

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



UNDERGRADUATE RESEARCH:

“THE IMPORTANCE OF THE USE OF THE ESL/EFL WEBSITES BY ADVANCED ENGLISH I STUDENTS FROM THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR IN THE DEVELOPMENT OF THEIR LISTENING SKILL DURING THE TERM II- 2012”

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

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Abstract

The purpose of this research is to report on the importance of the use of EFL/ESL websites in the development of the listening skill in the students of the Advanced English Level at the University of El Salvador. Taking into account that generally students agree that listening is the most difficult skill to develop since it is the one that they hardly ever practice outside of the classroom, this study investigated such importance of the use of ESL/EFL websites as a mean to develop the listening skill.

It evaluated a group of forty students, which were enrolled in the Advanced English I level at the Foreign Language Department in the University Of El Salvador, during the semester II, 2012. The students were introduced to five websites and instructed to use them, to practice their listening skill outside of the classroom periodically. The data collected revealed that despite some difficulties encountered, students had an overall positive attitude towards using the selected websites in the development of their listening skill. Besides, students found that practicing English to develop their listening skill through ESL/EFL websites was interesting and effective in the development of their listening skill.

1. Introduction

English has become a worldwide language and there is no doubt about its importance in the present time in our society. In the Foreign Language Department students who are learning English as a Foreign Language face many difficulties in order to be proficient in the new language. The English Language revolution is intrinsically tied with the advances of the technological resources and professional development of students. As a consequence, the Internet has become recently one of the interactive tools which have seen a spectacular growth ever since it started. Therefore, technology is affecting every aspect of education in teaching and learning as well.

Learning English as a foreign language is a hard task for everyone and having an education in a foreign language is even harder. In general when people learn a language, there are four skills that they need for a complete communication: listening, speaking, reading and writing. In the same way, when humans learn their native language, they usually learn to listen first, then to speak, then to read, and finally to write. In order for students to be able to read, to understand effectively, to speak English fluently and to write with no mistakes students need the development of the language skills.

Based on this, the research is focused in the use of EFL/ESL websites and how these might change the development of the listening skill. Taking into account that listening is one of the skills that humans learn first, it is important to look for different resources to help students to develop it.

a. Statement of the Problem

Students who are learning English as a Foreign Language generally agree that the listening is the most difficult skill to develop, especially in students who are learning English as a foreign language. For this reason, looking for new ways to improve the listening skill has become important, not only for EFL teachers but also for EFL students. As a result, the importance of the listening skill is growing, and some web designers have emphasized on creating ESL/EFL websites in order to develop language skills, and particularly the listening skill. In spite of this, most of the Advanced English I students do not make use of the different websites specifically to practice their listening skill.

b. Main research question:

What is the importance of the use of the ESL/EFL websites by Advanced English I students from the Foreign Language Department in the development of their listening skill?

Subsidiary research questions

1. What are the reasons to use or not to use ESL/EFL websites for Advanced English students to develop their listening skill?

2. What is the relationship between the use of ESL/EFL websites by Advanced English students and the development of their listening skill?

c. Significance of the problem

There is no doubt that computers and the Internet technology have changed the way we live, and the importance of technology in schools and universities cannot be ignored anymore. In fact, the use of computers is growing in the field of English Teaching and learning. Therefore, websites have become an important tool not only for teachers to provide information, but also for the students to practice it, to achieve a better understanding. Students who are learning English as a foreign language generally agree that Listening is the most difficult skill to develop, so they need a variety of language experiences to integrate the new knowledge. In spite of this, in the Foreign Language Department at the University of El Salvador there is not a research that discusses how students can have a rich experience with the foreign language when using the ESL/EFL websites, especially to practice the listening skill, given that they live outside the new language.

For that reason, this study can help Advanced English students in the Foreign Language Department at the University of El Salvador to be aware of the importance of the use of ESL/EFL websites to develop their language skills, specifically the listening skill. By presenting the different findings, students can consider ESL/EFL websites and see their proper use for the practice of listening. In addition, this study will be useful not only to students who have access to Internet, but also to students who like to use technological resources in two ways. First, for those students who have access to Internet but do not make use of ESL/EFL

websites to practice their listening skill, so they can discover there is another way to practice English beyond written grammar exercises; second, for students who like to use Internet, so they can be aware of which are the top¹ ESL/EFL websites that are focused specifically on the development of their listening skill at the same time they can surf through the Internet.

Finally, this study will provide useful information for English teachers to know how the ESL/EFL websites can be used to practice English language skills, particularly how these websites can affect in the development of the students' listening skill in the Advanced English levels.

Websites are classified into English as Foreign Language (EFL) coupled with English as a Second Language (ESL), for that reason both terms will be used indistinctly during the research.

¹ The Top ESL/EFL websites have been determined according to Dr. Ron Chang Lee. (Refer to p 11.

Section 3.3 (Websites description)

d. Purpose

This study had as main objective:

General objective:

- To determine the importance of the use of ESL/EFL websites by Advanced English I students from the Foreign Language Department to develop their listening skill.

Specific objectives:

- To identify Advanced English I students' reasons to use or not to use EFL/ ESL websites in the development of their listening skill.
- To discover the relationship between the development of the listening skill and the use of ESL/EFL websites by Advanced English I students.

e. Limitations.

Although this research was carefully prepared, there were some unavoidable limitations. First of all, in the Foreign Language Department there is not a specific place with computers and tools where students can practice their listening skill. Due to the lack of classrooms, even the language lab is used to take classes. Second, at the moment of developing the research, there were only two computers, which were not enough for the students to use in the practice. For that reason, the researchers had to provide the necessary equipment like computers, headsets, etc. Third, there were time constraints that those students had in the practice during the semester of the research at the Foreign Language Department at the University of El Salvador, so the time they had was limited, because they had to run from one class to the other. Finally, it is important to mention that in spite of all this, the research was completed.

f. Definition of key terms

The definitions of the terms used in this research are presented below:

Advanced English students: The Foreign Language department defines an Advanced English student as the student who manages the level B2 according to the guidelines of the Common European Framework of Reference for Languages (CEFR).

Chatting: To participate in a synchronous exchange of comments with one or more people over a computer network, To converse in an easy, familiar manner; talk lightly and casually.

EFL student: term for the students who are studying the English language in a non-native speaker's in country.

ESL student: term for the students who are studying English language in a native speaker's country

ESL/EFL websites: are the websites which contain English as a Second Language and English as Foreign Language information, exercises and different tools for teachers and students.

IELTS: International English Language Testing System Organization created to assess the language ability of people who study or work in English-speaking countries.

Listening: is the ability to accurately receive messages in the communication process.

Websites description

These are the top five ESL/EFL websites to practice the listening skill that were chosen. They were a selection made by Dr. Ron Chang Lee who has a Ph.D. in Educational Technology in 1998 from the University of Illinois. He is one of the pioneers in the U.S. in utilizing online resources to assist English language teaching. At the present time Dr. Ron Chang Lee teaches ESL and works in Pasadena City College, at Los Angeles, USA and the websites are described as The Top Five ESL websites that the research considered for practicing listening:

1. www.listen-and-write.com. It is a free listening practice to improve listening skills and hear about the news. Design by Contented Designs and dryicons.com
2. www.eslfast.com/robot/. By listening conversations students can improve their listening skill.
3. www.esl-lab.com/. This ESL listening Web site created by Randall Davis helps ESL/EFL students improve their listening comprehension skills through practice with self-grading

4. www.ello.org/. For learning real English language from English speakers around the world on **ello** with free listening activities and downloads.
5. www.eslfast.com. This is a ESL listening web site in which students can listen to a story and then they can do different activities for example: dictation.

2. Review of related literature

Literature review

This study is divided in two main parts: the first one is related to the use of websites and the second one addresses the listening skill.

a. The use of Websites

Recently, technology is considered a very important tool in our society and in the global world as well. Websites are extraordinarily useful for a variety of activities including: chatting, social networks, email, bookings, shopping, publicity, reading, looking for a job, business and so on, consequently, using websites has become part of the students' daily lives. Nowadays, websites allow students to practice interactively in the target language. In first place, Thomas N. Robb, an English professor at Kyoto Sangyo University in Japan, declared that "the World Wide Web has become an established tool for language learning and teaching" (2009) furthermore, he also mentioned that "one of the main reasons is that ESL/EFL web sites are focused on the development of the language skills of the students who are learning English as a Foreign Language". In this way, ESL/EFL websites can be used as an instrument to practice the listening skill. According to John Zhao professor at Michigan State University (2001) "technology tools can be used as an effective teaching tool for English language learners", and this is also supported by Uschi Felix in his book *Language Learning Online* (1999) who stated that "it is very important to make use of the computer technology tool to facilitate

language instruction for the students, not only because it is more enjoyable, but also because it is more successful which highlights the importance of reinforcing the listening skill in order to become proficient in the new language.

