

Teaching speaking and listening skills: A scenario of Young Learners of Bangladesh



Thesis

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Abstract

This study investigates the scenario of teaching 'speaking and listening' to young learners. Using questionnaire survey, classroom observation, and interview, this study shows that the techniques and materials used in teaching English 'speaking and listening' to the young learners are moderately effective. Though the questionnaire survey and interview results state high effectiveness of the activities and materials, the classroom observation shows different scenario in that the materials used are mainly downloaded from internet which merely fit into the teaching-language culture of the context examined. There are hardly any books available locally for teaching English 'speaking and listening' to young learners.

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Chapter 1

1. Introduction:

Materials for language learning play a very important role to foster learning. To facilitate language learning, different tools can be used for example course books, videos, graded readers, flash cards, games, websites, phone interactions and so on (Tomlinson, 2012, p. 142).

Communication in a foreign language largely depends on both aural and oral skills. The mastery of speaking and listening skills in English is a priority these days. When it comes to teaching these skills to young learners, there is a need for effective materials suitable for their learning. To be able to use English in communication, young learners need to acquire necessary vocabulary items and structures. While doing so, at the beginning stages of language learning, new vocabulary should be presented orally with related pictures, drawing, video etc.

1.1 Speaking and Listening as important skills:

Speaking involves expressing ideas and opinions; expressing a wish or a need to do something; establishing and maintaining social relationships and friendships, (McDonough & Shaw, 2003, p.134) whereas listening is a skill that children acquire first, especially if they have not yet learnt to read. At the beginning of learning a foreign language, children hear mainly through their ears, that becomes the main source of the language. (Scott and Ytreberg, 1990, p.21). So, the source of listening input is very important for preschool children since, as they grow up, they need to develop the ability to use speaking and listening for a variety of purposes, such as

describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information and predicting. (California Preschool Learning Foundation [CPLF], 2008).

1.2 Importance of developing listening and speaking materials:

Listening plays a significant role in daily communication and educational purposes. Unfortunately, despite its pragmatic importance, listening skill receives inadequate emphasis in language instruction, whereas it should be given the priority to enable the learners to be able to perform different academic skills as mentioned earlier. It is therefore important to prepare students for successful listening in the academia by implementing authentic listening materials in the ESL classes. However, it is not always easy to develop and implement language teaching materials as Tomlinson (2012) stated that material development involves several aspects. It is not always easy. A lot of issues are to be considered including materials evaluation, materials adaption, design, production, exploration and research while making materials for developing speaking and listening abilities of young learners. (p. 143-144)

1.3 Teaching materials for children:

Children learn about the world as they experience it. Thus, it can be said their learning is holistic and related to particular events in their lives. Thematic and project-based approaches are two effective ways to offer children relevant and hands-on learning experiences. (Paradis, Kirova, Dachyshyn, 2009)

We all know that the physical world is the main means of conveying meaning to young children, a wide variety of teaching aid is needed in the foreign language classroom. Without

effective materials teaching a language to young learners in a formal setting is not possible. Therefore incorporating cassettes or cds, and computer, storybooks, realia etc. can be helpful for authentic conversations to enhance children's listening and speaking capabilities.

1.4 Listening and Speaking strategies

Richards (2008) stated that successful listening can also be looked at in terms of the strategies the listener uses while listening. In most cases, the learners focus mainly on the content of a text, or also consider how to listen. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening. (p. 11).

Shin (2011) points out that “ building strategies that help students improve their listening comprehension beyond the classroom is of dominant importance. Listening strategies can be developed by encouraging young learners to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions which are also helpful teaching materials.

MaDonough and Shaw suggested that Listening comprehension for young learners needs considerable support, as they cannot be expected to 'organize' mentally what they hear. Thus non-verbal materials like, putting pictures in a correct sequence, following directions on a map, completing chart of information, checking off items in a photograph are suitable for young learners. Gradually according to proficiency materials can be language based (p. 128).

1.5 Rationale for the Study:

This study will examine the use of material for the pre-school students. Teaching young learners always brings a couple of challenges which are different from that of the older learners. This study is also going to bridge the gap caused by lack of research as there were not enough studies done in preschool level use of English listening and speaking materials.

