by the English Syllabus, Third Cycle of Basic Education. The researches had the opportunity to check the most updated version of the English Syllabus[1], and it is stated that eighth grade students have to have English class three hours per week, so that they would receive 120 hours per year. The schedule that eighth grade students had for English classes was: Monday from 11:00 A.M to 11:45 A.M; Tuesday from 9:00 A.M to 9:45 A.M; Wednesday from 9:00 A.M to 9:45 A.M. Therefore, eighth grade students have English classes less than three hours per week.

2- What kind of activities do you develop most of the time while teaching English?

The teacher expressed that he spends 50% of the time developing reading activities and the other 50% of the time developing writing activities because he does not know how to use the equipment to teach listening, and it is easier for him to develop those activities. However, while observing the methodology used by the teacher in each class, it was noticed that he actually did not focus on writing or reading activities since he did not teach the techniques to develop those macro skills, such as reading techniques to understand better what students read, or writing techniques that would help students write paragraphs

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[1] *English Syllabus, Third Cycle of Basic Education, within the framework of the 2021 National Education plan, page 9.*

or essays. Rather, the teacher focused on vocabulary that appears on the English book or grammar rules. Therefore, the researchers were able to identify that probably the English teacher was not able to distinguish the difference between the four macro skills.

3- How many hours a week do you spend teaching listening to eighth grade students?

The teacher´s response was that he teaches English less than one hour per week, he added that it is very hard for him to teach listening because he is not able to use the equipment to play audios. During the observation period, it was noticed that the school has the sufficient equipment to teach listening; for instance, there is a CD player, a laptop, a projector, speakers and they have access to internet. However, the teacher confessed that he had never had the opportunity to learn how to use that kind of equipment.

4- What sources do you use to teach English?

The teacher manifested that the only source he uses to teach English is the text book provided by the institution; also, he pointed out that he does not have enough time to prepare the English class and include activities from different sources since he has many courses to teach at the school, so he takes the easiest and less time consuming materials. This was a remarkable answer because it was noticed that the teacher has a lot of work to do in the school; for example, on Monday, he taught English to four different grades; therefore, when it was time to plan the English class, the teacher did not look for different materials because he did not have enough time to do it.

5- Do you believe that English listening exposure has a positive effect on the development of the English learners´ speaking skill?

The teacher replied that he believes that exposing students to listening activities is a way in which they can have a better development in the English language; however, he did not implement at all listening activities in his English class before the experiment took place. The teacher informed that the text book he uses to teach English has a CD in which there are many dialogues to have students listen and repeat those conversations, but he never plays those audios. Therefore, students never had the opportunity to listen to any kind of listening material in the English class.

3.6.3 Teaching Listening Survey

A survey was carried out with the purpose of knowing the teacher's awareness about the importance of listening exposure to develop students' speaking skill at Complejo Educativo Walter A. Soundy. The survey was administered twice, the first time at the beginning, and the second one at the end of the experiment.

First questionnaire : Diagnostic Test

Question 1: *What type of tools do you have in the school to teach listening?*

The teacher mentioned that there is a CD player in the school which can be useful to teach listening. Also, he said that there is a laptop, an overhead projector to implement those kinds of activities; nevertheless, he stated that he has never had the opportunity to use that equipment. It was noticed that teacher was not convinced about using all the equipment because he said that sometimes it can be a waste of time, and students will not focus correctly in the class.

Second questionnaire: Validation Test

Question 1: *What type of tools do you have in the school to teach listening?*

The teacher replied that the tools he can use to teach listening are CD player, overhead projector, laptop and speakers. It seems the teacher is convinced now that if he uses that equipment in a proper manner he will have better language outcomes in the English class.

First questionnaire : Diagnostic Test

Question 2: *From the tools mentioned above which ones do you use to teach listening and why?*

The teacher answered that he did not use any tools because he just taught the class based on the text book activities without any listening activities; besides that, he could not use that kind of equipment.

Second questionnaire: Validation Test

Question 2: *From the tools mentioned above which ones do you use to teach listening and why?*

The teacher said that he would like to include the tools which are provided by the school to teach English specially listening because it is a way to motivate students to keep learning; also, he noticed that when the class is well prepared using the correct equipment students behave better and pay attention in all the activities. It seems that now there is a change in the teacher´s attitude because at the beginning he was reluctant to use technology in his class, but now he agreed that it will help him have better results while teaching English

First questionnaire : Diagnostic Test

Question 3: *Do you think it is important to teach listening? Yes / no? Why?*

The teacher stated that it is not important to teach listening because students just needed to know the basic words, since they were in a public school. Besides that, the teacher said that sometimes when teaching listening students feel bored, so he prefers to disregard listening activities.

Second questionnaire: Validation Test

Question 3: *Do you think it is important to teach listening? Yes / no? Why?*

The teacher mentioned that after the researchers carried out the experiment, he noticed a big difference between students from the experimental group and students from the control group. He noticed that students from the experimental group were more interested in learning English and the students got better grades than the control group. So he considered that it is important to teach listening activities in public schools even though it took him more time to teach them.

First questionnaire : Diagnostic Test

Question 4: What are the effects on English learners´ speaking skill when they are exposed to listening activities?

The teacher said that it did not carry any benefit to the students because students did not understand English and they did not pay attention to listening activities, so students got confused when those activities are being developed in the class.

Second questionnaire: Validation Test

Question 4: What are the effects on English learners´ speaking skill when they are exposed to listening activities?

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. The teacher is aware that if he keeps teaching listening, students will be successful while learning English. The research team noticed that the teacher was not able to mention real effects on the English learners´ speaking skill because he just mentioned positive effects in the student's attitude towards learning English.

First questionnaire : Diagnostic Test

Question 5 : How do you feel about teaching listening?

The teacher said that it was complicated for him and he did not feel comfortable using the equipment. He just preferred to teach grammar.

Second questionnaire: Validation Test

Question 5: How do you feel about teaching listening?

The teacher recognized that it was really easy to teach listening activities. Besides that, he learned new activities and the best way to develop lesson plans that included more listening activities. Therefore, he stated that he will be implementing more listening activities in the next school year since he feels more confident.

First questionnaire : Diagnostic Test

Question 6: What types of activities are more useful to teach listening and why?

The teacher said that dialogues were useful listening activities because students can listen to the correct pronunciation and they could practice the dialogue with a classmate.

Second questionnaire: Validation Test

Question 6: What types of activities are more useful to teach listening and why?

The teacher considered that classes in EFL (videos) can be really useful for him to teach listening skill because they teach real life vocabulary to students that could help them to establish a simple conversation.

First questionnaire : Diagnostic Test

Question 7: What would you like to improve about your teaching style and why?

The teacher said that he would like to know new activities to teach English.

Second questionnaire: Validation Test

Question 7: What would you like to improve about your teaching style and why?

The teacher said that he had learned some new activities to teach English and how to develop them to take more advantage of the activities to obtain better results with students' learning competence. But he considers that there is no enough time to develop some activities in the classroom because they were too extensive to carry them out just in one hour. However, he said that he will do his best effort to teach listening so that students can improve their speaking skill.

First questionnaire : Diagnostic Test

Question 8: How is the students´ attitude when you are teaching listening?

The teacher said that he tried once to teach a listening activity but students did not understand anything and they did not pay attention to the listening activity maybe because they were not accustomed to receive those kinds of activities.

Second questionnaire: Validation Test

Question 8: How is the students´ attitude when you are teaching listening?

The teacher recognized a big difference between the experimental group and the control group. For example, the majority of the students from the experimental group paid attention to the audio or other different listening activities developed by the researchers in the class, and also they asked questions even though it was hard to structure questions but they tried. On the contrary, regarding the control group, they did not understand the English class, and they never were willing to participate.

3.6.4 Pre-test analysis

The first step was to measure the level of the speaking skill students had before implementing the experiment. The research team decided to carry out an oral pre-test with the intention of measuring the students´ speaking skill. This step was very important because the researchers were able to find out the English level of eighth grade students since the very beginning, especially their speaking skill, so it was very useful because taking this into account the researchers had 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 Common European Framework of Reference for Languages (CEFR) in order to measure the speaking skill in both the control and the experimental group. It was structured with thirty open-ended questions. The thirty questions were divided into six main categories which represented the six levels provided by the CEFR (Basic user A 1, Basic user A 2, Independent user A 1, Independent user A 2, Proficient user A 1 and Proficient user A 2). There were five questions for each level. The research team, as mentioned before, took ten students from each section, the control and experimental group which was the sample, in order to answer

orally the questions of the pre-test. One of the researches asked the questions to the students individually, they were supposed to answer the question using all the English knowledge they had. Based on descriptors provided by the CEFR 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 they were not used to this kind of activities; most of them were able to understand the questions, but they lacked confidence when it was time to speak. In fact, some students stated that it was the first time in their lives they were asked to speak English; however, they showed an interest in keep practicing in order to improve their speaking skill. Besides that, there were some students that had had the opportunity to perform this kind of test before, so they were more familiar to speak English.

In order to evaluate more properly the oral production skill with the purpose of assigning a score and a level to eighth grade students, the researchers used the study *Linking English-Language Test Scores onto the Common European Framework of Reference: An Application to Standard-Setting Methodology* (see Theoretical Framework). The researcher team decided to take into consideration the guidelines based on descriptors provided by the CEFR in order to assign a level to the students´ speaking skill (see Theoretical Framework), which requires that students talk about daily life situations. Besides that, in order to determine the specific level to students the CERF recommends to range them using a scale from 0 to 30. By the time of assigning a score to eighth grade students, the research team decided to use the Indicators of CEFR Definitions of Proficiency in Speaking mentioned in the study.

Since the range of scores is from 0 – 30, in the next table the raw scores and scores out of 30 is presented. However, due to the scores obtained by the students, the research team decided to use the scores out of 30 to interpret the students' results in a most accurate way.

Raw score	Score out of 30
0	0
.5	4
1	5
1.5	7
2	8
2.5	10
3	11
3.5	12
4	14
4.5	15
5	17
5.5	18
6	20
6.5	21
7	22
7.5	24
8	25
8.5	27
9	28
9.5	29
10	30

A record of the scores obtained in the pre-test of eighth grade students is presented below.