For that purpose, teachers have been motivated to use different tools, for instance, Ajaan Randall, who has a master's degree in TESL; he created the cyber listening lab (1997), which is a website to help both ESL and EFL students to improve their listening comprehension skill through practice with self-grading quiz pages and different types of exercises. Moreover, his website has three ways to measure the listening capacity: from easy, to medium, to difficult; this page also has listening quizzes for academic purposes, and vocabulary lessons. Ajaan Randall created this website with the main purpose to help foreign language students to develop both oral and listening skills, and following his example, some other teachers have developed new techniques in order to increase the opportunities to practice the listening skill online.

b. The Importance of the Listening skill

The listening skill is essential in any interpersonal relationship and for all interpersonal communication. Listening is certainly the most important skill in language learning acquisition sustained Saricoban, a PhD in English Language Teaching Program in Hacettepe University, Institute of Social Sciences, Ankara, TURKEY (1999) "Listening is the primary skill to develop in order to speak a foreign language, and one of the fundamental language skills, because it is a medium through which humans gain a large portion of their information and their

understanding of the world during their lives, since babyhood.” As a matter of fact, listening is the ability to accurately receive messages in the communication process; In addition it is the key to all effective communication, because without the ability to listen effectively, messages can be easily misunderstood by the audience, which may cause a lot of intercommunication issues.

For instance, Norris (1993) expressed that “listening is the communication skill used most often in the assimilation of information process, and the most neglected in foreign language teaching.” As a general rule, good listening skills have benefits in our social and personal lives.

For these reasons previously mentioned, the research regarding the importance of the listening skill began to be voiced since the middle of ‘60s by Rivers(1966) in his Journal *The Modern Language*, (p.196-204), who had enough evidence to say that, "speaking does not itself constitute communication unless what is being said is listened and comprehended by another person.” Indeed, the listening skill involves two processes to be successful, which are: passive listening and active listening. Subsequently, a report carried out by Abrahams in 1986 established that “there are two main levels of listening involvement for speakers: the passive level and the active level. In the passive level, no reaction is required on the part of the listener and in the active level it is mandatory to have more involvement than in the first one, because the listener has to react to what it is said.” For example, when someone is only listening to music for pleasure, no reaction it is required; while this

is approached in a different way when the listener has to react to what it is said, depending on the purpose of the message.

In conclusion, it could be said that human beings listen a lot more than they ever read, write or speak in everyday life. Consequently, students tend to become worried if they fail to understand a word or phrase and this usually causes them to get discouraged. In short, it is mainly important to focus in the development of the listening skill which also promotes a positive attitude in the foreign language learners.

c. Top 5 ESL/EFL websites descriptions

www.listen-and-write.com

Listen and write dictation is a page in which students can practice English as a foreign language or second language. First, the students can practice some listening activities; in which, their listening skill is measured by using dictation, then, students have to listen to a recording; while they are listening, they have to write the sentence or paragraph in a chart, if they don't write the full information the recording indicates that they have to do it over or the times that it is necessary until it is correct.

The screenshot displays the 'Listen and Write' website interface. At the top, the title 'Listen and Write' is in red, with the subtitle 'Do the dictation yourself' and a 'Login' link. A navigation bar includes 'Home', 'Language', 'Collaboration', 'Levels', and 'Sign in'. The main content area features an audio player for 'Your Reaction to the Idea of Paying Students' with a duration of 3:54. Below the player, there are controls for 'More info' and 'To WORD'. A dictation exercise is shown with the text 'This is the VOA' and a text input field containing 'specia'. A 'Hint' button and an 'AutoComplete' dropdown are also visible. On the right side, there is a 'My Score' section with a 'View Demo' link and a 'Submit a new audio!' button. A line graph labeled 'Sample' shows a score trend over time.

There are also different kinds of exercises; one of them is the category of typing, where the students have to type the complete word: students listen to a short paragraph and write the whole information.

Listen and Write

Home Levels Youtube Groups Beta Category Bei Channel Language

Level 9 **Words and Their Stories: Nicknames for New York City**

A nickname is a shortened form of a person's name. A nickname also can be a descriptive name for a person, place or thing. Many American cities have nicknames. These can help establish an identity, spread pride among citizens and build unity. [more...]

Click play to listen all audio at once (Level 9)

0:32 0:30

More Info Edit track To WORD

Click play to start dictation or select the track : < 2... of 23 >

0:11 Auto Repeat

Many American cities have

nickname Write a word here:

Hit! AutoComplete : Turn off Tell a Friend

Dictionary Lookup

Score History

slow fast

3.75 2.5 1.25 0

Your Scores (High value is high speed.)

ABC Review the lessons

Logout (teacheryana)

Submit a new audio!

My Audios

Popular Audios

My Score(Full)

My Score(Quick)

Review

Training Video

View Demo

View Demo HOW TO

Google Custom Search

Search

AdChoices

A Level English
Oxford College Home Study Unlimited Support From Specialist Tutors!
www.oxfordcollege.com/

Free handwriting
Download Free English Worksheets for children aged between 5 and 11
www.freehandwriting.com

Teaching Assistant Course
£35 Deposit - Quality In 4 Months. Level 3 Home Study. Friendly Tutors
www.teachingassistantcourse.co.uk

Train as a Copywriter
Earn £150 - £450 Per Day Free Prospectus, Enrol Today!
www.trainasacopywriter.com/Copywri

The third exercise is typing only the first letter of a word: students have to listen at paragraph and they have to write just the first letter of each word. The third exercise is about listening and filling out the blank spaces, using popular songs.

The screenshot shows the 'Listen and Write' website interface. At the top, there is a navigation bar with links for Home, Levels, Youtube, LevelTest ^{Beta}, Numbers ^{Beta}, Category, and Channel. The main content area features a video player for 'Enya - Listen to the rain' with a butterfly image. Below the video is a text exercise with blank spaces for the first letter of words in the lyrics. The lyrics are: 'Every time the rain comes down close my eyes and listen I can hear the lonesome sound all the sky as it cries Listen to the rain! Here it comes again! Hear it in the rain! Feel the touch of tears that fall They won't fall forever In the way the day will flow all things come things gone Late at night I drift away I can hear you calling An'. There are 9 blank spaces in total. The interface also includes a 'Hint' section, a 'More info' link, and a 'Full mode' / 'Quick mode' toggle.

www.eslfast.com/robot/

In this website students can practice and speak English at the same time, it is a web page in which students can practice listening with an on line robot, they can also find some easy conversations depending on the level; in this section English learners can find many topics related to the real life activities such as: college study life, at the library, dating, food, shopping, buying etc. So students can select the one they are interested the most.



They have to choose a topic from the list o subtopics appears and they have to select the most suitable for them, on the next you have to listen a dialogue and follow a script; also students can find sequences of scripts related with the same topic.


At the end of the dialogue you students can discuss the topic with the robot Mike, they only have to click on the picture, then a chart appears in which students have to type their questions and Mike answers it, and he also makes questions as well.

English Listening ▶ Learning English ▶ English Grammar ▶ English Exercises ▶ **To Learn English**

→
→
→
6
dChoices ▶

Tutor Mike

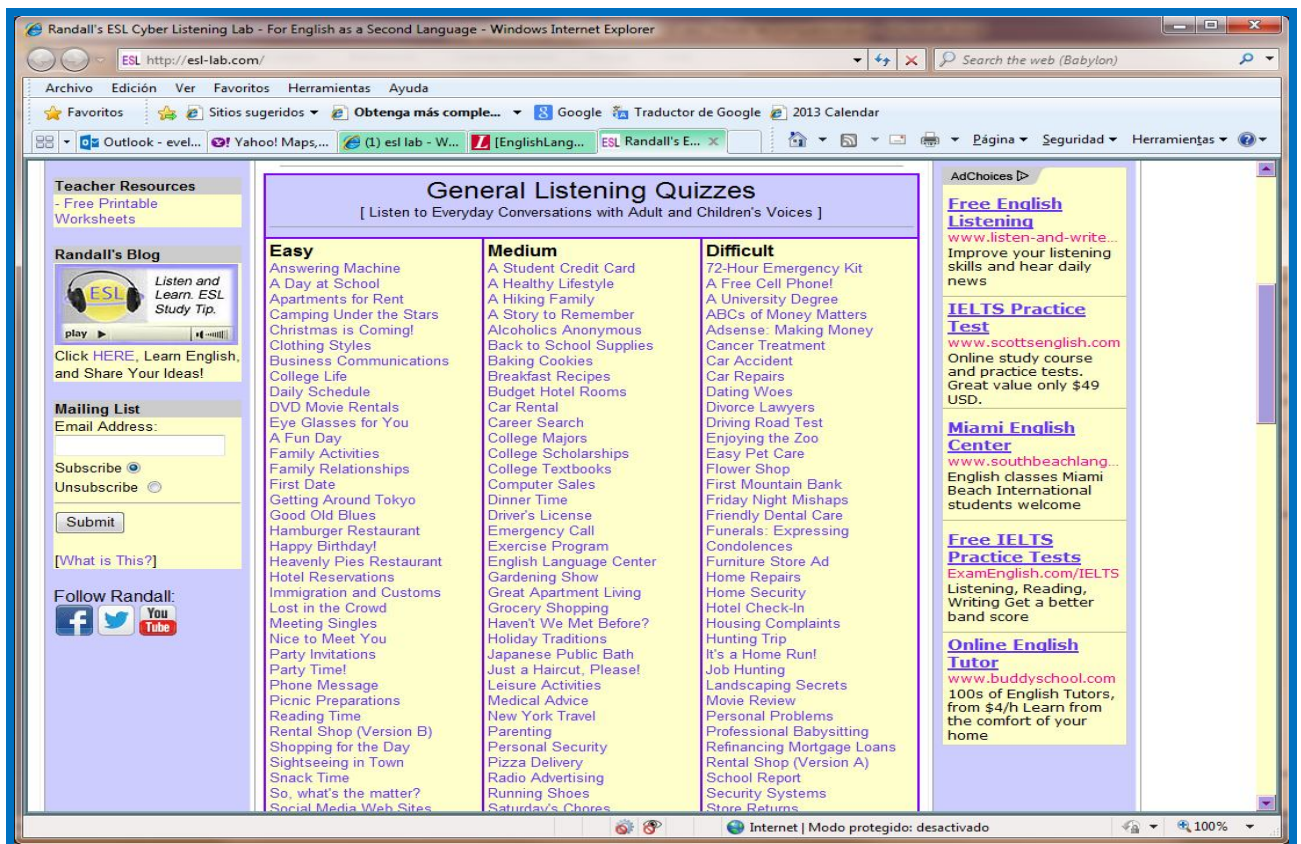
"Tutor" won one fourth place and one first place in [2011 Loebner Prize Contest](#)