1.6 Problem defined

For young learners in primary level, the real picture of private schools are, different schools follow different materials for speaking and listening. There are no specific books to be followed as the government does not have control over the curriculum of these schools. Obviously it is almost impossible to teach and learn language effectively in formal settings of classroom without effective materials. This study is significant because by examining the effectiveness of teaching materials in light of developments in the field of materials development, it will be possible to find out the strengths and weaknesses of the existing materials used to teach young learners of aged 5 to 7.

1.7 Objectives:

The objective of the study is to investigate effectiveness of materials in teaching ‘speaking and listening’ of English to the young learners.

1.8 Research Methodology:

To prepare this paper, relevant text books, empirical evidences, journals and websites have been used as secondary data. Primary data were also collected and analyzed here to

examine the practical scenario and the usages of the materials to teach Listening and Speaking to the young learners in the schools.

The research methods employed for this study are:

- Library research to have a clear idea about the topic and its components, to collect relevant data and existing literature on listening and speaking.
- Teachers' questionnaire survey
- A checklist for the researcher for his/her own evaluation

Chapter 2

2 Literature Review:

2.1 Learning-Teaching English and Its Components:

Teaching English to the young learners or primary level has its own objectives and meaning. The learning task for English learners should be sequential and multifaceted. Preschool students will have their first meaningful exposure to English with appropriate support (The California Preschool Learning foundations [cde],2008). Learning English has its own connotation regarding its usages. The widespread introduction of English in primary schools has been described by Johnstone (2009,33) as “possibly the world’s biggest policy development in education”. English is overwhelmingly first choice even in countries such as Poland , Hungary and Croatia, (Enever & Moon, 2009). The reasons for this trend are:

1. “The widespread assumption that earlier language learning is better”

(Nunan, 2003)

2. “The response to the ever-increasing demand for English as a result of economic globalization” (Enever & Moon,2009). Such a demand leads to pressure on governments for international economic forces to ensure there is an English speaking workforce” (as cited in Garton, et el., 2011, p 4).

The learners are supposed to be able to follow four strands, such as speaking, listening, reading and writing. However, the focus of this paper is speaking and listening.

2.2 Developing Listening and Speaking skills in teaching English to young learners

Slattery & Willis (2001) stated that the very process of language acquisition is a complex issue while learning to communicate in a foreign language. After the exposure to a set of listening tasks of the foreign language in the classroom, young learners try to repeat some of the utterances they hear. Repeating a set of phrases may not make the learners conversant in English overnight but it might be helpful too. Slattery and Willis argue, repetition help learners to communicate in different ways: by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher offers a lot of praise.

Shin (2011) noted that teachers needed to scaffold children’s listening comprehension and foreign language acquisition in the beginning stages in which meaning is attached to sound and two-way communication is being achieved. It is also important to investigate how children

are taught to use the acquired language for meaningful communication in new contexts (as cited in Savic, 2013, p. 1-2).

Therefore it can be said that choosing materials for young learners is a crucial one, there are points to be remembered to choose materials to determine the effectiveness of the chosen materials. To foster the development of listening skills, teachers should include a selection of listening activities in their lessons. These activities should focus on developing micro skills such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules.

Micro skills also involve distinguishing word boundaries and interpreting word order patterns, processing speech at different speeds of delivery, detecting sentence components, recognizing cohesive devices and communicative functions, developing listening strategies and using nonverbal clues to understand meaning. (Richards 1983, in Shin 2011) Activities that support development of these micro skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful (Shin 2011).

Arnold (2005) emphasizes that choosing appropriate materials for young learners needs to have an authentic meaning. Davanellos (1999) argues that songs can provide examples of everyday language and present the natural opportunity for meaningful repetition. That is why in a class of young learners, there is a variety of fun songs and chants that help children learn vocabulary and grammar while improving their oral skills. As for listening strategies, they can be developed by encouraging young learners to guess from context and by supporting that listening

comprehension by using visuals, mime, and facial expressions. Also, demonstrating language by using realia in contexts that are of interest to children or personalizing a context can also be effective. For example total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically. It has been also said , origami (is the traditional Japanese art of paper folding activity which started in the 17th century AD at the latest and was popularized outside of Japan in the mid-1900s. The goal of this art is to transform a flat sheet of paper into a finished sculpture through folding and sculpting techniques, and as such the use of cuts or glue are not considered to be origami) is another very useful and engaging listening activity which can be related to teacher's instructions for making objects like flowers, animals etc. This activity is simple but potentially great for developing listening skills and engaging a class (As cited in Savic, 2013).