Pre-test Section "A" (control group)

N°	STUDENT	SCORE	CERF LEVEL
1	Barahona, Monica Raquel	2	A 1
2	Castillo Aguilar, Camila Ester	0	A 1
3	Garcia, Enrique Samuel	0	A 1
4	Hernandez, Xochilt María	1	A 1
5	Lara Abarca, Verner Ernesto	1	A 1
6	Molina, Andres Salinas	0	A 1
7	Nuñez Hernandez, Rebeca Esperanza	2	A 1
8	Rivas Rodriguez, Luis Roberto	0	A 1
9	Ventura Molina, Gabriel Eduardo	0	A 1
10	Vilanova Martinez, Rocio Gabriela	0	A 1
Overall score 0.6			

Pre-test Section "B" (experimental group)

N°	STUDENT	SCORE	CERF LEVEL
1	Hernandez, Brian Rafael	1	A 1
2	Hueso Quintanilla, Daniel Alberto	1	A 1
3	Melgar Renderos, Carolina Michelle	4	A 1
4	Navarro Flores, Karen Stephanie	3	A 1
5	Pineda Andrade, Kelly Julisa	3	A 1
6	Ponce Vasquez, Kenia Marisol	0	A 1
7	Ramos Flores, Elizabeth Abigail	3	A 1
8	Santos Rodriguez, Alison Anette	0	A 1
9	Santos Monroy, María José	3	A 1
10	Sorto Calderon, Byron José	1	A 1
Overall score 1.9			

As it can be observed, the scores started from 0 to 4, all of the students in both sections were assigned level A1 that would be Basic User. In the control group, the mode, which was the most repeated score, was 0; whereas, in the experimental group was 3. Taking this into account, the researchers were able to find out that students would need more exposure so that they could be more familiar with the English language since the

scores were lower than expected in both of the groups. The median in the control group was 0, but in the experimental group the median was 2. Besides that, there is a remarkable difference in the mean, which is the overall score. The control group had a 0.6 overall score, and the experimental group had 1.9 overall score.

3.6.5 Intervention period

During the intervention period, two months and a half, 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 school English teacher; on the other hand, the experimental group, section B, had English classes planned and performed by the researchers, all the activities were conducted so that students could be exposed to the English language by listening to it. At the beginning, students felt frustrated because they were not used to this kind of activities. Nevertheless, they were able to understand most of the listening tracks. Some weeks later, students on the experimental group were getting more used to the change, so they felt more comfortable while the researchers were given the English class; therefore, students were able to participate on all the activities more willingly. 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.

3.6.6 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 groups. The main purpose of it was to make a comparison between the two grades of both groups in order to evaluate if students from the experimental group had improved their English speaking skill. Now, a record of the scores of eighth grade students is presented.

Post-test Section "A" (control group)

N°	STUDENT	SCORE	CERF LEVEL
1	Barahona, Monica Raquel	2	A 1
2	Castillo Aguilar, Camila Ester	0	A 1
3	Garcia, Enrique Samuel	0	A 1
4	Hernandez, Xochilt María	1	A 1
5	Lara Abarca, Verner Ernesto	1	A 1
6	Molina, Andres Salinas	0	A 1
7	Nuñez Hernandez, Rebeca Esperanza	2	A 1
8	Rivas Rodriguez, Luis Roberto	1	A 1
9	Ventura Molina, Gabriel Eduardo	0	A 1
10	Vilanova Martinez, Rocio Gabriela	0	A 1
Overall score 0.7			

Post-test Section "B" (experimental group)

| N°	STUDENT	SCORE	CERF LEVEL
1	Hernandez, Brian Rafael	2	A 1
2	Hueso Quintanilla, Daniel Alberto	1	A 1
3	Melgar Renderos, Carolina Michelle	4	A 1
4	Navarro Flores, Karen Stephanie	4	A 1
5	Pineda Andrade, Kelly Julisa	3	A 1
6	Ponce Vasquez, Kenia Marisol	1	A 1
7	Ramos Flores, Elizabeth Abigail	3	A 1
8	Santos Rodriguez, Alison Anette	1	A 1
9	Santos Monroy, María José	3	A 1
10	Sorto Calderon, Byron José	1	A 1
Overall score 2.3			

In the post-test, the scores started from 0 to 4, all of the students in both sections were assigned to the level A1 again since none of them was able to fulfill with the criteria given on the CERF descriptors to pass to the next level; however, in the experimental group no one got 0. In the control group the mode was 0; whereas, in the experimental group it was 1. The median in the control group was 0.5, and in the experimental group the median

was 2.5. Besides that, the mean on the control group is 0.7, and in the experimental group the mean was 2.3

3.6.7 Comparison between the pre-test and post-test experimental and control groups

As it was noted before, first it was necessity to have the scores for the pre- and post-test individually. After that, it is important to make the analysis for the two groups together. This is one of the most important parts of the experiment because in this manner the researchers were able to prove if the intervention process was useful to improve students´ speaking skill. The following chart represents the overall scores of the two groups.

PRE-TEST		POST-TEST	
Control group	**Experimental group**	**Control group**	**Experimental group**
0.6	1.83	0.7	2.3
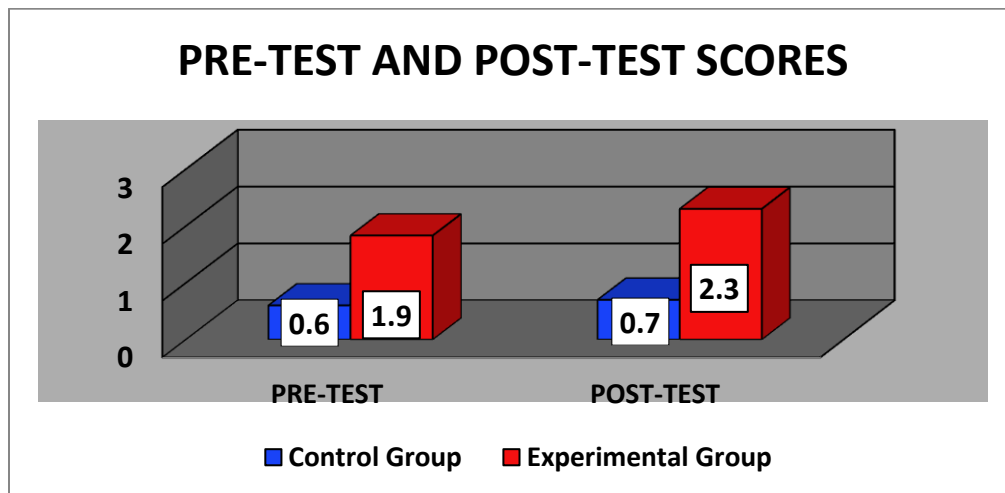
Source: Speaking Proficiency Pre-test and Post-test administered to eighth grade students, sections A and B from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

First of all, in the pre-test the scores obtained by the two groups were different for some points. The difference in the overall score was 1.23, since the control group had a score of 0.6 and the experimental group was 1.83. Therefore, since the beginning, the experimental group got a higher score than the control group. The post-test measured if the experimental group had improved the speaking skill after the intervention period. The

scores gotten by the control group were almost similar as the beginning; the overall score was 0.7, so there is only 0.1 point of difference from the pre-test. However, for the experimental group there was a noticeable difference because the overall score for the post-test was 2.3, so the difference between the pre-test and the post-test was 0.47, the two sections had higher results; however, both of them maintained in the level A 1 based on descriptors provided by the CEFR.

In addition to that, it is important to make an emphasis on the standard deviation obtained by the two groups. The standard deviation obtained by the control group in the pre-test was 0.843274043, which means that most of the students got almost the same scores; on the other hand, in the experimental group it was 1.449137675, the research team noticed that there is a bigger dispersion of scores in this group. However, the researchers were able to identify that the standard deviation in the control group, after the post-test, was 0.823272602, it was almost similar to the one gathered in the pre-test; whereas, in the experimental group the standard deviation was 1.251665557. The standard deviation obtained by the experimental group is less in the post-test, so it indicates that the scores obtained by the students were almost similar for everyone. A chart about the difference for each student, pre-test and post-test, is shown below.

	Student	Group	Prestest	Posttest	Difference	var
1	1	Control group	2	2	0	
2	2	Control group	0	0	0	
3	3	Control group	0	0	0	
4	4	Control group	1	1	0	
5	5	Control group	1	1	0	
6	6	Control group	0	0	0	
7	7	Control group	2	2	0	
8	8	Control group	0	1	1	
9	9	Control group	0	0	0	
10	10	Control group	0	0	0	
11	1	Experimental group	1	2	1	
12	2	Experimental group	1	1	0	
13	3	Experimental group	4	4	0	
14	4	Experimental group	3	4	1	
15	5	Experimental group	3	3	0	
16	6	Experimental group	0	1	1	
17	7	Experimental group	3	3	0	
18	8	Experimental group	0	1	1	
19	9	Experimental group	3	3	0	
20	10	Experimental group	1	1	0	
21						
22						
23						

Source: Difference between Speaking Proficiency Pre-test and Post-test administered to eighth grade students, sections A and B from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