[ESL Robot - Free App on Smartphones](#)

- [I. Small Talk](#)
- [II. College Life](#)
- [III. At the Library](#)
- [IV. Transferring to a University](#)
- [V. Socializing](#)
- [VI. Dating](#)
- [VII. Renting an Apartment](#)
- [VIII. Taking the Bus](#)
- [IX. Daily Life](#)
- [X. Shopping](#)
- [XI. At the Bank](#)
- [XII. Food](#)
- [XIII. At a Restaurant](#)
- [XIV. Buying a Car](#)
- [XV. Driving](#)
- [XVI. Health](#)
- [XVII. Employment](#)
- [XVIII. Unemployment](#)
- [XIX. Travel](#)
- [XX. At a Hotel](#)
- [XXI. Buying a House](#)
- [XXII. Selling a House](#)
- [XXIII. In a New Neighborhood](#)
- [XXIV. Crime](#)
- [XXV. Voting](#)

Internet | Modo protegido: desactivado 100%

Randall's EFL cyber listening lab is a website that helps ESL/EFL students to improve their listening and writing skills, students listen to a story and at the same time they have to answer some questions about the topic, there are a variety of exercises such as: mixed up sentences exercises in which they have to form a sentence related to the topic, in the sentences and vocabulary they can look for examples that show them how they have to apply the new vocabulary, in the matching. In Randall's lab the listening skill is measured from easy, to medium, to difficult.



In addition, it allows the students to practice in a fun way while they are listening to a story, and they have to choose the right item similar to a test, it is divided into:

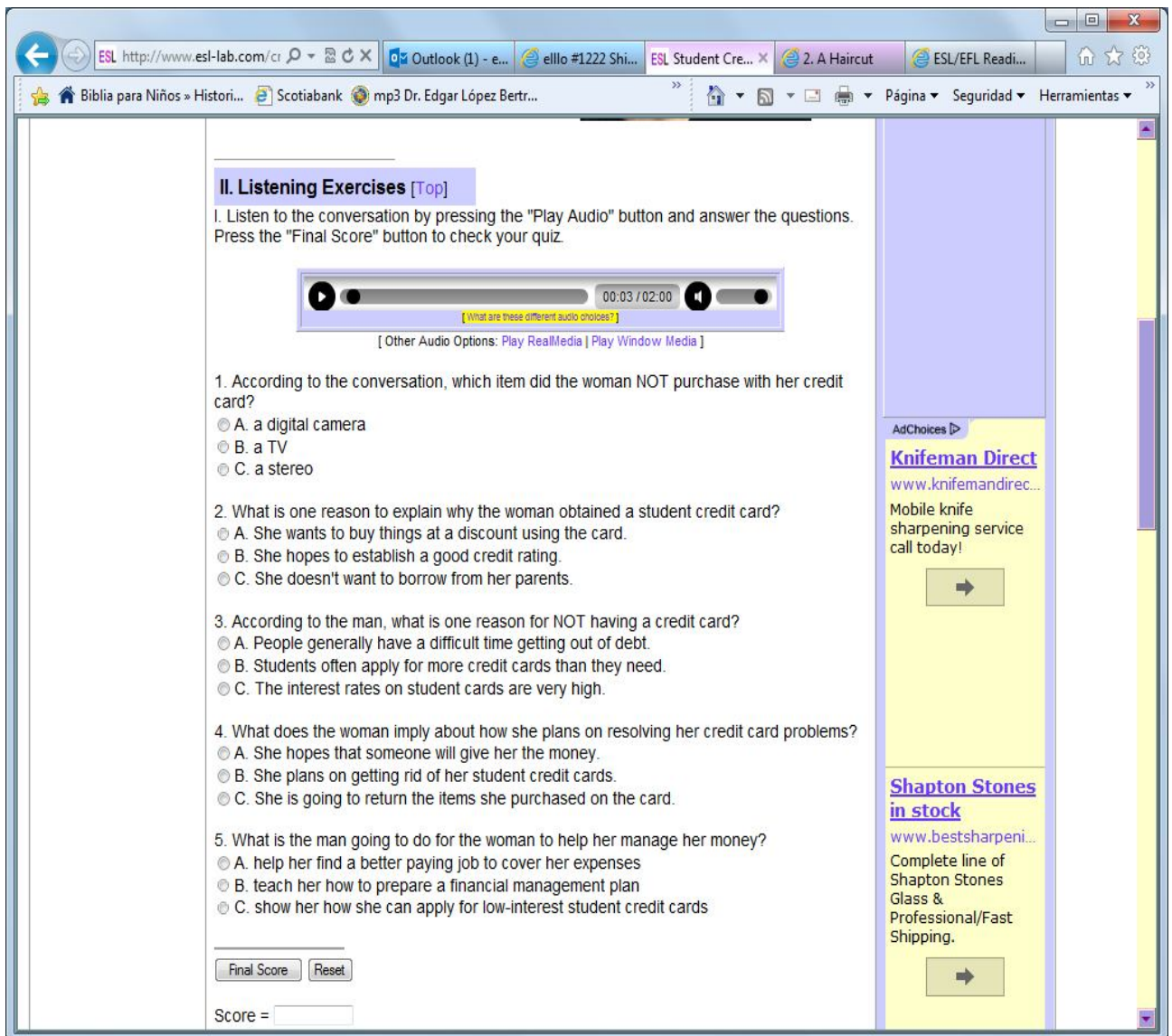
I. Pre-Listening Exercises

II. Listening Exercises

III. Vocabulary and Grammar Activities

IV. Post-Listening Exercises

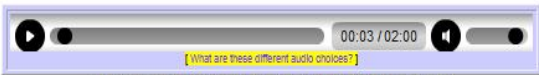
V. Online Investigations



The screenshot shows a web browser window with several tabs open. The active tab is titled "ESL Student Cre...". The address bar shows the URL "http://www.esl-lab.com/cr". The page content includes a section titled "II. Listening Exercises [Top]". Below this title, there is a paragraph of instructions: "I. Listen to the conversation by pressing the 'Play Audio' button and answer the questions. Press the 'Final Score' button to check your quiz." Below the instructions is an audio player interface with a play button, a progress bar showing "00.03 / 02:00", and a volume control. Below the audio player, there are five multiple-choice questions. At the bottom of the page, there are two buttons: "Final Score" and "Reset", and a text input field labeled "Score =". On the right side of the page, there are two advertisements. The first is for "Knifeman Direct" with the text "Mobile knife sharpening service call today!" and a right-pointing arrow. The second is for "Shapton Stones in stock" with the text "Complete line of Shapton Stones Glass & Professional/Fast Shipping." and a right-pointing arrow.

II. Listening Exercises [Top]

I. Listen to the conversation by pressing the "Play Audio" button and answer the questions. Press the "Final Score" button to check your quiz.



[What are these different audio choices?]

[Other Audio Options: [Play RealMedia](#) | [Play Window Media](#)]

1. According to the conversation, which item did the woman NOT purchase with her credit card?
 A. a digital camera
 B. a TV
 C. a stereo
2. What is one reason to explain why the woman obtained a student credit card?
 A. She wants to buy things at a discount using the card.
 B. She hopes to establish a good credit rating.
 C. She doesn't want to borrow from her parents.
3. According to the man, what is one reason for NOT having a credit card?
 A. People generally have a difficult time getting out of debt.
 B. Students often apply for more credit cards than they need.
 C. The interest rates on student cards are very high.
4. What does the woman imply about how she plans on resolving her credit card problems?
 A. She hopes that someone will give her the money.
 B. She plans on getting rid of her student credit cards.
 C. She is going to return the items she purchased on the card.
5. What is the man going to do for the woman to help her manage her money?
 A. help her find a better paying job to cover her expenses
 B. teach her how to prepare a financial management plan
 C. show her how she can apply for low-interest student credit cards

Score =

Knifeman Direct
www.knifemandirect.com
Mobile knife sharpening service call today!