Savic (2003) reports that children need to acquire necessary vocabulary and structures to be able to use English in communication. In the beginning stages of language learning, new vocabulary should be presented orally with extensive support of pictures, drawings, puppets, realias, video, and/or mime, gesture, facial expressions or acting out. Use of miming demonstrating how to drive a car and presenting a picture of a car helps children grasp the meaning of 'drive' and 'a car' pretty fast. Posters with town plans, masks with animal faces, puppets, puzzles, paper birthday cakes, birthday presents, balloons, videos that help all the young learners learn the names of dangerous sports ('skydiving', 'rock climbing', 'scuba diving') in no time and with a lot of enjoyment.

2.3. Listening and Speaking Activities:

2.5.1. Listening:

In Teaching English to Children(1990) Scott & Ytreberg offers useful gives effective guideline to teaching English young learners. According to them, before learning to read, listening is the skill that children acquire first. Visual backup through facial expression, through movement, through mime and through picture etc. help pupils understand what they hear. It is worth remembering too that once something has been said, it disappears. The advantage of reading is that re-reading is possible and re-reading can make things clear. But this may not be possible in case of listening. Therefore it is important to say things clearly and repeat them while children are listening.

Children have very short attention span which increases with age. Eight to ten years old normally have longer attention span and they sit still for longer periods. Therefore it is important not to overload children while they work on listening tasks (p. 26-27).

The suggested activities for young learners by **Scott & Ytreberg** (1990) are as follows:

Listen and do activities:

Communication is two ways, and it can be easily understood by looking at the pupil whether they have received the messages or not. In most classrooms, language is a type of “listen and do” activities, therefore teachers should make use of this from the moment they start lessons by giving genuine instruction (p. 27).

Moving about:

Activities like moving about let the teachers know whether children are able to understand the instructions by listening or not. Classroom vocabulary, movement word, counting, spelling etc. can be done using activities. Children enjoy role-playing, they can role-play as an ‘instructor’ which will enhance speaking (p. 27).

Mime stories:

Mime stories are also interesting for young learners. Here teacher tells a story and the students and teacher do the actions. It is again providing physical movement (p. 28).

Drawing:

“ Listen and draw” is a favorite type of listening activity in almost all classes, but drawing takes time, we need to keep the picture simple. In this activity the teacher or one of the students tells the others to draw (p. 28).

Listening for information:

Listening for information’ is really an umbrella heading which covers a very wide range of listening activities. However, we are taking it to mean listening for detail, for specific information (p. 29).

Putting things in order:

Students can be given a number of pictures, which illustrate a text in front of them. They can listen to text and put the pictures in the order they think is right (p. 30)

Questionnaires:

Questionnaire type of exercise involves a little bit of writing or filling in of numbers, which are very useful for language exercise (p. 30)

Listen and color:

Children love coloring pictures and this can easily be a listening activity. Instead of letting them to simply color the picture teachers can make it into a language activity (p. 30)

“Listen and repeat” activities:

(**Rhymes, songs**) ‘Listen and repeat’ exercises are great fun and give the pupils a chance to get a feel for the language: the sounds, the stress and rhyme and the intonation. When they are done in combination with movements or with objects or pictures, it helps learners to establish a link between words and meaning (p. 32).

Creating stories:

Making up stories with the children at all stages helps them to put their thoughts into words. And also this gives a real feeling of a shared story and one cannot predict how it’s going to end but it does, usually rather unconventionally (p. 33).

Reading stories:

The more young learners hear the better they will be able to speak. Teachers can read aloud a book instead of telling a story. Children like to have their favorite stories repeated, and they will very often be able to tell you the story word for word without changing the word.

Children of all ages love to be read to, and teachers can try to spend much time to reading to them, which is a very useful listening activity (p. 35).