3.6.8 Behavioral Checklist of Students' Confidence Analysis

A behavioral checklist of students´ confidence was implemented before and after the experiment took place with the purpose of knowing if students´ confidence was built after the intervention period. First, the checklist was implemented when the research team went to the school to make the general observations about the behavior of the students from eighth grade, sections B, during the English, then it was implemented after the post-test to verify if students had gained more confidence. The results of the checklist are shown below.
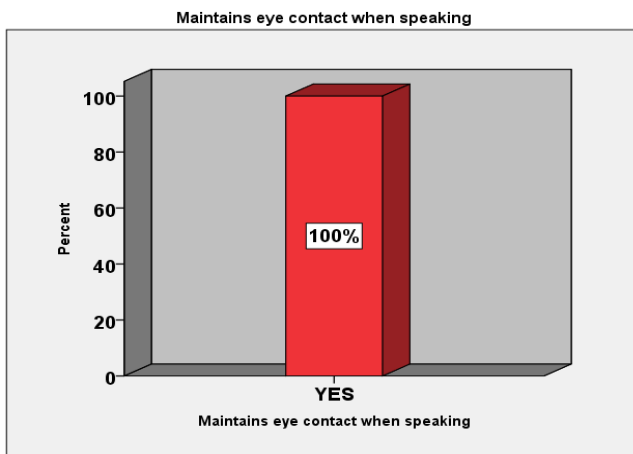
Graph 1. Maintains eye contact when speaking? (Pre-test)
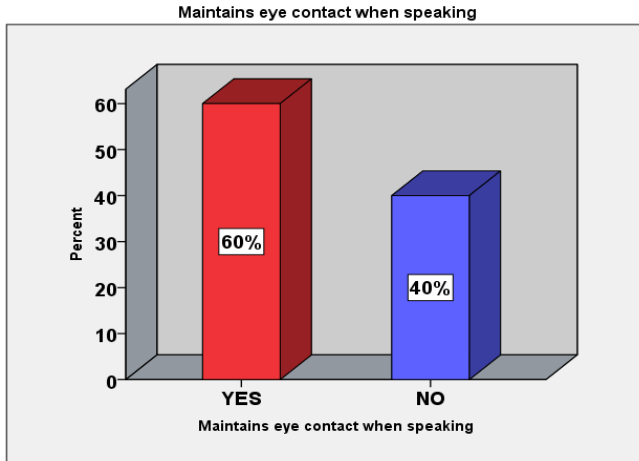
Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

According to the graph above, 60% of the students maintained eye contact when speaking English, but 40% of students did not maintain eye contact when speaking before implementing the experiment.
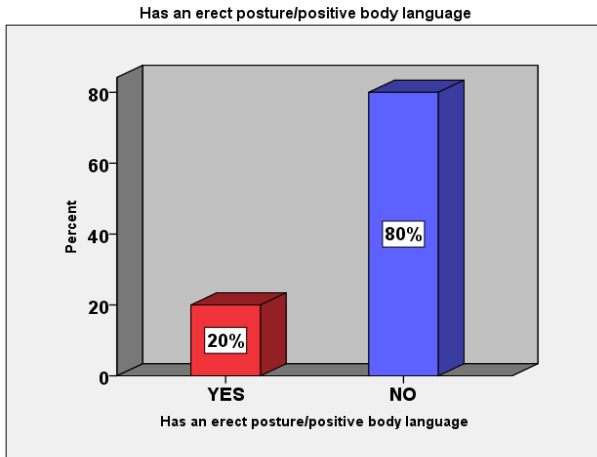
Graph 2. Maintains eye contact when speaking? (Post-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B, from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

According to the graph, 100% of the students maintain eye contact when speaking English after 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 by the end of the experiment because students´ gaze was pointed towards the eyes of the person they were speaking with.
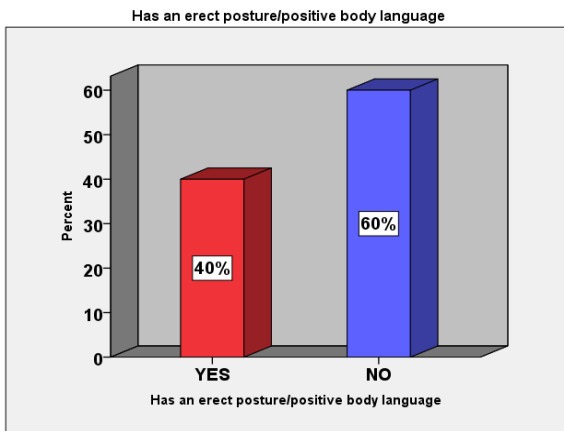
Graph 3. Has erect open posture/positive body language? (Pre-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

According to the results, the graph shows that 10% of the participants had positive body language, and the 90% of the students had negative body language before the implementation of the experiment.
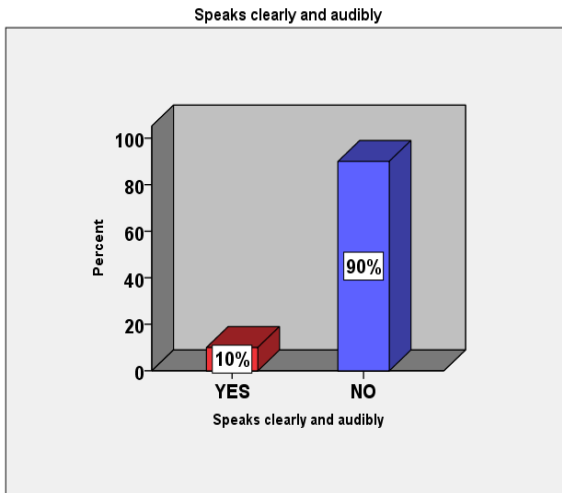
Graph 4. Has erect open posture/positive body language? (Post-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

In the above graph, the results regarding displaying a positive language seems to vary after the experiment since 40% of the participants has positive body language and 60% of the participants did not have positive body language. So the experiment had just a little impact on students; 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.
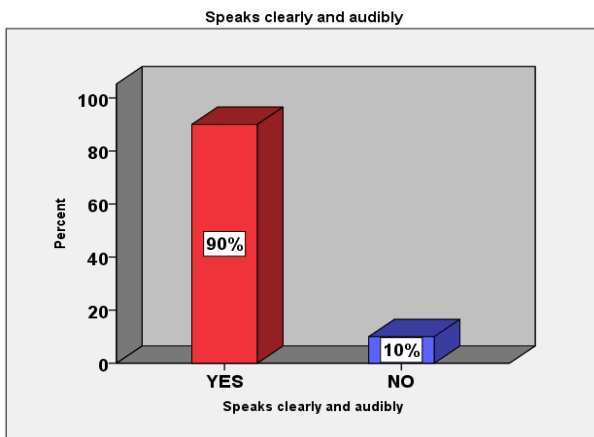
Graph 5. Speaks clearly and audibly? (Pre-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

Before the experiment took place, it was learned that 10% of the students speak clearly and audibly, the 90% of the students did not speak clearly and audibly because students were afraid of speaking English.
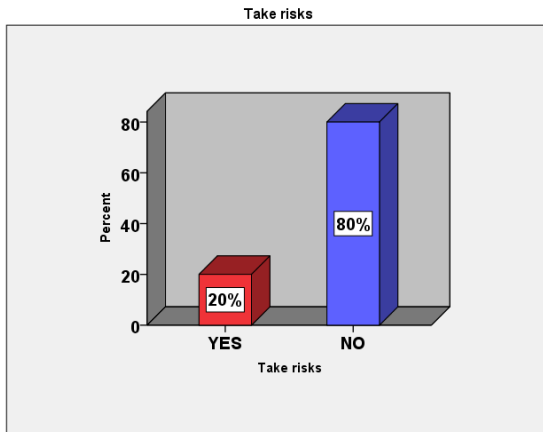
Graph 6. Speaks clearly and audibly? (Post-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

On the other hand, this graph shows that after the intervention period took place, 90% of the students speak clearly and audibly. The researchers noticed that the students had more confidence to speak clearly and audibly at the end of the experiment, so they have more confident to speak English.

Graph 7. Takes risks? (Pre-test)

This graph shows that 80% of the students took risks to participate during the class and the 20% did not take risks to participate during the activities of the class since they were afraid of making mistakes

Graph 8. Takes risks? (Post-test)

According to this graph, the same results were given after the intervention period. The research team noticed that in this part of taking risks the experiment did not have an impact in the participant, the students continued being afraid of making mistakes in the tasks used in the class.
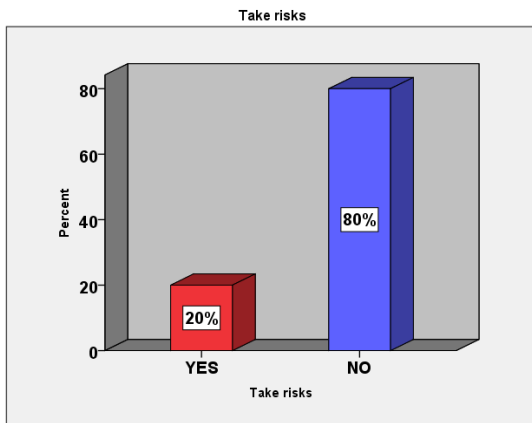
Graph 9. Has happy disposition? (Pre-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

The 20% of the participant had happy disposition to learn the target language and the 80% of the participants did not have a happy disposition to learn English.
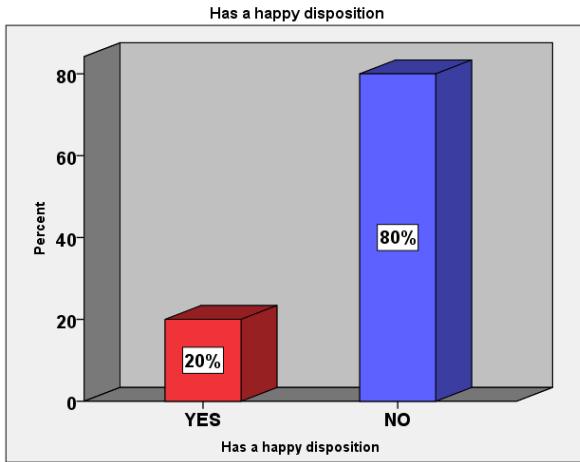
Graph 10. Has happy disposition? (Post-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

This graph shows that the researchers were able to identify that 70% of the participants had happy disposition to learn the target language, and 30% of the students 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 11. Communicates feelings appropriately? (Pre-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

The graph shows that the 40% of the participants communicates feelings appropriately during the experiment and the 60% does not communicate feelings appropriately during the experiment during the activities of the class.
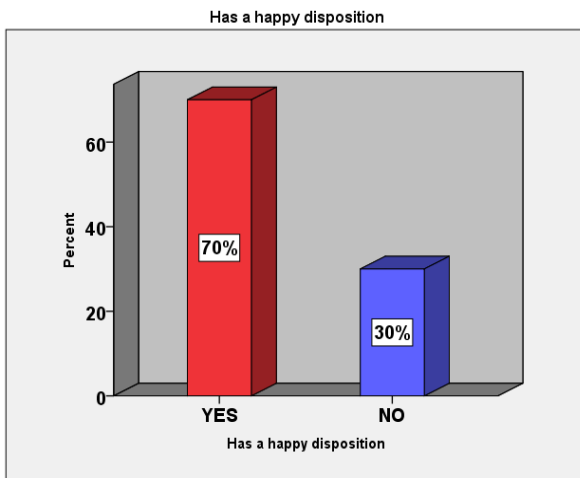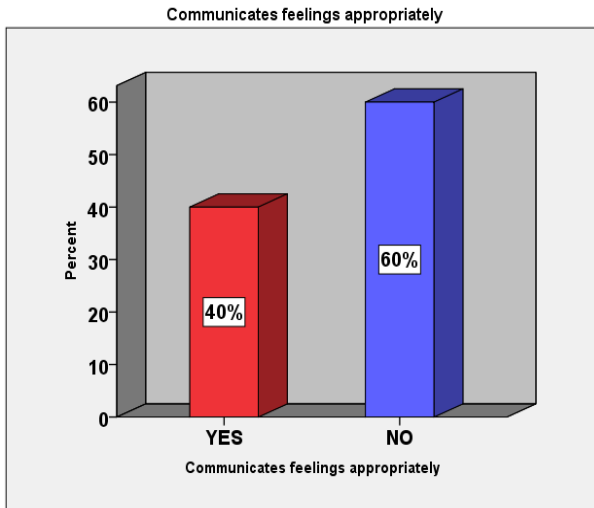
Graph 12. Communicates feelings appropriately? (Post-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

The same results were given after the intervention period, according to the graph. The research team was able to identify that the experiment did not have an impact in the participants when communicating their true feelings while speaking English which is an indicator of the students´ confidence.