Shapton Stones in stock
www.bestsharpening.com
Complete line of Shapton Stones Glass & Professional/Fast Shipping.

English Listening Lesson on Line is a page in which students can learn about intercultural situations such as typical food of every country for their independence day, dancing in Chile, personality, tattoos, living abroad, national holidays, wildlife and more. This listening activity is about sharing experiences from many people around the world and discussing specific topics.

The screenshot displays the ello.org website interface. At the top, there is a dark blue header with the ello logo and navigation links: "Testers: See the English: 'We got used to it, didn't we? We talked as 20 teachers'!" (www.englishcentral.com), "English Degree Courses: Learn more about the details at our official govt. website: www.englishcentral.com", and "Celebrating the English in 30 Days: It is English not Englishness - Just for our IFC Englishers and Friends!" (AdChoices). Below the header is a green banner that reads "English Listening Lesson Library Online - Learn English Naturally!".

The main content area is divided into several sections:

- Listening Lessons:** Activities include multimedia, free MP3 files, vocabularies, language notes, print page and more.
- Navigation Tabs:** Views, Mixer, Videos, News, Scenes.
- Featured Content:** A large image of a globe with the title "Views: Economic Climber and Clunker" and a subtitle "Marta and Alex talk about the economies in Europe and Australia (1155 and 1156)".
- Video Lessons:** Videos of people discussing topics with quiz and transcript. Examples include "Best place to retire", "More money worries", and "Long distance relationships".
- BRAIN TRAINING GAMES:** A grid of game categories: Memory, Attention, Focus, Speed, Language, Visual Perception, Spatial Reasoning, Problem Solving, Fluid Intelligence, Stress, Reaction Time, and General Health. A "Play Now" button is visible.
- Additional Content:** Three smaller video thumbnails with titles: "349 Broke in the Big Apple" (Intermediate 0, Time: 3:17), "573 Into City" (Intermediate 0, Time: 2:49), and "572 Out of Country" (Intermediate 0, Time: 2:48).

A sidebar on the left contains a menu with icons for Videos, Mixer, Games, and Videos, and a list of lesson codes from 1151 to 1158.

First, students have to select the topic they are interested from the list then they have to listen to it and read the listening script, in the audio slideshow they can listen to the conversation step by step in order to understand the conversation, and then students can learn more about the new vocabulary by reading some examples that show the application.



Commonly by showing sentences with the new word or words, the students can enrich their vocabulary and they can be in contact with different kind of accents or pronunciations as well, which will allowed them to identify the right words.

The screenshot shows a web browser window with the URL <http://www.ello.org/engli/>. The page features the 'ello' logo and navigation links for 'More Views' and 'Home'. The main content area is titled '1222 Shipwrecks' and includes a video player showing a shipwreck underwater. Below the video, there is a transcript section with a dialogue between Jana and Peter. The transcript includes the following text:

Jana: So, Peter, I've been asking you about hunting for treasure. Can I ask you a few more questions?
Peter: Sure.
Jana: So why are there so many sunken ships in South Africa?
Peter: Well I guess around the southern

Below the transcript, there are several interactive elements: 'Audio Slideshow', 'Vocabulary', 'Vocabulary Quiz', 'Comprehension Quiz', 'Related Links' (including '1222 Shipwrecks' and '1221 Treasure Hunt'), and a 'Video Response' section with the question 'Have you ever found something valuable?'. There are also advertisements for 'Shapton&Chosera EP Stones' and 'Shapton Stones in stock'.

www.eslfast.com

This it is a website in which students can listen to a story about: real life, love, work etc. At the end of the story students can find a list of options, such as yes and no questions, to practice what they have listened.

http://www.eslfast.com/

ESL Robot - Free App on Smartphones [Login](#) | [Register](#)

[Easy Conversations](#) | [Super Easy Reading](#) | [Easy Reading](#)

[1,500+ ESL/EFL Conversations on 25 Topics](#) | [Sentence Structure Writing Practice](#)


365 ESL Short Stories

A Free Site for Intermediate ESL/EFL Learners



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3. [The Yardman](#)
4. [Grab Your Umbrellas](#)
5. [Shopping for Bargains](#)
6. [Horses to Ride](#)
7. [Does Garlic Mean Garlic?](#)
8. [A Shower Injury](#)
9. [Pete's Sharp Knife](#)
10. [Provider Overbills Customer](#)
11. [A Good Sandwich](#)
12. [Sara's Upset Stomach](#)
13. [Please Marry Me!](#)
14. [Laundry Day](#)
15. [A Noisy Neighbor](#)
16. [The New Realtor](#)
17. [The Fire Alarm](#)
18. [Eddie's Short Visit](#)
19. [Carbon Monoxide](#)
184. [A Cleaner River \(2\)](#)
185. [The Spitter](#)
186. [Kill Those Flies \(1\)](#)
187. [Kill Those Flies \(2\)](#)
188. [The Oil Change \(1\)](#)
189. [The Oil Change \(2\)](#)
190. [Boy Starts Huge Fire](#)
191. [Writers Go on Strike](#)
192. [Please Don't Hurt Me!](#)
193. [It's Just a Little White Lie](#)
194. [Jury Service in California](#)
195. [The Rude Golfer \(1\)](#)
196. [The Rude Golfer \(2\)](#)
197. [Man Invents Toilet for Cars](#)
198. [Monkeys Cause Man's Death](#)
199. [The Light Eater \(1\)](#)
200. [The Light Eater \(2\)](#)
201. [Sara Went Shopping](#)
202. [Man Injured at Fast Food Place](#)

Here, students can also have different practice by answering some questions and they have to use the correct grammar form to answer, in order to obtain a point similar to a game which makes them competitive.

1. New to America



Search Images



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Search

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[Listen](#) (Windows Media Player)

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[Buy a New Vehicle](#)

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[Oakland & Shadyside Areas](#)

www.ForBes.Management.net

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[New Puppy](#)

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[New Puppies](#)

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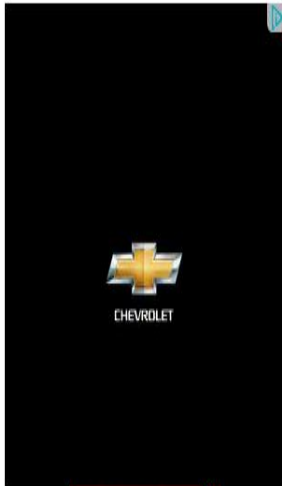
[New Car to Buy](#)

[Used Cars New Cars](#)

[New Apartment](#)

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AdChoices



Nancy was new to America. She came to America speaking only her native language. She brought her 8-year-old son with her. He was all she had in the world.

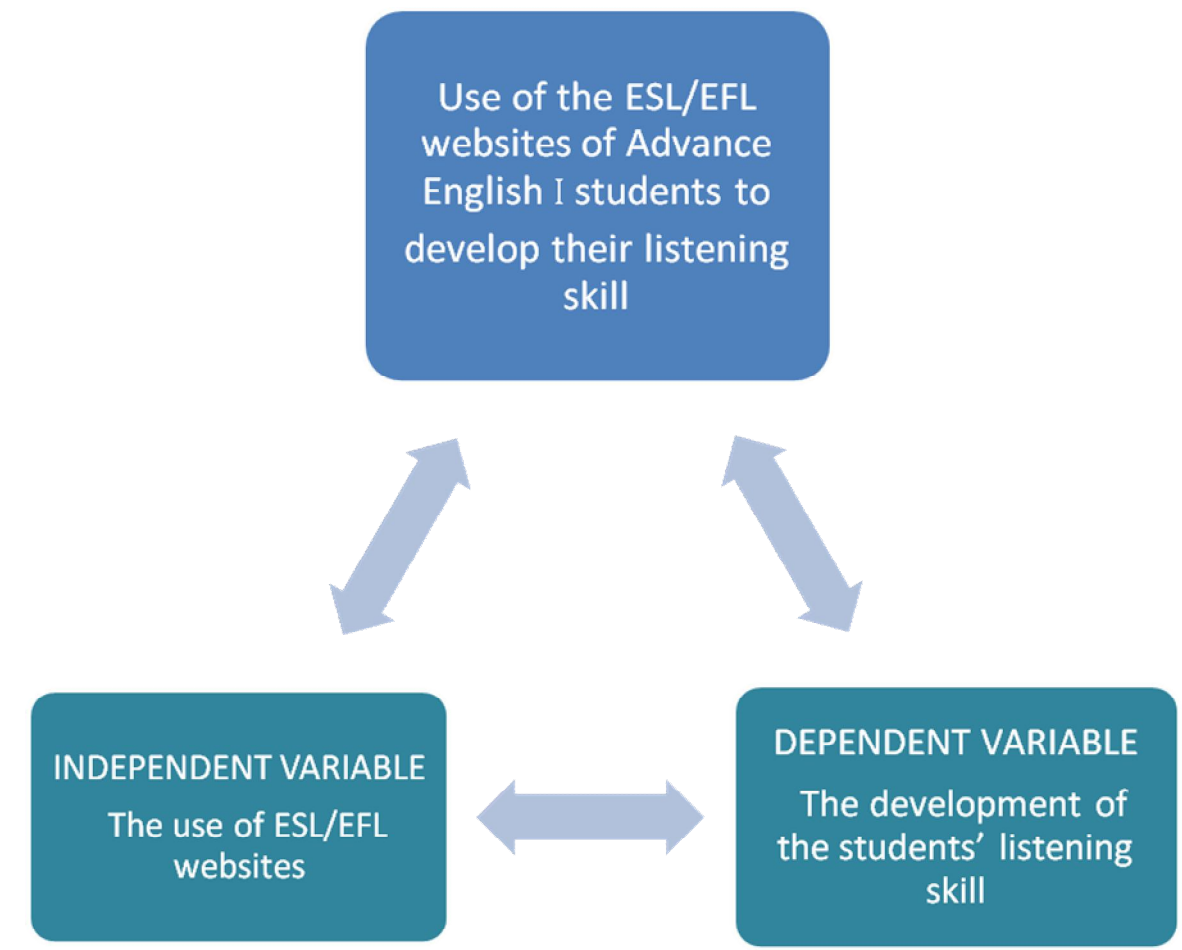
They found an apartment in Arcadia. They were there for only two months when a neighbor's dog jumped over the fence. The dog ran toward Nancy's son. Nancy put her body in between the dog and her son. The dog stopped when it saw Nancy screaming at it. She was going to punch it in the nose. The dog turned around.