2.5.1.2 Speaking:

Scott & Ytreberg (1990) in their book, stated that speaking skill is the most demanding skill for the teacher to teach. As young learners can express their emotions, communicate interactions and reaction, explore the language and share humor in their mother tongue the same way they expect to be able to do the same in target language. For communication in target language it has been observed that when they cannot find the proper word, they use native language. Therefore it is important for teachers to find a balance with the beginners through controlled and guided activities and at the same time letting them enjoy natural talk as most of our learners have little opportunity to practice speaking English outside the classroom. At the beginning stage, the activities will be under the control of the teacher. There are some ways to present language 'orally':

Using a mascot:

Presenting language, to young children through class mascot or puppets, has probably been the most successful ways of teaching. Having someone familiar constantly on hand with whom teachers have conversations about anything and everything is a wonderful way of introducing new subjects and new language, for example using a teddy as a mascot, to ask questions, to present dialogue etc.(p.39). Most simple drawings on the board are also useful to teach speaking about it instantly (p. 40).

Controlled practice:

“Controlled practice goes hand to hand with presentation since it is important that pupils try new language as soon as they have heard.” (p.37) There is a little chance that in controlled practice pupils can make mistake. There is variety of ways of getting the controlled practice going with the young learners. For example telling the time, what’s he/ she doing etc. (p. 42)

Guided Practice:

Guided practice can be done with pair or in small groups. In this practice pupils are given some choice but the choice of language is limited. Pictures or objects or miming to help the pupil understand the content and practice the words- telling the time, asking the way, talking about colors, dialogues and role play etc.

Other than guided activities, there are activities to enhance learners spoken skills, such as free activities, pair work, group work, storytelling activity, whole class activity etc. Incorporating different activities help learners acquire listening and speaking in classroom settings where they have opportunities to practice the language with peers (p. 43).

2.4. Integration of songs in teaching Listening and speaking

Young learners have a natural musical taste. Krashen (1981) stated, “The most prominent features of songs that reinforce language acquisition include their rhythmic and repetitive nature and the joy that the association between melody and content brings to the learning activity. Children have a keen awareness of rhythm, and they have not yet experienced the anxiety that can accompany learning a second language.” (as cited in Sevik,2012,p 11).

Guillen (n.d.) has also stated that, one of the intelligences that children develop first is the musical; thus, singing in class and singing through out the school day has many advantages for child L2 learners, among others: it stimulates both sides of the brain, it tunes the learners ears to the musicality of the language; it helps refine children's articulatory skills; it develops control of vocal expression by introducing a range of pitches and volumes and it is an excellent way of introducing and reinforcing vocabulary (p. 12).

It has been already mentioned that when children do not pay attention to boring instructions in a language class, as they are unaware of the significance of learning a language very naturally if they enjoy what they are doing in the class. Thus music can be a natural way to teach speaking and listening and children can improve language learning and acquisition.

2.5. Using digital stories to improve listening and speaking comprehension

With young learners it has been that listening comprehension plays a key role in foreign language teaching (Anderson& Lynch,1988; Brewster,1994; Brown,1986, 1989; Grabieltatos,1995; Philips, 1993; Rost, 1990; Shorrocks, 1994). They are related to feelings and memories, as they are a unique manifestation of cultural values and perceptions. Besides they present linguistic forms, grammar, phrases, vocabulary and formulaic speech within a significant and structured context that supports comprehension of narrative world(Glazer& Bruke,1994; Jennings, 1991; Koisawalia, 2005; Mallan, 1991).

It is said that digital stories, if selected appropriately, can prove to be very useful to increase children's listening skills. They tend to be visual, interactive and reiterative. We assume the interactivity of internet-based stories can facilitate learning since children are actively

involved in decoding and understanding the story (Donato, 1994). Students are allowed to proceed at their own pace which also gives a high level of individual control. The reiterative nature of the kind of stories used could also help children progressively learn the foreign language. (Verdugo & Belmonte, 2007)

2.6. Developing Speaking and Listening skill through story telling:

Patience Adjahoe Karlsson (2012) in her thesis, explained how speaking skills through storytelling was for students to communicate in English. Since the initiation in the 1970s, Communicative Language Teaching, or CLT, has taken more account of how language is used as a means of communication than previous teaching approaches had done. Richards (2006, p.3) expands on this, arguing that CLT includes knowing:

1. How to use the language for a range of different purposes and functions.
2. How to vary our use of language according to the settings and participants.
3. How to produce and understand different types of texts.
4. How to maintain communication despite having limitations in language knowledge.