Graph 13. Displays initiative? (Pre-test)

According to the graph 10% of the participants displayed initiative to participate in the class activities, and 80% of the participants did not display initiative to participate in the class activities.

Graph 14. Displays initiative? (Post-test)

On the other hand, after the experiment took place, 70% of the participants displayed initiative to participate in the class activities and the 30% of the participant did not display initiative to participate in the class activities. According to the post-test results, the students' initiative to participate in the class improved at the end of the experiment 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.
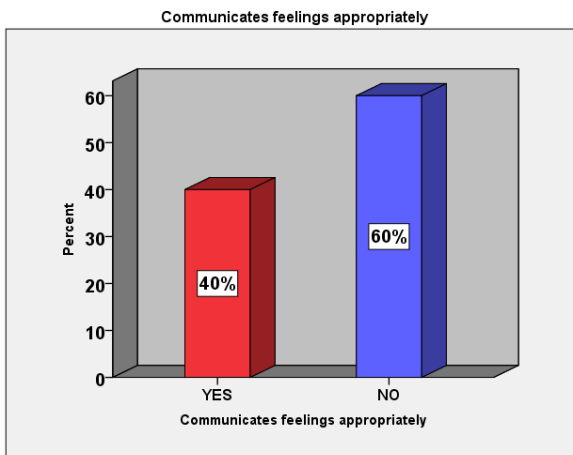
Graph 15. Completes tasks? (Pre-test)

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

This graph shows that any of the students completed the tasks given by the teacher before the experiment took place.

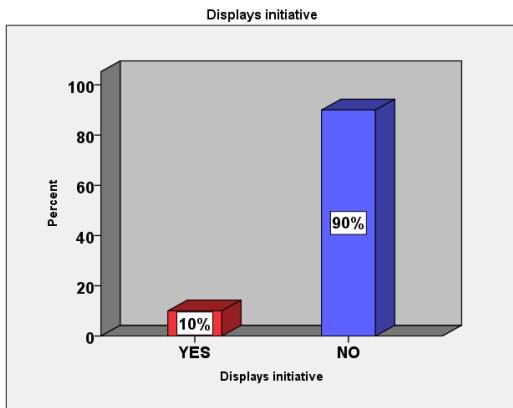*Graph 16. Completes tasks? (Post-test)*

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

This graph shows that after 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 the students had willingness to learn English and cooperate with the activities of the class because they trust themselves of being capable of developing all the activities and tasks assigned by the researchers without any issue.
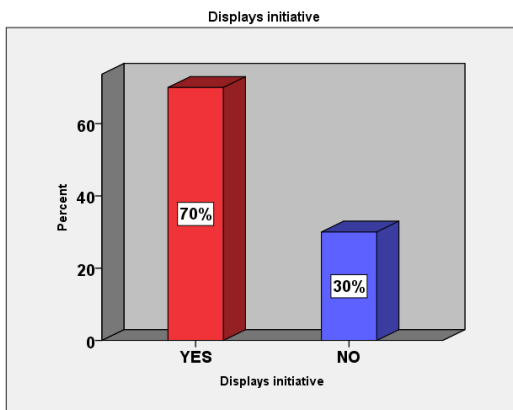
Graph 17. Requests help? (Pre-test)
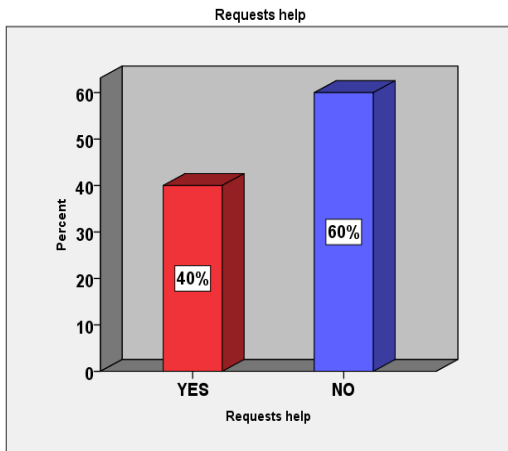
Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

The above graph shows that before the experiment 40% of the participants requested help to finish the tasks given by the researchers, and 60% 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.
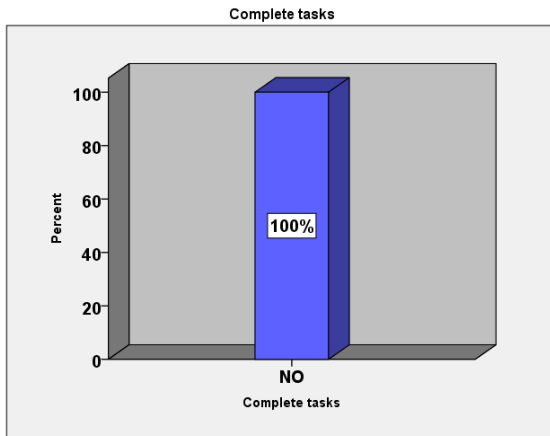
Graph 18. Requests help? (Post-test)
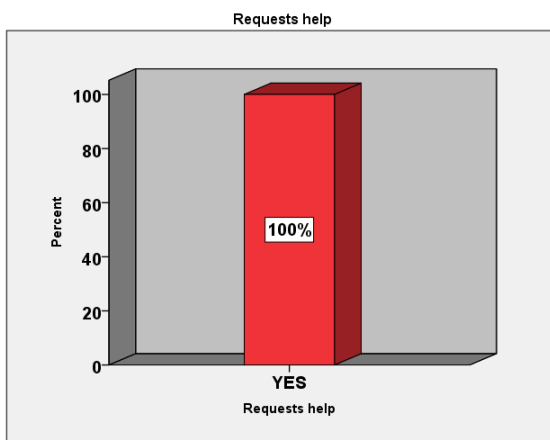
Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

On the other hand, after the experiment took place, 100% of the students requested help when they do not understand or know what to do. The researchers´ conclusion was that the students felt more comfortable in the class and that was a positive impact in the students' confidence to request help.

Graph 19. Is an active participant? (Pre-test)
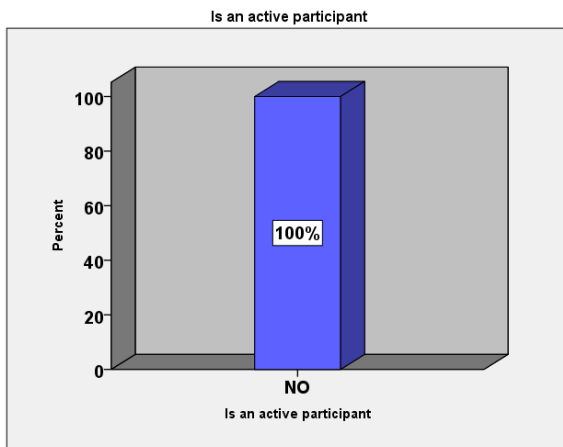
Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

In the pretest, 100% of the participants were not active participants because they were not willing to participate in the English class.

Graph 20. Is an active participant? (Post-test)
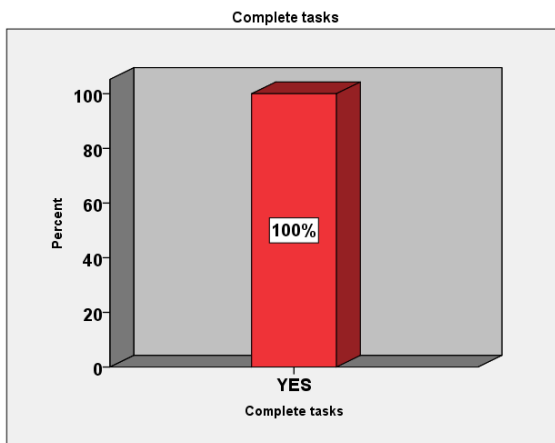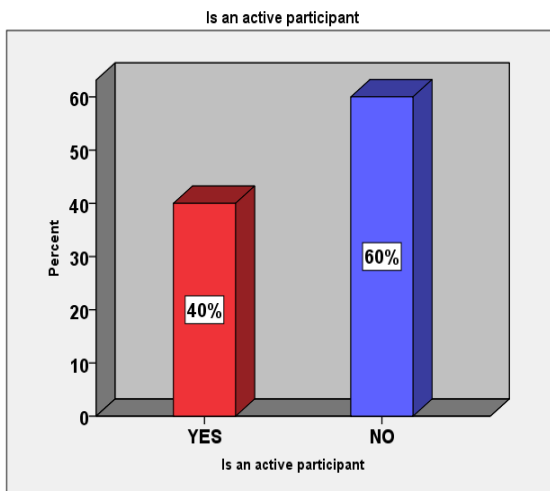

Source: Behavioral Checklist of Students' Confidence applied to eighth grade students, section B , from Complejo Educativo Walter A. Soundy (2015), analyzed with SPSS program version 22.