Shaking, Nancy took her son upstairs. They stayed in the apartment all weekend. Then Nancy found another apartment, close to the school that her son was going to attend.

3. Design of the Study

a. Research Variables

Since the main objective of this study was to determine “The importance of the use of the EFL/ESL websites by Advanced English I students from the Foreign Language Department at the University of El Salvador in the development of their listening skill during the term II- 2012” the system of variables which includes the dependent variable and the independent variable was the following:



b. Description of the research design

This research involved a qualitative analysis of data gathered from Advanced English I students of the English teaching major at the University of El Salvador by using two tests as the instruments to collect the data. The qualitative method was selected according to Denzin and Lincoln (1994) because it is focused on the interpretation of phenomena in a natural setting to make sense in terms of the meanings people bring to this setting. Since the qualitative method involves collecting information about experiences, introspection, life stories, interviews, observations, history and interactions, it was considered the one to best help in the accomplishment in this research.

c. Sources of data

The study was carried out at the Foreign Language Laboratory in the Central Library third floor, University of El Salvador. (See appendix c).

d. Sampling procedures

The participants in this study were selected through convenience sampling from the groups of students from the Foreign Language Department at the University of El Salvador, who were enrolled in the Advanced Intensive English I subject, semester II in 2012, specifically students who attended classes in the afternoon, which was a total population of 140. In this research a total of 40 students participated voluntarily in order to develop the study and at the same time they practiced their listening skill.

Each participant was exposed to practice in the top five ESL/EFL websites, using one website each time, they had to go once a week so they could get enough practice in all of them.

e. Method and instruments of data gathering

Method

This research presented as a main method a *focus group* and *observation*. This method allowed researchers to bring together a number of subjects to discuss and analyze the topic of interest. The group size was kept as a convenience small group (40 students) so that its members did not feel intimidated but could express their opinions freely during the process of gathering the data.

The Advanced English I students at the Foreign Language Department were asked to attend the listening practice during eight weeks. First, the students chose one hour from the schedule: Tuesday and Thursday between 1:00 p.m. and 5:00 p.m. Then, the students attended to a specific session and they did an entry listening test in order to collect data about students' listening level. Subsequent to that, the researcher provided the students with a list of activities they had to do during the one hour session, in which students were supervised and they had to use one of the top five ESL/EFL websites to do the practice. After that, at the end of the research students did the exit test to appraise the development of their listening skill. Finally, researchers interviewed Advanced students to know their opinion about not only websites in general but also the top five websites, which was the mainly focus of this research.

Instruments

The instruments used to carry out the research questions and collect participants' information were two listening tests and an interview.

Listening tests.

There were two listening tests administered before and after the study to check the students' development of their listening skill. Both listening tests contained listening questions from the website www.examenglish.com which offers free listening practice for learners of English. It is managed by Steve Chadwick, who is a highly experienced ESL examiner and software developer. In addition to all the questions from the test, there were those written by experienced teachers and examiners.

The first exam was an entry listening test to determine the students' current listening level at that time, according to The Common European Framework of Reference for Languages (A2 level to C2 level) before getting started with the research. This exam had a limited time of 25 minutes to be completed. (See appendix d).

In the second test that was administered at the end of the research, called the Exit test, the Advanced English I students had to have a listening practice test based on The International English Language Testing System (IELTS). This full-length computer-based IELTS test is constituted by 40 questions with 4 listening passages. The students had 30 minutes to complete the test. (See appendix e).

At the end of the test, the software calculated the band score. Both exams use the Common European Framework of Reference for Languages (CEFR) proficiency levels. (See appendix f).

Interview

The interview used in this study had the purpose of identifying the perception of Advanced English I students towards the use of ESL/EFL websites at the time of practicing English. Out of the different types of interview, the interview used was a structured instrument. This type of interview is the best suited for engaging participants where it would be beneficial to compare or contrast their responses in order to answer the research question. The structured interview was divided into three sections. Section One: Overview which included time, date, place and interviewees' personal information.

Section two: general questions about using ESL/EFL websites for practicing English. And finally section three: specific questions about using ESL/EFL to develop their listening skill (See appendix a).

f. Statistical treatment

The analysis of the data was conducted by collecting not only the results obtained in the listening tests but also by comparing these with the data answers from the interviews. Analyzing qualitative data involved reading through the interview, developing codes, and drawing connections between discrete pieces of data.

The steps to analyze the data obtained from the interview were:

1. Reviewing data
2. Organizing data for analysis
3. Developing codes
4. Coding data
5. Summarizing data

On the other hand, the listening tests were analyzed by showing the frequency and comparing the results from both tests in order to check the students' development of their listening skill.

4 Analysis of the data

a. Test Results

Entry listening test.

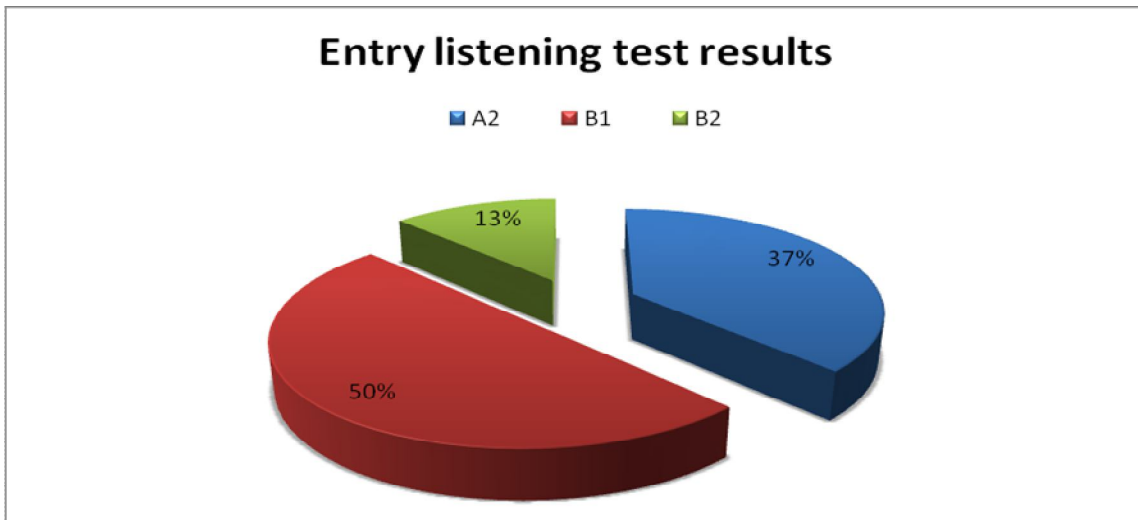
As it was explained in the previous chapter, an entry listening test was taken in order to obtain information about the level of the Advanced English students listening skill according to the guidelines from the Common European Framework of Reference for Languages (CEFR).

Table 1 explains the level obtained during the entry initial test by a total group of 40 Advanced English I students from the Foreign Language Department.

Table

1

Entry listening test results	
Level	N° students
A2	15
B1	20
B2	5
Total	40



The results illustrated that, from a total group of 40 students, the 50% of them were in the B1 level which is good because according to the Foreign Language Department at the University of El Salvador an Advanced English I students should be in the B1 level according to the CEFR.