The most obvious characteristic of CLT is that everything is done with a communicative purpose (Larsen-Freeman, 2000). In a communicative classroom, students use the language and activities like role-playing, games and problem solving. Usually in a CLT classroom dialogues are not memorized; rather, the focus is on communication.

Speaking is a vital element in learning a language. Acquiring communicative skills helps students to express themselves and learn how to follow social and cultural rules suitable in each

communicative situation. In speaking, students are inclined to get something done, they explore ideas, they work out some aspect of the world, or just be together (Richards,2006). Storytelling is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence (Champion, 2003).

Henniger (2005) stated that, in the storytelling classroom, activities are planned to inspire students' writing and speaking skills through meaningful, real-world experiences. Studies have shown that storytelling has made significant contributions to speaking and listening in building language skills.

Storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth. Isabel (2004) has written that Stories can demonstrate the confidence with which children can structure narrative orally and experiment with language through storytelling.

Haven (2000) identified storytelling to be powerful, motivating and effective, stating that “Factual and conceptual information is learnt faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story” (p.75).

Woolfolk, Hughes and Walkup (2008) argue that storytelling can incorporate various types of materials, such as musical instruments, costumes, pictures, real objects, ornaments, computers, the Internet, and of course the school book. Storytelling shares important characteristics with CLT. For example, both storytelling and CLT emphasize learner-centeredness, as well as cooperative and collaborative learning for example, children practice

writing and speaking by writing and telling stories to an audience of their classmates. This sounds a great deal like CLT, in which students may share information and achieve their learning goals as a group or team (Larsen-Freeman, 2000). Similarly, during the preparation of group storytelling, students share and discuss ideas, and assign roles according to members' inclinations to create a story. (As cited in Karlsson, 2012, p.52-54)

Research by Donato et al. (2000), Ghosn (2004) and Linse (2007) indicates that speaking proficiency can be promoted by storytelling activities. Stories seem to provide a number of functions, including helping children to develop an awareness of narrative discourse structure, as well as stimulating their interest and imagination (Edelenbos, et al., 2006; and Cable et al., 2010). Stories with good illustrations and cultural dimension can be particularly effective. Teaching involving the use of stories, however, should not be overly concentrated on grammatical structure but should highlight aspects such as the overall structure of narratives and different points of view within stories. This kind of activity can generalize to other areas of the child's learning and of the curriculum.

2.7. The effect of extensive listening on developing L2 listening fluency:

According to the research work of Chang & Millet (2013) on extensive listening development says: extensive listening suggests learners a lot of easy, comprehensible, and enjoyable listening practice, such as listening to audio books and radio programs. As EL is a new idea, its theoretical framework is underdeveloped. The present study is based upon the well-documented literature of extensive reading, and extends from this to look at the effect of EL on the development of listening fluency. Listening fluency involves listeners processing aural input

automatically and also reaching a reasonable degree of comprehension. However, to reach this level in an L2 context is by no means easy, and it requires regular practice and plentiful exposure to spoken language over time Rost(2006). Although Cambourne (1981) maintains that L2 reading and listening are more similar than different, the principles of reading comprehension cannot be applied directly to listening without some modification.

After research they found, Choosing interesting materials that suit students' language , motivates students to keep on listening. The materials used in the current study were reported to be very interesting; they often came to the researcher expressing their fondness for the stories. More interestingly, many students looked forward to receiving the listening booklets and doing listening practice. The students felt a great sense of achievement when they were able to listen smoothly without referring to the written texts.

2.8. Research Question

The aim of this research is to find out the answerers to the following questions:

- What are the strategies and the activities that are followed to teach listening and speaking to young learners of Bangladesh?
- How effectively the teachers use the existing materials of listening and speaking?

Chapter 3

3. Research Methodology:

This chapter gives an overview of the research design, and research instrument used to conduct the entire research. First there will be a discussion on the instruments of the data collection and later the data collection procedure will be explained.