This graph shows that 40% of the participants were active participants, 60% of the participants were not active learners. The researcher noticed that students gain more confidence to participate in the English class because they understood better the activities since they were more prepared, so they more willing to participate.

3.6.9 Speaking Confidence Questionnaire in the English Classroom: Experimental Group Section "B" and Control Group Section "A"

Qualitative Data Analysis

This type of 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 (Section "B": Experimental group)

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.

First questionnaire : Diagnostic Test (Section "A": Control group)

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, demonstrated that all of the students felt very uncomfortable, confused, stressed and worried to speak English in front of the entire class; they even did not understand the teacher's question.

Second questionnaire: Validation Test (Section "B": Experimental group)

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; since they had learned a lot about how to gain trust in themselves. This questionnaire showed that students had improved their self-confidence ability because they knew how to answer 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.

Second questionnaire: Validation Test (Section "A": Control group)

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 worried and uncomfortable. They mentioned that they felt afraid of speaking English because they did not know how to answer a question and let alone to do it in front of the entire class. And the rest of the students still felt very uncomfortable because they were not interested on English class; they did not even listened to the teacher.

First questionnaire: Diagnostic Test (Section "B": Experimental group)

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 had

felt these feelings was that teacher did not give them a chance to practice in pairs because it took a lot of time doing so; besides that, the teacher preferred to teach vocabulary and grammar structures. 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 be ridiculed by those who were not their friends because they have a low self-confidence.

First questionnaire : Diagnostic Test (Section "A": Control group)

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 very uncomfortable being affected by the lack of enthusiasm to learn English, the complexity of grammar structures, and lack of speaking habits. 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 comfortable because they were using that time to speak with their friends and classmates. However, they spoke Spanish instead of English.

Second questionnaire: Validity Test (Section "B": Experimental group)

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 coincided that they felt comfortable to speak with different classmates because they knew each other and got new friends inside of 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 to speak 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 of speaking English with their classmates since they were afraid of making mistakes.

Second questionnaire: Validation Test (Section "A": Control group)

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*

Students persisted almost in the same situation like at the beginning of the experiment. The majority of the students mentioned that they felt very uncomfortable being affected by the lack of enthusiasm to learn English. On the contrary, the minority of the students expressed that they felt comfortable because they continued using that time to speak with their friends and classmate; however, they kept using Spanish during the class.

First questionnaire: Diagnostic Test (Section "B": Experimental group)

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 had had bad experiences; for example, they started to chat about others 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 of this, at the time to share thoughts with their classmates, students could not say a clear idea or make a connection with their thoughts. Nevertheless, students stated that these kinds of activities are not common in the English class.

First questionnaire : Diagnostic Test (Section "A": Control group)

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

All of the students said that they felt very uncomfortable they were not accustomed to have small group discussion in the English class. They did not know how to give an opinion or ask questions. Besides that, they mentioned that the class was boring because the teacher just wrote down on the board dialogues that they did not understand and the teacher did not prepare new activities to teach the class.

Second questionnaire: Validity Test (Section "B": Experimental group)

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

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.

Second questionnaire: Validation Test (Section "A": Control group)

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 persisted that they felt very uncomfortable because they were not accustomed to have small group discussions in the English class. They did not know how to give an opinion or ask questions. But few of the students mentioned that

they felt uncomfortable because they were learning English in a private place, so they were practicing in the classroom what they had learnt out of the school.

First Questionnaire: Diagnostic Test (Section "B": Experimental group)

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 in their minds 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.

First questionnaire : Diagnostic Test (Section "A": Control group)

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

All of the students felt afraid to ask or to say something in front of the class, because they suffered from foreign language anxiety and lack of language immersion. And also, they did not want to be ridiculed by their classmates because they did not know the correct pronunciation of words.

Second Questionnaire: Validity Test (Section "B": Experimental group)

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 kept language anxiety to speak in front of the people in the questions area. 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 the learning process easier. Also, they took care of their own language learning.

 Second questionnaire: Validation Test (Section "A": Control group)

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 were in the same situation feeling afraid to ask or to say something in front of the class because they suffered from foreign language anxiety and lack of language immersion. Also, they did not want to be ridiculed by their classmates because they did not know the correct pronunciation or grammatical structures. They did not understand what the teacher was teaching.

First Questionnaire: Diagnostic Test (Section "B": Experimental group)

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 commented that the relationship with the teacher was not really well established because he did not promote confidence to begin an English conversation. Students felt very uncomfortable because they were shy to establish a conversation with the teacher. However, there were some students that said that they were not afraid to speak English with the teacher.

First questionnaire : Diagnostic Test (Section "A": Control group)

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

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

  The majority of the students said that they feel very uncomfortable if they are asked to speak English with the teacher. It seems they were shy to establish a conversation with the teacher. Another reason could be that they were not interested in learning English. So

these were the main reasons why they felt very uncomfortable to speak English with the teacher.

Second questionnaire: Validity Test (Section "B": Experimental group)

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.

Second questionnaire: Validation Test (Section "A": Control group)

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

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

All of the students persisted with the same results like saying that the relationship with the teacher was not really good at all with them because he did not inspire them confidence to establish an English conversation. Besides that, they were not interested in learning English.

3.7 FINDINGS

Answer to the general research question:

After administering the instruments and analyzing the results, it was very important to answer the research questions that were established at the beginning of this study in order to reveal the finding of this research. The general research question of this project was:

´´What are the effects of exposing English learners to a great variety of listening activities in the speaking skill among students from eighth grade, sections A and B, from Complejo Educativo Walter A. Soundy, Santa Tecla city, La Libertad, 2015?´´

The researchers decided to formulate the general objective as follow: *To determine the effects of listening exposure in English learners' speaking skill among students from eighth grade, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 201.* The research team was able to answer the general research questions by stating that the effects of exposing English learners to a great variety of listening activities in the speaking skill are positive because, after some classes, it was observed that the students started to use the English language to ask questions or to communicate with each other; they were trying to improve by practicing after being exposed to listening activities. Therefore, the researchers found the following effects in the speaking skill of the students from the experimental group after being exposed to listening activities:

One positive effect that was noticed in the students´ speaking skill is that their English fluency started to improve because when the researchers administered the pre-test, all of the students hesitated a lot when trying to speak, most of the time they had to think a lot before uttering the word that was next. However, in the post-test the students hesitated less when speaking English because they had been exposed to listen to the target language, so they were trying to follow the model of what they had heard.

Another positive effect in the students´ speaking skill was that their English pronunciation started to be better. In 2007 Redmond and Vrchota with regards to

pronunciation stated*: "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."* At the beginning of the experiment it was very difficult to understand what students were trying to say because of their pronunciation since it had a lot of interference from the Spanish language; after the experiment, the students were understood more since the pronunciation was better after listening to authentic English, so they became more familiar with the English pronunciation.

Also, it was a positive effect in the students´ speaking skill that they started to use familiar everyday expressions and very basic phrases, which is a good indicator of the development of the speaking skill for a basic user as noted in the CERF descriptors (see Theoretical Framework).   Before the experiment took place, students did not use common phrases or expressions at all. So it was noticed by the research team that the students strived to retrieve the English phrases from their memories in order to give an answer without using translation; this was of great help because the students showed a real progression in improving their speaking skill.

In addition to that, in the pre-test, there were some students that did not know how to introduce themselves or ask questions about personal details to others which is one of the most basic parts to produce the language orally. However, during the intervention process, the researchers played some audios of native English speakers introducing themselves, so the students learned how to introduce themselves and ask personal information to others; it was a positive effect in their speaking skill because now students are able to start and keep a conversation going by asking and answering basic questions. In the post-test, students thought less at the time to answer questions because in the pre-test when a question was asked most of the students had to take a lot of time to answer it. In the post-test it was noticed that most of the students were ready to respond very quickly and it took them less time to say the words and phrases while providing an answer.

Meanwhile, the students from section A (the control group) never used the English orally, so there was no change on their speaking skill because the English class was taught in the traditional way that has been described. For that reason, the researchers were able to

conclude that if the students are exposed to English listening activities, it will affect positively their speaking skill because they will be more familiar with the target language, so they will be more willing to practice by using the correct model.

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 never had the opportunity to speak English; for that reason they were reluctant to do it.   However, after the days passed, more students started to use English to ask questions or 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.

Answer to the specific research questions

Specific research question:

> • *How does the implementation of listening activities during an English class improve students' language oral production at Complejo Educativo Walter A. Soundy?*

The first specific research question established at the beginning of the experiment was: *How does the implementation of listening activities during an English class improve students' language oral production at Complejo Educativo Walter A. Soundy?* The research team decided to formulate this question because one of the main objectives of this study was: *To improve English learners´ speaking skill from eighth grade at Complejo Educativo*

Walter A. Soundy by exposing them to a great variety of listening materials. To fulfill this specific objective and answer the first specific research question the research team used the scores obtained by the students in the pre-test and post-test. The researchers had to focus on the experimental group, which was section B, in order to know if students were able to improve the speaking skill after being exposed to listening activities.

First of all, the overall score obtained by eighth grade students, section B, in the pre-test was 1.9 (see Data Analysis, Pre-test results chart); at that moment, most of them had never had the opportunity to produce the language orally; however, they had a good knowledge of English vocabulary because they were able to understand the questions asked in the pre-test.   In most of the cases, the students used only isolated words to answer those questions. Therefore, it was important to use the CERF descriptors to determine how students improved their speaking skill after the intervention period. Since all of the students stayed in the same level, A1, the researchers had to use the Level A1 descriptors as a guide to establish the true improvement in the students´ speaking skill (see Theoretical Framework).   Thus, in the post-test a slight but significant improvement was observed because the overall score for the experimental group was 2.3 (see Data Analysis, Post-test results chart).   Therefore, taking into account the scores of the experimental group in the pre-test and post-test scores, it can be perceived that the exposure to listening activities helped, in some degree, to the grades obtained by the students in the speaking post-test. Consequently, it can be said that the implementation of listening activities during an English class improves students' language oral production because they listen to the correct model of English which they try to imitate later.   The scores mentioned above are the reflection on how students from the experimental group improved their speaking skill after the researchers implemented listening activities.