In contrast, the results from the initial test also showed that there is 37% of the Advanced English I students that have difficulties in their listening skill, because they only reached the level A2. Finally, the entry listening test demonstrated that 13% of the Advanced English I students outperformed the level required to be consider an Advanced English I student.

Exit listening test

The exit test was an IESLT computer based listening test in which students had to answer a total of 40 listening questions. Even when the score was calculated between 1 and 9, there was a comparison table which gave an approximate comparison between the entry listening test and the exit test. (See annex 9.2)

Table 2 explains the level obtained during the second test by a total group of 40 Advanced English I students from the Foreign Language Department at the end of the research.

Table 2

Exit listening test results	
Level	N° students
A2	3
B1	32
B2	5
total	40

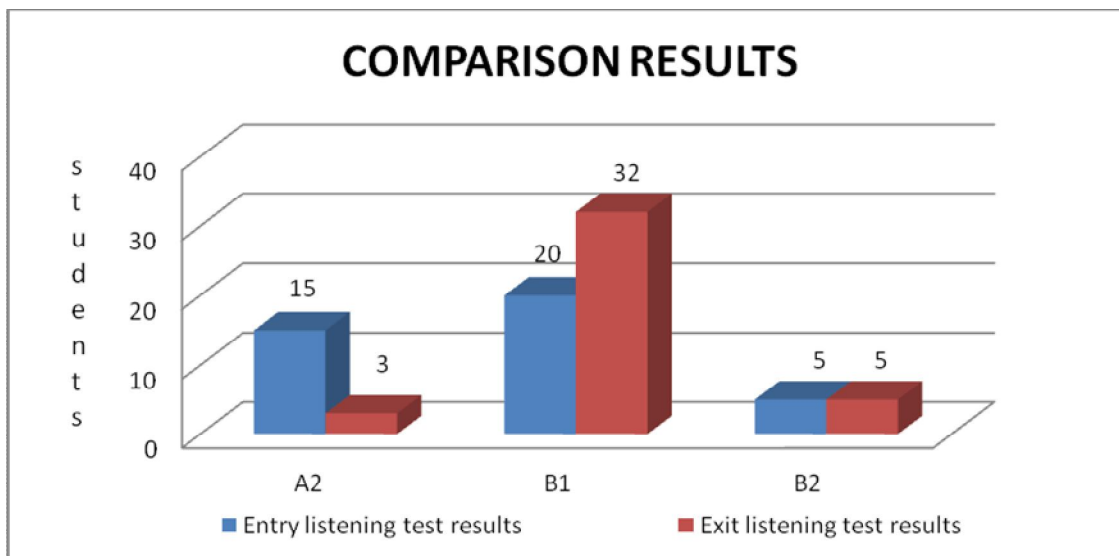
The results explained that in this exit listening test, 7% of the Advanced English I students obtained 3 or 3.5 score which according to the comparison table it has an equivalent to level A2 according to CEFR. On the other hand, 80% of the students got a level B1, and 13% of the Advanced English students obtained the B2 level.

Comparison results

Table 3 compares both initial and exit test by a total group of 40 Advanced English I students from the Foreign Language Department at the end of the research.

Table 3

	Entry listening test results	Exit listening test results
Level	N° students	N° students
A2	15	3
B1	20	32
B2	5	5
Total	40	40



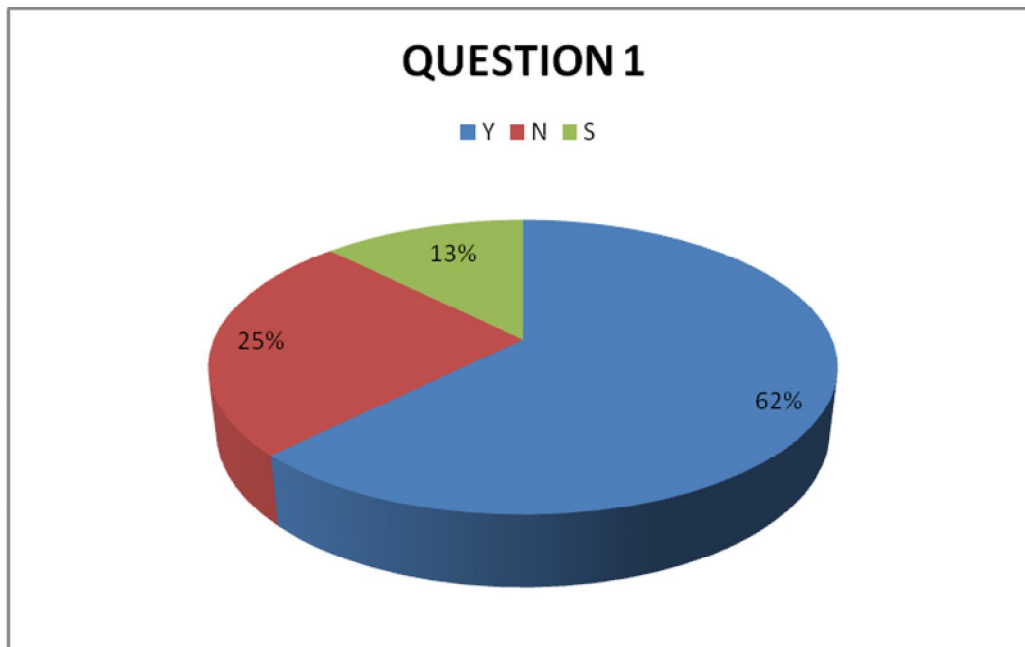
b. Interview results.

After following the steps to analyze the data obtained from the interviews (which were: reviewing data, organizing data for analysis, developing codes, coding data and summarizing data) the results were:

Question 1: Have you used the Internet to practice your listening skill before?

CODING KEY	
Y	YES
N	NO
S	SOMETIMES

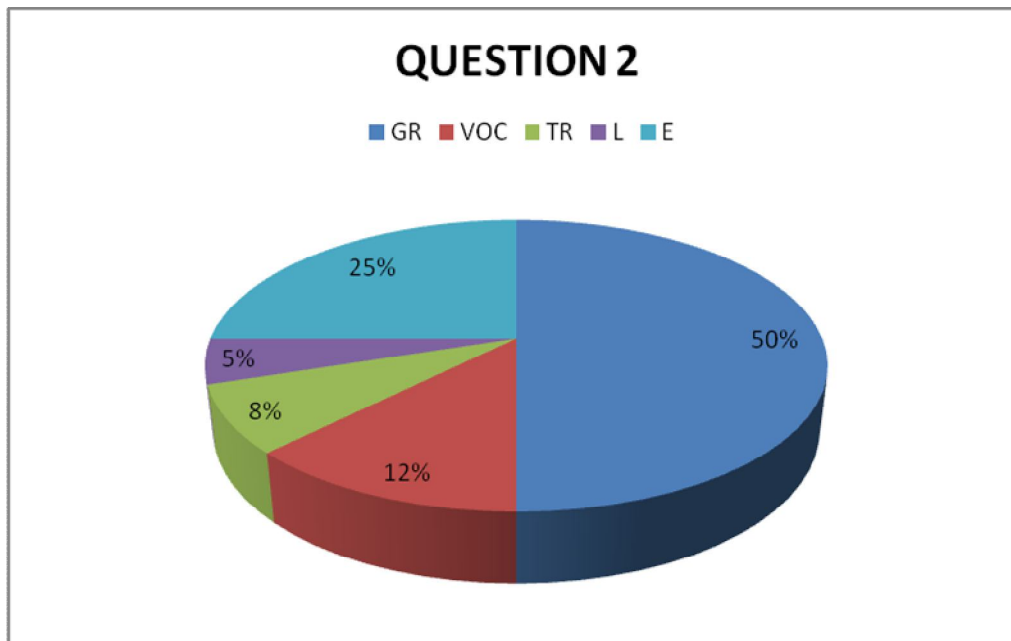
Code	N° students
Y	25
N	10
S	5
total	40



Most of the students have used the Internet to practice their listening skill before to begin with this study.

Question 2: What is the specific purpose why you use the Internet when you study English?