3.1. Research Design:

This paper followed a mixed method research approach (both qualitative and quantitative) has been selected for data collection and analysis. According to John Creswell, “Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry” (as cited in Johnson, Onwuegbuzie & Turner, 2007,p.120) Mixed method helps to analyze data in all possible ways. It provides a broader perspective of the study and helps the researcher to assemble a deeper understanding of the fact of interest. Hence it is becoming increasingly a part of research practice and also talking place of the third major research approach along with quantitative and qualitative research (Jonson, Onwuegbuzie, & Turner, 2007, p.119).

3.2. Instruments of data Collection:

To conduct the survey three instruments have been used for collecting data and they are :

1. Questionnaire Teachers’ interview

2. Classroom observation

Questionnaire provides qualitative data, interview and classroom observation provides qualitative data for the study.

3.2.1 Written Questionnaire

Questionnaire is the most usually used research instrument and according to Dornyei and Taguchi in *Questionnaires in second language research: Construction, Administration, and processing* (2010), “ Asking question is one of the most natural ways of gathering information.” (p.1). Here the author indicated that by questionnaire survey the researcher is able to get the most natural response from the participants. James Dean Brown in his book *Using Surveys in language Programs* (2001) stated, “ Questionnaires are any written instruments that present respondents with a series of questions statements to which they are to react either by writing out their answers or selecting from existing answers” (p. 6).

For conducting the research, the researcher used a questionnaire survey and also took interview of the teachers of preschool in English medium schools of Bangladesh. The questioner was given to them to find out the way they teach listening and speaking and how much effective the materials are. There were two types of questionnaires: close ended and open ended.

3.3. Participants

The main participants of the research are 30 teachers who teach in different English Medium schools in Dhaka Bangladesh. These teachers are chosen randomly by the researcher to get the data. The researcher visits and contacts over phone and requests them to participate in the survey by completing the questionnaire.

3.4. Validity and Reliability

James Dean Brown emphasizes on the validity and reliability of a survey. He also explains the importance of validity and reliability of a survey. According to Brown, “Reliability analyses are important because they indicate the degree to which an instrument is consistent in its measurement. Validity analyses are important because they indicate the degree to which an instrument is measuring what it was intended to measure”. (p. 11) In this research the researcher considers some aspects as validity and reliability is very important. The aspects are:

- Literature on the research
- Objective of the study
- Discussion with the supervisor of the study

3.5. Procedure of data collection:

The data were collected from the teachers who work as Preschool English teacher in renowned English medium schools in Dhaka city. Their teaching experiences are 2 to 20 years. The researcher contacted them via email and over phone and met personally as for Ramadan the schools are closed. The researcher explained about the questionnaire and the objective of the study to the participants clearly. As the teachers are on vacation they got time to think and answer the open-ended questions quite clearly. The researcher also interviewed some very experienced teachers for the qualitative data analysis. The teachers were very cordial and helpful during the process.

Chapter 4 Findings

4. 1. The Questionnaire for Teachers

To examine the theories and concepts discussed in the literature review, practical data has been collected through questionnaires. The questionnaires attached as appendix-1 at the end of this paper. To get a clear view, the questionnaire has been prepared into two types, qualitative and quantitative. To get qualitative data types the questions were open ended and for quantitative they were close ended.

The tables given below are showing the teachers' opinions on different views to use materials for teaching English i.e. speaking and listening. The analysis follows the Likert scale which is attached as appendix-2. Each of the questions has the following points against each of the statements on the scale:

Sl Number	Opinion	Points
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly disagree	1

If the highest percentage of teachers circle 5 or 4 then it is considered that majority of them have supported the statement. If the percentage is low, it means that only few teachers' have supported the statement. On the other hand, if highest percentage of the teachers circle 2 or

1, it is considered that most of the teachers have disagreed with the statement. If percentage is low, it means that only few teachers have disagreed with the statement.

4.2. Data Analysis:

The data collected by using the instruments from the samples described above were hand tabulated and analyzed in terms of mean scores. The mean is the sum of all scores of all subjects in a group divided by the number of subjects, $[\frac{\sum X}{n}]$ (Seliger and Shohamy, 1989: 215).