After the pre-test, the researchers found out that all of the students were assigned to Level A1, which is the lowest level according to the CERF descriptors. The researchers had the intention to improve students´ speaking skill so that they could pass to next level which would be Level A2. However, after the post-test, it was noticed also that all the students remained in the same level as the beginning, A1. It has been said that the intervention period lasted two months and a half, teaching English three hours per week;

however, after further investigation about why students´ speaking skill was not qualified for level A2, the research team found out that according to the CERF it takes approximately from 180 to 200 guided learning hours for a language learner to progress from one level to the next one, so it would take more than one scholar year to move students to the next level since the English Syllabus of El Salvador has been organized in the way that the English subject can be taught in 120 hours per year.

The research team was able to differentiate experimental group students´ speaking skill before and after the innervation period, so there was a noticeable improvement in the students because of all the listening exposure they had had. However, the students were not able to pass to the Level A2 because they did not meet with the required criteria according to the descriptors of that level (see Theoretical Framework). But now it is known that if students are more exposed to listening activities, and if they keep practicing they will have a better performance while producing the language orally.

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 frustrated because they were not used to listening activities: they were able to understand most of the listening tracks, but they were not able to produce the language orally. Meanwhile the days passed, students on the experimental group were getting more used to the change, so they felt more comfortable while the researchers were given the English class; 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 a proof of this result, it was reflected in the pre-test and post-test analysis: at the beginning the experimental group got an overall score of 1.9, using a scale from 0 to 30, but at the end of the experiment they got 2.3, there was an improvement of 1.4 in the speaking area.

Specific research question:

- *How is the students' confidence affected by a greater exposure of listening activities?*

The second specific research question of the experiment was: *How is the students' confidence affected by a greater exposure of listening activities?* The research team decided to take into account students´ confidence because when they first went to the school to make the general observations, it was noticed that most of the students lacked self-confidence because they said that they were not capable of speaking English. Therefore, one of the specific objectives stated for this research was: *To build students´ confidence in speaking English by exposing them to listening activities at Complejo Educativo Walter A. Soundy.* In order to answer this specific research question it was important to take into account the instruments: *Behavioral Checklist of Students' Confidence* and *Speaking Confidence Questionnaire in the English Classroom* (see Data Analysis). After the intervention period the researchers were able to notice how students´ confidence was affected after being exposed to listening activities.

First of all, the researchers found out that the students started to feel more comfortable in the English class because they stated that at that moment they had never had the opportunity of receiving an English class different than the traditional way in which they just had to copy what was written on the board. Therefore, English language exposure by using listening activities gave a boost in students´ confidence because they started to participate more during the class, when students were using the language orally they would maintain eye contact with the person they were speaking.

The students stopped speaking very softly, at the end of the experiment, most of the students spoke clearly and audibly, so they did not lack confidence by saying that others would make fun of them.

Furthermore, students´ confidence was affected in the way that they started to complete the tasks assigned by the researchers because they felt capable of performing the

assignments that they were required to do. When a student did not understand an assignment, he/she felt confident enough to request help from the researchers or from a classmate.

Another remarkable effect on students´ confidence is that they became active participants in the English class because before the experiment took place nobody wanted to participate, they would rather hide themselves just not participate in the class because they felt ashamed of participating in the activities. At the end, there were more students that started to be volunteers in the activities because they had gained enough confidence.

One of the major effects on the students´ confidence is related to the language immersion because they expressed that they were learning the correct way to produce the language orally, so after being exposed to the language they were trying to follow the correct model, so when it was time to speak English in a classroom scenario they did it with more confidence than at the beginning.

Before the intervention period most of the students were very nervous by the time of the pre-test. The researchers were able to conclude that the students did not feel confident at all when they were required to speak English in many classroom situations because they did not feel capable of handling an English conversation. But after the intervention period, the students´ confidence was affected by the listening exposure in a positive manner since confidence most of the time leads to a better performance while learning a foreign language.

Specific assumption:

> ➢ Carrying out constant listening activities during the English class helps 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 a 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 teacher (researchers) showed a real interest for their learning outcomes in English.

Specific research question:

- *How can this project increase the teacher's awareness of the importance of implementing listening activities in the English class?*

The third and last specific research question on this study was: *How can this project increase the teacher's awareness of the importance of implementing listening activities in the English class?* This question was born because when the researchers went to the school to make the general observations of the methodology the English teacher used in his classes, it was noticed that he did not implement listening activities at all; therefore the next specific objective was created: *To increase awareness in the English Teacher from Complejo Educativo Walter A. Soundy about the importance of listening activities to develop students´ speaking skill.* The researchers used two instruments to answer the specific research question about increasing the teacher's awareness of the importance of implementing listening activities in the English class, the *Teacher's Questionnaire and the Teaching Listening Survey* (See Data Analysis).

Before the experiment took place, it was clearly stated by the English teacher that he did not implement listening activities in the English class because he focused only on grammar and vocabulary since the only source he used to teach the class was the text book provided by the school. It seemed that the teacher was not convinced about the importance of teaching listening to develop students´ speaking skill. It that moment, he replied that sometimes it could be a waste of time because students would not pay attention and got bored because in public schools they are not used to those kinds of activities. Therefore, the teacher did not show a real interest in using listening activities in his class because he was

not aware of how important these activities can be to develop the students´ speaking skill if they are planned and implemented in the correct manner.

After the post-test, the English teacher stated that he was aware that if the listening activities are carried out correctly, it will bring a lot of benefits to the students. The teacher was aware that in the school they have all the equipment to implement a great variety of listening activities, he learned that if he carefully plans the English class, and uses all the sources available in the school, the students will learn more because they will pay more attention to the class, so they will be willing to practice more. Besides that, the teacher noticed and said that the students were behaving better than in the past. Furthermore, the teacher is aware that students were able to improve their speaking skill after the intervention period, so he noticed a big change on them for the better, so the English teacher manifested he will start implementing listening activities in his English class.

Specific assumption:

➢ The teacher of eighth grade from Complejo Educativo Walter A. Soundy recognizes the importance of implementing a variety of listening activities to develop students' speaking skill.

A significant amount of this research project was that the teacher recognized the great impact that listening activities have in developing students' speaking skill. Before the experiment took place, the English teacher did not use listening activities. 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, he noticed that students from the experimental group were more interested in learning English and the students got better scores than the control group. The teacher said that he would like to include the tools which are provided by the school to teach English specially in listening because it is a way to motivate students to keep learning. He also noticed that when the class is well prepared using the correct equipment, students behave and pay attention in all the activities. Furthermore, the teacher

considered that classes in EFL (videos) can be really useful for him 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

The researchers were able to gather the data to determine the effects of listening exposure in English learners' speaking skill. Therefore, having analyzed the data, having answered the research questions and reached the main findings of the experiment, the research team concludes the project: The effects of listening exposure in English learners' speaking skill among students from eighth, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015.

First of all, the research team concluded that listening exposure had a positive effect in the eighth grade students´ speaking skill from section B. The difference between the grades of the pre-test and post-test was one of the most important parts of the research because it helped the research team to compare the experimental and the control group, the grades showed how the students from the experimental group, section B, group improved their speaking skill after being engaged in listening activities; on the other hand, there was no improvement on the students´ speaking skill from the control group.

Second, it is concluded that if students are exposed to listening activities, it will not only affect positively the speaking skill, but also students´ confidence. During the intervention period, the researchers created an atmosphere by planning and implementing a great variety of listening activities were students felt comfortable to speak English and they were not afraid of making mistakes.   As a result, it was noticed that students gained more confidence. This major change in students´ confidence was reflected on the confidence checklist and students´ confidence questionnaire implemented by the researchers.

Finally, the researchers noticed that some English teachers are not focusing on listening activities; however, if teachers are trained in how to plan and implement these activities using the correct equipment, English teachers will be aware that listening activities are very useful while having students improve their speaking skill. For that reason, the research team, during the intervention period, planned and implemented a lot of listening activities so that they could show to the English teacher how these activities are effective while

teaching English. At the end, the teacher was able to notice a change not only in the students´ speaking skill, but also a change in students´ attitude towards the English class.

As a general conclusion, the research team states that this project was very successful because they were able to fulfill the objectives by improving students´ speaking skill after exposing them to well-prepared listening activities; also by having students gain confidence to speak English and increasing the English teacher´s awareness that if he carefully plans and implements listening activities he will more likely succeed while teaching English.

3.9 RECOMMENDATIONS

Considering the outcomes obtained in this research project, the research team suggests the following recommendations:

For the students

1. Look for and follow a self-study English program to improve the English language skills.
2. Take advantage of the time they spend on the internet and watch English videos or listen to English music.
3. Practice English as much as they can in the English class and outside of the classroom with their classmates and teachers.

For the school

1. Implement courses to teach effective and current English listening activities to be developed in a real life context, and most importantly, to prepare classes based on the methodologies and principles on how to teach listening activities to middle school.
2. Prepare English teachers to use the resources they have in schools effectively, like new technology and equipment.
3. Take into consideration the results of this research in order to supervise if the English teachers are planning and implementing activities that will benefit the students.

For the English teachers

1. Raise students' awareness about the factors that influence their listening skill and speaking skill.
2. Provide corrective feedback to each student.
3. Use as many listening activities as possible in their English class to develop the three stages of listening in order to help students develop their listening skill and have the best of their language production.

For researchers:

1. Extent the period of the experiment so that they can see more improvements in students.

2. Need more researches on the factors that influence, positively and negatively; students' understanding of English and on how to overcome the negative ones.

3. Go deeper into the topic and find more information that can be useful for improving the students' listening and speaking skill.

CHAPTER IV
TIMETABLE

TIMETABLE 2015

MONTHS, 2015 / ACTIVITIES	MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meeting with tutor	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Working on research profile	X	X	X	X																												
Handing out the letter for permission to work on the school					X																											
Presentation of the research profile																							X									
Going to school for observation												X																				
Pre-test to evaluate students														X																		
Implementing the experiment														X	X	X	X	X	X	X	X	X	X									
Post-test to evaluate students																							X									
Analyzing data																											X	X	X	X	X	X
Working on findings																																
Writing final report																																
Oral presentation																																

TIMETABLE 2016

MONTHS, 2016 ACTIVITIES	JANUARY				FEBRUARY				MARCH				APRIL				MAY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meeting with tutor						X	X	X	X	X	X			X	X					
Working on research profile																				
Handing out the letter for permission to work on the school																				
Presentation of the research profile																				
Going to school for observation																				
Pre-test to evaluate students																				
Implementing the experiment																				
Post-test to evaluate students																				
Analyzing data																				
Working on findings	X	X	X	X																
Writing final report					X	X	X	X	X	X	X	X	X							
Oral presentation																				

CHAPTER V
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CHAPTER VI
ANNEXES

ANNEXE A: Pre-test / post- test

Objective	To determine the students' English level speaking and listening skills
School's name	Complejo Educativo Walter A. Soundy
Student's name	
Section	

Introductory questions
What's your name? How do you spell your   surname? Where are you from? Did you learn English at school? For how many years?