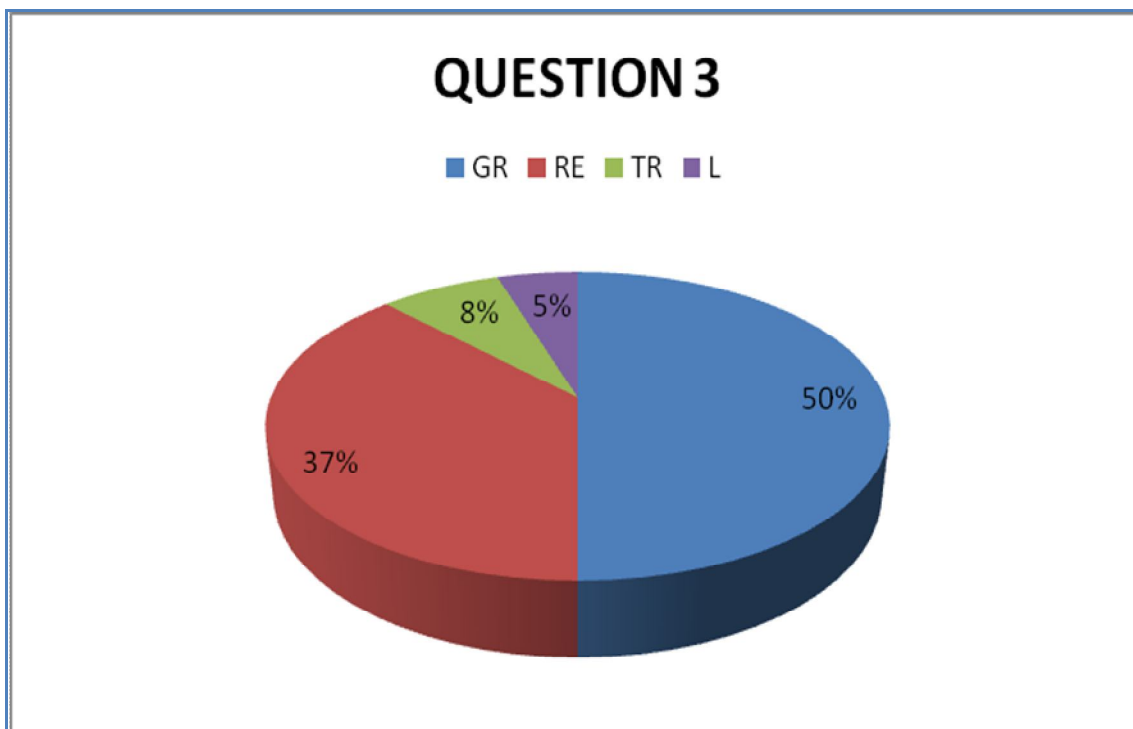
CODING KEY		N° Students
GR	GRAMMAR	20
VOC	VOCABULARY	5
TR	TRANSLATION	3
L	LISTENING	2
E	READING	10
TOTAL		40



Most of the students pointed out that grammar is the mainly purpose why they use the Internet when they study English and it is important to highlight that only 2 students use the Internet to practice their listening skill.

Question 3: What is the type of exercises you usually do online?

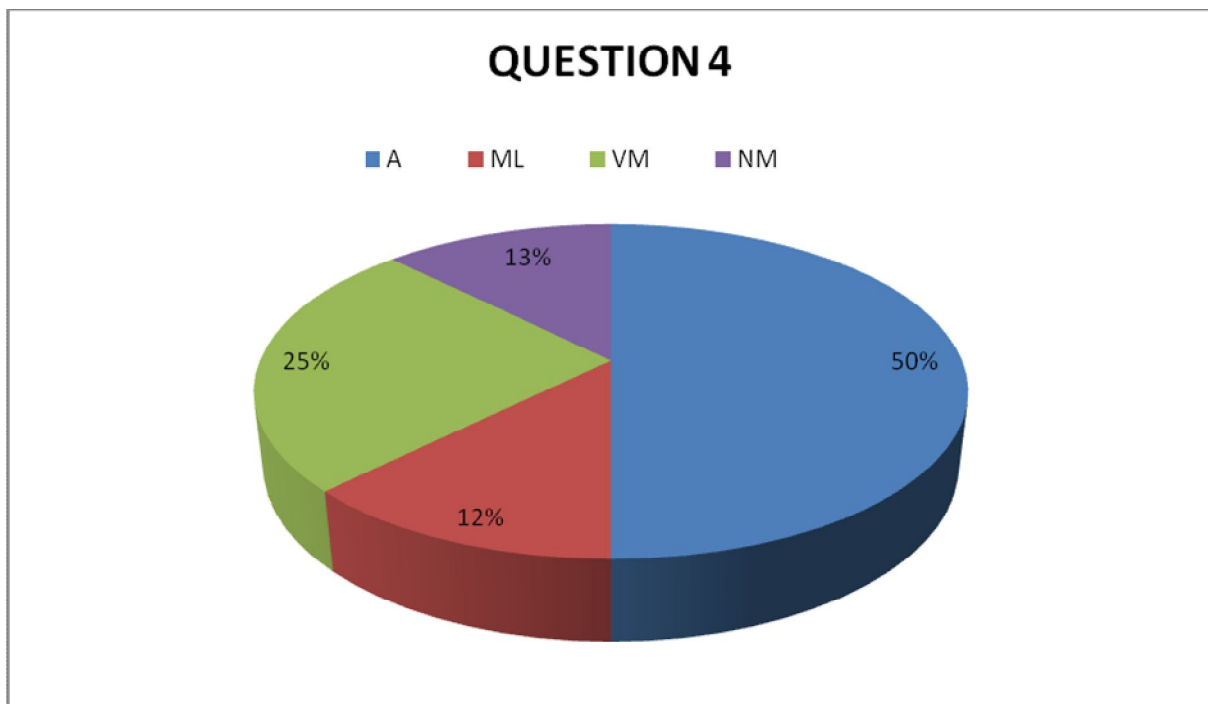
CODING KEY		N° STUDENTS
GR	Grammar exercises	20
RE	Reading comprehension	15
TR	Translation exercises	3
L	Listening exercises	2
TOTAL		40



Advanced English I students use the Internet to practice grammar exercises and as it was observed in the previous questions only two students use the Internet to practice listening exercises.

Question 4: How much do you like using the web to learn English?

	CODING KEY	N° Students
A	a lot	20
ML	more or less	5
VM	very much	10
NM	not to much	5



Most of the Advanced English 1 students really enjoy spending time learning English through the websites.

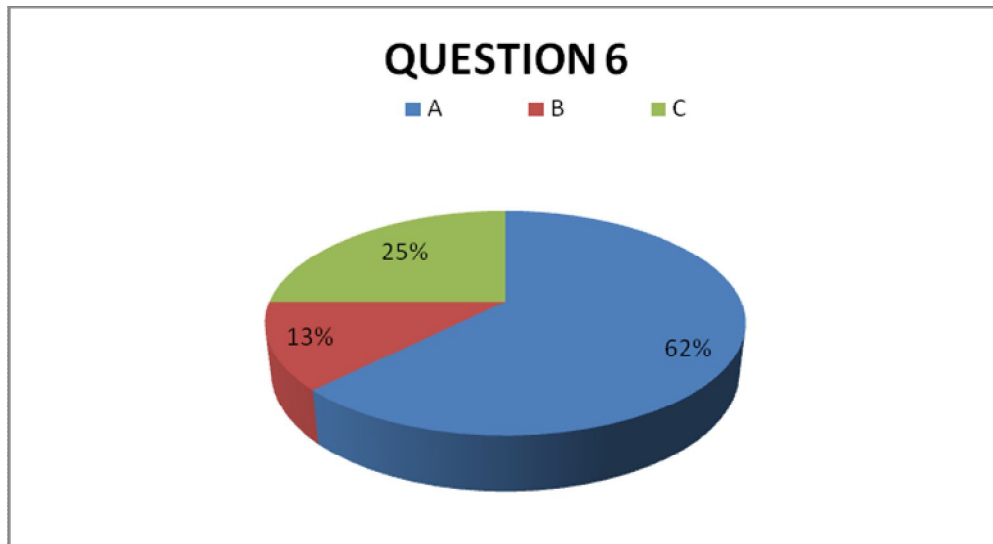
Question 5: What do you think about using ESL/EFL websites for improving your listening skill?

CODING KEY		N° students
H	They can help	40

In this table it is showed that all of the Advanced English I students who participated in this research consider that the Listening skill can be improve through the use of different websites.

Question 6: From the five websites you practiced this time, which was your favorite? Why?

	CODING KEY	N° students
A	www. listen and write	25
B	www.esl-lab.com	5
C	www.ello.org	10

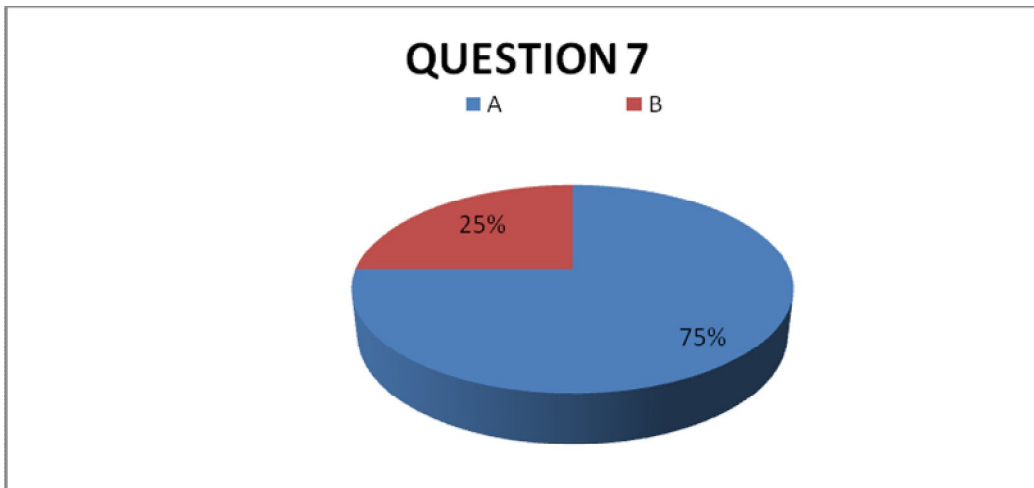


Advanced English I students' favorite website from the Top five used in the practice during the research was *www.listen and write*. Some of the students' reasons about why they stated that they liked a specific website were mainly straight to the fact that, they actually could enjoy it and at the same time they could develop their listening skill. However, Advanced English students expressed that this is the most difficult website from the Top five websites but that was another reason why they liked it, because it represented a challenge for them.

In the other hand the websites *www.eslf.com/robot/* and *www.eslfast.com* which belong to the Top five ESL/EFL websites were not mentioned at the time to answer the interview.

Question 7: Did you use the Top five websites to practice your listening skill by your own?

CODING KEY		N° students
A	yes	30
B	No	10



Most of the students use the Top five websites to practice their listening skill by their own, which means additional to the time established to carry out the research. This particular finding is important because it not only helped to reinforce the fact that using the Top five ESL/EFL websites were important to develop Advanced English I students listening skill but also it gave reliability.

Question 8: Would you recommend using ESL/EFL websites to practice the listening skill?

CODING KEY		N° students
A	Yes	40

All the Advanced English students would recommend using ESL/EFL websites to practice the listening skill because they consider important that the rest of the students know about them because in their point of view they can develop their listening skill.

5. Major findings

According to the results from both, the entry and exit listening tests and the interview, this research presented as major findings that:

1. At the beginning of the study, some of the Advanced English I students did not have the listening level required to be considered Advanced students.
2. ESL/EFL websites were important because they helped EFL students to develop their listening skill in order to reach the level required to be considered an Advanced English I student.
3. EFL Advanced students enjoyed practicing their listening skill by using ESL/EFL websites. This was demonstrated when students not only used the Top 5 ESL/EFL websites during the research but they also used the Top 5 ESL/EFL websites to practice on their own.
4. Advanced English I students expressed that ESL/EFL websites can help them to develop their listening skill. For that reason they could recommend to use them.

6. Conclusions

At the end of this research it was concluded that the problem of most of the Advanced English I students to develop their listening skill can be solved. However, it will take practice and a combined effort on the part of students and teachers as well, to inform students that they can make use of the different websites specifically to practice their listening skill.

In addition, it is demonstrated that the use of ESL/EFL websites promotes a positive attitude in the students as shown in the interview, because students enjoy practicing their listening skill, while surfing the Internet.

It is also important to mention that a large percentage of students usually use websites but they are not aware of the use of websites specifically to practice their listening skill, like for example: the Top five ESL/EFL websites studied, as it is shown in question number three of the interview on this research. The ESL/EFL websites are well-designed for the necessity to improve their listening ability, not only because they are easily accessible everywhere but also because through them, students can practice what they want, at any time. If the students are conscious about the importance that the use of ESL/EFL websites can make in the development of their listening skill, we will surely see an improvement in the listening proficiency and better outcomes in the listening assessments.

7. Recommendations for further investigation

The purpose of this research was to report the importance of the use of EFL/ESL websites in the development of the listening skill in the students of the Advanced English I level, which has been illustrated in this research paper. In this way recommendations are divided into: recommendations to the students and teachers, and in recommendations for future research.

On the one hand, it is suggested that the students take into consideration: first, the importance of the listening skill which it is one the fundamental skills to learn a foreign language in order to become proficient in the English language.

Remarkably, the importance of the use of ESL/EFL websites is highlighted due to the necessity of mastering English, as these websites can be the feature to change the students' listening performance, which not only helps listening itself but it also helps the rest of the language skills as well. Second, students can take advantage of the Internet through the use of the ESL/EFL websites to practice their listening skill, because the more they practice, the more they can improve it. In addition, teachers can also contribute to lead students on which are the ESL/EFL websites they can use to practice their listening skill and how they can practice according to their preferences.

On the second hand, we present two recommendations for future research.

First, it is recommended that future researchers focus on English levels based on results of the entry test, because it was observed there were some students who do not have the level required for Advanced English I, so if there were a study that examined the use of the ESL/EFL websites in early levels, this could benefit students regarding their English performance. Second, it is recommended to use a larger sample of participants since the numbers of participants in this study was limited to the technological equipment available, to obtain stronger conclusions about the relationship examined between the use of EFL/ESL websites and the development of the students listening skill.

Finally, although the test and the interview in this study showed adequate reliability, some of the students asked for longer practice time than eight weeks for the expected effects. Future research may consider the development of more accurate measures for examining such ESL/EFL websites importance, through having students extend their practice to a longer time period.

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Appendix A. interview guide

Date: _____

Time: _____

Place: _____

Interviewer: _____

Interviewee Name: _____

Age: _____

Gender: _____

Questions:

1. Have you used the Internet to practice your listening skill before? _____

2. What is the specific purpose do you use the Internet when you study English?

3. What is the type of exercises you usually do online?

4. How much do you like using the web to learn English? _____

5. What do you think about using ESL/EFL websites for improving listening skill?

6. From the five websites you practiced this time, which was your favorite? Why?

7. Did you use the Top five websites to practice your listening skill by your own?

8. Would you recommend using ESL/EFL websites to practice the listening skill?

APPENDIX

Appendix C. Picture 1



Advanced English I students during the listening test in the semester II- 2012

Picture 2



Advanced English I students during their listening practice on the website www.listen-and-write.com in the semester II- 2012.

Picture 3



Advanced English I students during Exit listening test in the semester II- 2012

Appendix D. Sample of the Entry listening test

The screenshot shows the 'Exam English' website with the 'Level Test' section selected. The main heading is 'Test your Level of English Listening'. Below this, there is a navigation menu with options like 'Home', 'IELTS', 'TOEFL', 'TOEIC', 'Level Test', 'Cambridge', 'Pearson', 'Michigan', 'SAT', 'CEFR', 'Vocabulary', 'Grammar', and 'Mobile'. The 'Level Tests' sidebar on the right includes links for 'Grammar & Vocabulary', 'Listening', 'Level Test Home Page', 'CEFR levels', and 'Exams by level'. The main content area contains an introduction to the test, a social media share bar with 41 likes and 39 tweets, and a media player for the audio. The question text reads: 'Question 1 of 15. What is the woman talking about?'. A 'BRAIN TRAINING GAMES' sidebar is visible on the left with categories like Intelligence, Memory, Attention, Focus, Speed, Language, Visual Recall, Spatial Reasoning, Problem Solving, Fluid Intelligence, and Stress.

This screenshot shows the same 'Exam English' website but with a multiple-choice question displayed. The question is 'Question 1 of 15. What are the couple talking about?'. The options are: a digital camera, a DVD player, an MP3 player, and a television. Below the question, there is a link: 'What do the levels mean? Click here to see a table matching most important international English exams to the CEF levels. Click for a full description of each level. A2, B1, B2, C1, C2'. The 'BRAIN TRAINING GAMES' sidebar and 'Level Tests' sidebar are also visible, similar to the first screenshot.

Appendix E. Sample of the Exit listening test

IELTS Listening Test

Computer based IELTS Listening Practice Test

This test is in 4 sections. Each section has one audio file.
You should listen to the audio once only.

You have 30 minutes to complete the test.

Please choose one of these two options:

Practice

- Each question automatically corrected
- See the correct answers
- See the audio script

Test

- Complete entire test before seeing your score
- Review your answers at the end
- Timed

Produced by EFL Productions

IELTS Listening Test Time: 27:43

A radio listener is speaking to Brian, the conductor of a radio programme.
Listen and choose A-C.

Section 1 Question 3 [Play] [Submit] [Next] [Restart]

1 Sarah lives near a ____.

- tower
- dirty neighbourhood
- market

2 She wants to ____.

- propose
- persuade
- complain

3 The residents on the estate are mostly ____.

- children
- workmen
- retired

4 Citizens relax in a/an ____.

- street market
- play centre
- open green space

5 As Sarah sees it, the council's project involves ____.

- restoring
- re-using
- destroying

6 The Council's idea would benefit ____.

- children
- their members
- pensioners

7 Members of the Council have ____ Sarah's requests.

- ignored
- accepted
- welcomed

Other Practice tests: Listening, Reading, Writing, Speaking, Vocabulary

Exam info: IELTS Band Scores, Band Score Calculator, IELTS Tips, IELTS Articles, IELTS Books, About IELTS

Section 1: 1 2 3 4 5 6 7 8 9 10 | Section 2: 11 12 13 14 15 16 17 18 19 20 | Section 3: 21 22 23 24 25 26 27 28 | Section 4: 31 32 33 34 35 36 37 38 39 40

Appendix F. Comparison Table

The following table gives an approximate comparison between the Entry listening test and the Exit listening test according to the Common European Framework References.

EF Level	IELTS
C2	9
	8
C1	7.5
	6.5
B2	6
	5
B1	4.5
	4
A2	