A1 Basic user			Answer	
	Question	Goals	Yes	No
1	What do you do? Do you work or are you a student?	Say where you work		
2	Tell me about your family.	Talk about families		
3	What do you do in your free time? (Do you play football or any sports?)	Say how you spend your time		
4	What do you do every day? What time do you get up / start work?	Talk about your daily routine		
5	Tell me about the town where you live.	Talk about a place you know		

A2 Basic user			Answer	
	Question	Goals	Yes	No
6	Tell me about something you can do well. (Can you swim? Can you cook?)	Say what you can do		
7	How often do you usually see your friends? (What do you do together?)	Say what you do in your free time		
8	Where do you live? Tell me about your home.	Talk about homes		
9	What are you going to do at the weekend?	Talk about hopes and plans		
10	Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)	Talk about trips and past events Talk about experiences		

B1 - Independent user			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	Tell me about the weather in your country. Which is your favourite season and why do you like it?	Talk about weather Give opinions		
13	Imagine that I am a visitor to your country. What advice would you give me?	Give advice Make recommendations		
14	Can you tell me about an object that is special for you? Why is it special?	Talk about possessions		
15	Where do you live – in a house or an apartment? What's it like?	Talk about homes and housing		

B2 Independent user			Answer	
	Question	*Goals*	Yes	No
16	What sort of television programs do you like?	Talk about TV and radio Express preferences		
17	How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?	Talk about methods of communication Speculate about the future		
18	Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?	Describe a book [or film] Make recommendations		
19	Think about an interesting person you have met. What is he/she like?	Describe personality		
20	Have you ever been on a journey where something went wrong?	Talk about unexpected travel situations Talk about something that went wrong		

C1 Proficient user		Answer	
Question	*Goals*	Yes	No
21 Tell me about something you are good at.	Talk about things you're good at		
22 Can you tell me about a famous landmark/person in your country? What do you know about it/them?	Talk about landmarks where you live Talk about well-known people where you live		
23 What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?	Talk about media and the internet Justify your point of view		
24 If an English person wanted to learn your language, how should they do this and why?	Make and justify recommendations		
25 Where do you see yourself in five years' time?	Talk about the future Describe personal hopes and expectations		

C2 Proficient user		Answer	
Question	*Goals*	Yes	No
26 How has the way you learn English changed over the years?	Describe experiences of language learning		
27 Do you think life for children today is easier or harder than it was for your parents / for you?	Make comparisons and talk about changes		
28 Describe an advert you have seen. How effective do you think it is?	Talk about advertising and marketing		
29 What image do other people have of your country, its food and its people? Do you think it is accurate?	Speculate about image		
30 Are you concerned about climate change? What evidence of it is there in your country?	Talk about climate change		

ANNEXE 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: _____

Section: _____

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

ANNEXE C: Behavioral checklist of students´ confidence

Student´s name: _____

Section: _____

BEHAVIOR	YES	NO	COMMENTS
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			

Pre-test

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
1	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
2	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO
3	YES	NO	NO	NO	NO	YES	NO	NO	NO	NO
4	YES	NO	NO	YES	NO	YES	NO	NO	YES	NO
5	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO
6	YES	YES	YES	YES	YES	YES	NO	YES	YES	NO
7	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO
8	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO
9	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO
10	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO

Post-test

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
1	YES	YES	NO	NO	YES	NO	YES	YES	YES	YES
2	YES	YES	YES	NO	YES	NO	NO	YES	YES	NO
3	YES	NO	YES	NO	YES	YES	YES	YES	YES	YES
4	YES	NO	YES	YES	NO	YES	YES	YES	YES	NO
5	YES	NO	YES	NO	NO	NO	YES	YES	YES	NO
6	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
7	YES	NO	YES	NO	YES	NO	YES	YES	YES	NO
8	YES	NO	YES	NO	YES	NO	NO	YES	YES	NO
9	YES	NO	YES	NO	NO	YES	YES	YES	YES	YES
10	YES	YES	YES	NO	YES	NO	NO	YES	YES	YES

ANNEXE D: Teacher's Questionnaire

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREING LANGUAGES DEPARTMENT

UNDERGRADUATE PROJECT

A questionnaire was carried out in Complejo Educativo Walter A. Soundy about measuring the awareness in the English Teacher from Complejo Educativo Walter A. Soundy about the importance of listening activities to develop students´ speaking skill.

OBJECTIVE: To collect information from the English teachers related to the topic *The effects of listening exposure in English learners' speaking skill among students from eighth, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015.*

I GENERAL QUESTIONS

INSTRUCTIONS: Select the correct response for each question. Make sure that your answer reflects how you truly plan and teach the English class.

1- How many hours a week do Eighth grade students have for English classes?

Less than one hour ☐   One hour ☐

Two hours ☐   Three hours ☐

2- What kind of activities do you develop most of the time while teaching English?

Listening activities ☐   Reading activities ☐

Writing activities ☐   Speaking activities ☐

3- How many hours a week do you spend teaching listening to eighth grade students?

Less than one hour ☐   One hour ☐

Two hours ☐   Three hours ☐

4- What sources do you use to teach English?

Text book ☐   Authentic Material ☐

Do not have a specific source ☐   Other_____

5- Do you believe that English listening exposure have a positive effect on the development English learners´ speaking skill?

Yes ☐   No ☐

ANNEXE E: Teaching Listening Survey

INSTRUCTIONS: Answer the following questions about teaching listening.

1- What type of tools do you have in the school to teach listening?

_____

_____

_____

_____

_____

2- From the tools mentioned above which ones do you use to teach listening and why?

_____

_____

_____

_____

_____

3- Do you think it is important to teach listening? Yes / no? Why?

_____

_____

_____

_____

_____

_____

4- What are the effects on English learners´ speaking skill when they are exposed to listening activities?

_____

_____

_____

_____

5- How do you feel about teaching listening?

_____
_____
_____
_____
_____
_____

6- What types of activities are more useful to teach listening and why?

_____
_____
_____
_____
_____
_____

7- What would you like to improve about your teaching style and why?

_____
_____
_____
_____
_____
_____

8- How is the students´ attitude when you are teaching listening?

_____
_____
_____
_____
_____

ANNEXE F: Manual

Training for English teachers from Complejo Educativo Walter A. Soundy about designing and implementing listening activities using the equipment to expose English learners to the target language in order to improve students´ speaking skill

NAME OF THE INSTITUTION

Complejo Educativo Walter A. Soundy

ADDRESS

Calle Chiltiupan, Ciudad Merliot, Santa Tecla, La Libertad

RESOURCES

MATERIAL	UNITS
Projector	1
Laptop	1
CD player	1
Speakers	1

1. **MANUAL INTRODUCTION**

This is a manual aimed at helping English teachers from Complejo Educativo Walter A. Soundy to improve students´ speaking skill by exposing them to listening activities inside the classroom. Therefore, some guidelines are provided by the authors based on their research and experience. By this manual, the English teachers will learn about developing the three stages of teaching listening so that the activities can be more meaningful to the students. This manual explains how to use the projector, laptop, CD player and speakers so that English teachers search for videos, music or other listening activities surfing the internet.

2. **OBJECTIVES**

General:

- To determine the most appropriate listening activities to expose students to the English language in order to improve their speaking skill.

Specific:

a) To suggest useful activities to teach listening by developing the three main stages in order to expose students to the English language.

b) To explain the procedures to use the equipment provided by the school to develop listening activities inside the classroom.

3. MANUAL DESCRIPTION

After carrying out the research project *The effects of listening exposure in English learners' speaking skill among students from eighth, sections A and B, from Complejo Educativo WALTER A. SOUNDY, Santa Tecla City, La Libertad, 2015,* the researcher team decided to design a manual for English teachers at Complejo Educativo Walter A. Soundy in order to make them aware of the importance that listening activities have on the development of the speaking skill by using all the resources that the school offers them. There are three main aspects to be considered while designing this manual.

1. This manual explains the standard format to develop the listening activities in an English class *(English Teaching Professional, Issue 6, 12-14, January 1998):* Pre-listening, listening and post-listening. This manual will explain to teachers what to do in each of the three stages.

2. About the listening activities, it is important to explain some listening activities so that students can be more exposed to the English language.

3. This manual will show how to use the tools available in the school (the projector, laptop, videos, etc.) in order to teach listening.

4. GUIDELINES AND SUGGESTIONS FOR ENGLISH TEAHCERS

4.1 How to Develop Pre-listening, Listening and Post-listening in a English class

There are three important aspects that teachers have to take into consideration when teaching listening: pre-listening, listening and post-listening.

STAGE 1: Pre-listening

Pre-listening is very important because pre-listening wakes up the students' brain before listening to the material that the teacher is going to use during the lesson. It is very important to have the students think about the topic that will be presented in order to discuss general ideas about the topic; as a result, students are going to make a connection between the things they already know in order to have a better idea of what the listening is about, and they are going to have a better understanding of the content of the listening exercise.

STAGE 2: Listening

When the students have a general idea of what the listening is about, the class has to move on to the next step which is *listening*. A good listening lesson gives students a chance to listen to the material several times. The first time to give the students the overall message of what the listening is about; after that, the teacher can have the students discuss about the topic and make some prediction, then the students should be listening for main ideas, and they can write down the main ideas of the listening materials; in this phase, the students have an understanding of the listening material and the teacher will be able to ask questions about the listening material used in the class. If it is necessary, the teacher can have the students listen to the material as many times they need in order to get the information the teacher is asking for.

STAGE 3: Post-listening

Post-listening exercises are very important as well. This step represents a follow up of the material the teacher has used to develop the listening exercise, so teacher can apply that information to have the student develop their English skills, if the students listened to a

conversation between two people in a market, the teacher can have them role play a conversation between two people in a market. The point in this stage is to take the information they received and apply it to real life situations.

4.2 Suggested activities to teach listening

Using Songs

Music is a very good tool that teachers can use in the class. It is fun way to teach English and grab the students' attention during the class. There are some aspects that teachers have to take into account when using songs in a class:

Fist at all, the students have to listen to the song, the teacher can show a video clip so that the students can have a better understanding about the content of the song. Then the teacher can ask some questions about the song; for example; the Queen's classic song 'We are the Champions,' the teacher can ask to the students what is a champion, what type of champions are there, etc. in that way the students will feel familiar with the topic.

Then, the students have to listen to the song again, this time the teacher gives the students the lyric of the song, learners can read the lyric while they listen and they can highlight the unknown words; besides that, the teacher can also make a lyric as a gap fill, or the teacher can write down the missing words in the whiteboard and the students while listening to the song can fill the gaps.

After that, the teacher can focus in vocabulary and the pronunciation; the teacher can have the students to repeat some of the words.

As a conclusion, teachers have to keep in mind that those kinds of listening activities are to motive the students and grab the students' attention, so in order to teach listening using music, the teacher has to have the song and the worksheet (lytic) to develop the class.

This is the website where worksheets of songs to teach English can be found: http://busyteacher.org/

For example, students have to listen to the song and fill in the gaps with the correct form of the present continuous tense. Besides that, the students have to fill in the gaps with some nouns they listen to in the song.

Lemon Tree (Fool's Garden)

I _____ (sit) here in the boring room

it's just another _____ Sunday afternoon

I _____ (waste) my time
I got nothing to do
I'm hanging around
I _____ (wait) for you
But nothing ever happens and I wonder

I_____ (drive) around in my car
I _____ (drive) too fast
I _____ (drive) too far
I'd like to change my point of view
I feel so lonely
I _____ (wait) for you
But nothing ever happens and I wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky

And all that I can see is just a yellow _____

I _____ (turn) my head up and dow
I'm turning turning turning turning turning around
And all that I can see is just another
I _____ (sit) here
I miss the power
I'd like to go out _____ (take) a shower

But there's a heavy _____ inside my head
I feel so tired

Put myself into _____
While nothing ever happens and I wonder

Isolation is not good for me
Isolation I don't want to sit on the _____

I _____ (step) around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen and you wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky

This worksheet provides revision of the past simple tense. It is based on lyrics of famous Eagle's song Hotel California. First, students create past simple of some verbs (irregular and regular), then fill them into lyrics, and listen to the song to make sure they filled the right verb.

HOTEL CALIFORNIA – EAGLES

On a dark desert highway,
cool wind in my hair
Warm smell of colitas,
rising up through the air
Up ahead in the distance,
I **1)** .... shimmering light
My head **2)** .... heavy and my sight **3)** .... dim
I **4)** .... to stop for the night
There she **5)** .... in the doorway;
I **6)** .... the mission bell
And I was thinking to myself,
'This **7)** .... be Heaven or this **8)** .... be Hell'
Then she lit up a candle
and she **9)** .... me the way
There were voices down the corridor,
I **10)** .... I heard them say...

Welcome to the Hotel California
Such a lovely place (Such a lovely place)
Such a lovely face
Plenty of room at the Hotel California
Any time of year (Any time of year)
You can find it here

Her mind is Tiffany-twisted,
she **11)** .... the Mercedes Benz
She **12)** .... a lot of pretty,
pretty boys she calls friends
How they dance in the courtyard,
sweet summer sweat.
Some dance to remember,
some dance to forget

So I **13)** .... up the Captain,
'Please bring me my wine'
He **14)** ...., 'We haven't had that spirit
here since nineteen sixty nine'
And still those voices
are calling from far away,
Wake you up in the middle of the night
Just to hear them say...

Welcome to the Hotel California
Such a lovely place (Such a lovely place)
Such a lovely face
They livin' it up at the Hotel California
What a nice surprise (what a nice surprise)
Bring your alibis

Mirrors on the ceiling,
The pink champagne on ice
And she **15)** .... 'We are all just prisoners here,
of our own device'
And in the master's chambers,
They gathered for the feast
They stab it with their steely knives,

But they just can't kill the beast

Last thing I remember, I **16)** ....
Running for the door
I **17)** .... to find the passage back
To the place I was before
'Relax,' **18)** .... the night man,
'We are programmed to receive.
You can check-out any time you like,
But you can never leave!'

1) Put these verbs into past tense (they are both irregular and regular)

Say - ....

Call – ....

Show - ....

Get – ....

Can - ....

Stand - ....

Be - ....

Hear - ....

Grow - ....

See – ....

Think - ....

2) Try to put the verbs in past tense into the text. (Some of them might be used more times)

3) Listen to the Eagle's song to make sure to fill in the verbs correctly.

Using Videos

Videos are a good resource for English teachers to develop the class; they are tools that teachers have to take into account to develop the target language. There are three important aspects that the English teacher has to do before using videos to teach English. First, before the students watch the video, the teacher has to prepare them for what they are going to see and listen to. This is the perfect time for the teacher to pre-teach, the teacher can teach vocabulary, background knowledge about what the students are going to watch. The second aspect is while the students are watching the video. In this stage the students watch the video and they are gathering information about the video. The last aspect is after the students have watched the video. In this part of the class, the teacher can develop the activities according to the aim of the lesson plan; for example, if the video is about greeting the students can make role-plays about meeting with a friend.

Video links to develop English listening class using authentic material.

http://www.nytimes.com/video/nyregion/1194841066661/gangs-in-hempstead.html

http://larryferlazzo.edublogs.org/2008/04/26/the-best-popular-moviestv-shows-for-eslefl/

http://www.nytimes.com/video/movies/100000001378798/scene-stealers-uggie-and-cosmo.html

http://www.nytimes.com/video/sports/100000001481484/my-little-arm.html

http://www.nytimes.com/video/opinion/100000001423494/bike-thief.html

Websites to Teach English Listening

Using Authentic Material

- Mama Lisa's World of Children and International Culture: A neat site with children's songs, nursery rhymes, stories and other materials from around the world. The site can be viewed in English, French and Spanish, but the songs lyrics are available in many languages (Chinese, French, Italian, Spanish, German -- just to name a few!)

  Link: http://www.mamalisa.com/

- Languages Online: Fantastic series of well-organized lessons, games, songs and other teaching/learning materials for Chinese, French, Italian, German, Indonesian, and beginning ESL.

  Link: http://www.education.vic.gov.au/languagesonline/default.htm

- This is a good activity to teach the students about the technology, here is the link for the video https://www.youtube.com/watch?t=12&v=NJJhqOVcjsI and the worksheet of the video to develop the listening activity with the script of the video.

Warmer. How many of these logos do you recognize?

A to stay in touch with my friends and family / my customers / colleagues / my personal network B to make sure I don't forget to do anything important C to keep the data on my computer organized D to keep up with the news E to keep track of online articles that I want to read F to access the web G to listen to music and watch videos	1 a browser 2 an email client 3 an instant messenger 4 a file manager 5 a news aggregator 6 a to-do list app 7 audio / video players 8 social networks

Task 1. Match the activities in column A with apps and tools in column B.

Which of these activities in column A do you need to do regularly? What tools from column B do you use? Work in pairs. Ask each other:

Task 2. You're going to watch a video of a software developer. Put the following phrases in order. Then listen and check.

https://www.youtube.com/watch?t=12&v=NJJhqOVcjsI

(Source: Android Developers Channel)

1. hi / one of the / I'm / my name is Leland / user experience designers on Android

Hi,_____

2 And one of the / a lot of the / is it does / the Android browser / on my desktop browser/ things I like about / things I could do

And one of the _____

Task 3. Watch and answer these questions:

    a. **How many** great features of the Android browser does Leland mention?
    b. **Which** features? What details about them can you catch?

Task 4. Listen and fill the gaps.

>> LELAND: Hi, my name is Leland, I'm one of the user experiences Androids on Android.

And one of the things I like about the Android browser is it does a lot of things I (1)_____ on my desktop browser. I (2) _____ you some of that. So one of the things I like about the Android browsers is I (3) _____ Youtube videos directly from WebPages. So here I am on Google news, and I'm going to click on a Youtube video and here we go.

It goes right into the Youtube app... And I (4) _____ my daily news video.

So another cool thing is I (5) _____ photos right to my phone. So here's a photo that my friend posted. I (6)_____ it, so I'm just going to long press on the photo, click save image, and it's going to download. So, while I (7) _____, just go, click, open it, and it goes right into the photo gallery. So in the photo gallery, you (8)_____.

But, you know, one thing I love is that, **like right from the photo gallery, I** (9)_____, **right as a wallpaper. There we go. And there it** is. Pretty cool.

So the last thing I'm going to show you is downloading mp3s. One of the things I (10) _____ is follow one of my favorite radio shows, the host posts mp3s. So (11) _____ is download them right from his website. And what happen is, I (12) _____ it download, I (13) _____ and browse the rest of the page. Now, so I notice that the download's done because the notification part blinked. So I'm just going to go to the notification bar and see that download's complete. Just click on the file...

There you go, you (14)_____ listening to my favorite radio show.

4.3 How to Connect a Laptop and Projector by Brenda Buckman

1) Determine the type of video output the laptop and projector you are using has. Make sure they are compatible with each other.

2) Make sure your computer and projector are both turned OFF.

3) Take the video cable cord and connect the laptop and projector. It doesn't matter which end you connect to which device; connect one end to the Projector "Computer In" port and connect the other end to the Video port on the laptop.

The cord will look similar to this.

4) Plug in the projector into the wall outlet. You might need to plug the electrical cord into the projector first.

5) Turn on the laptop and projector and allow time for the two to fully load.

6) Activate the external video by pressing Fn and F4 simultaneously. The key will either have CRT/LCD or a picture of a computer on it. The Fn key and the LCD keyboard key button pushed together once will take the laptop screen and project it to the projector screen, causing the laptop screen to become black. Pushing the keys together twice will allow the image to show on both the laptop and projector screen.

7) Plug in the speakers to the PC.