The mean of each of the items, therefore, is the average score for each item and it is the summation of all the scores divided by the number of subjects.

The mean provides information on the average performances or behavior of a group on given tasks, and helps the researcher obtain insight by condensing large amounts of data. The mean tells the researcher how the group as a whole performed and that does provide more significant information. Seliger and Shohamy (1989: 216)

4.2.1 Quantitative Data Analysis:

Result found from Teachers' questionnaire survey:

The survey results in terms of mean scores are presented in the table below:

Table-: Survey results

SI No.	Statement	Mean Score
01	Do you think using video clip, audio visual material, movies, cartoons can significantly improve learners listening and speaking?	4.69
02	Listening content should always be presented with real life	4.35

	object, picture to young learners?	
03	Do you think drilling can help learners acquire spoken fluency easily?	4.25
04	Besides classroom teaching do you think autonomous learning like watching cartoons, dining at a restaurant, fieldtrips, can also help young learners to develop speaking and listening skills?	4.81
05	“Teacher’s need to offer help or scaffold to children’s listening activities in foreign language acquisition in the beginning stage”.	4.20
06	Do you think teaching to communicate in real life situation is an effective approach to listening and speaking?	4.96
07	Do you think that game related activity can foster learning of speaking and listening?	4.48
08	Can the young learners be benefitted from listening and speaking by visiting different places like, parks, zoo, shops, restaurant etc?	3.82
09	Do you think ‘listen and draw’ and listen and color activities can improve listening and speaking of young learners?	3.98

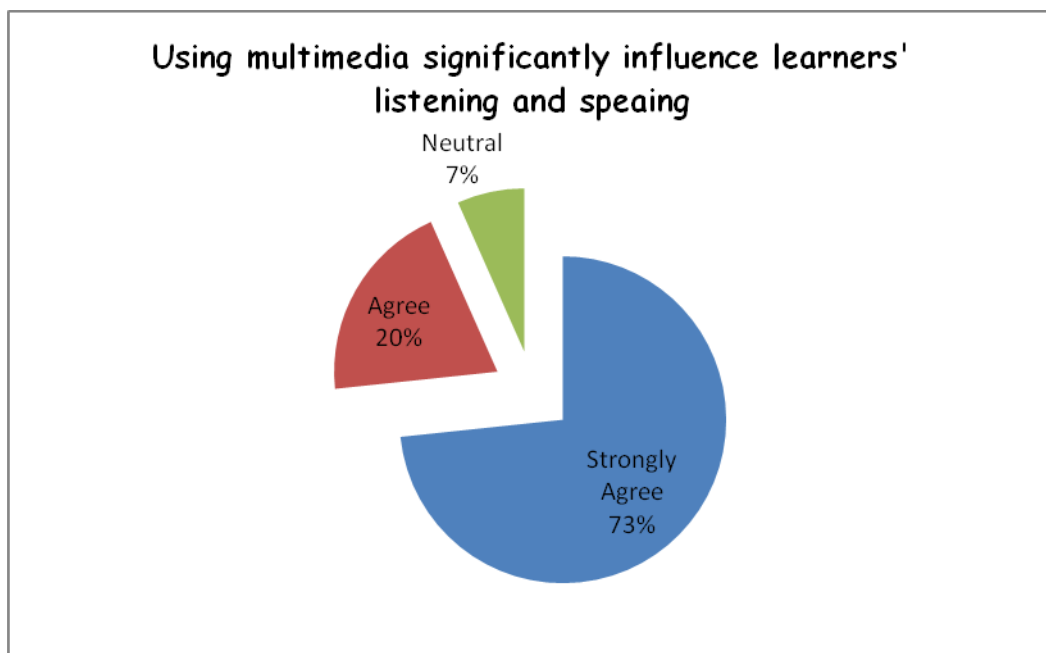
** The scale of Teacher’s approach design as:

Mean Value	Teacher’s approach
1.00-1.75	Strongly disagree
1.76-2.25	Disagree
2.26-3.00	Neutral
3.01-4.00	Agree

4.01-5	Strongly agree
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Analysis: 01 from question number:9

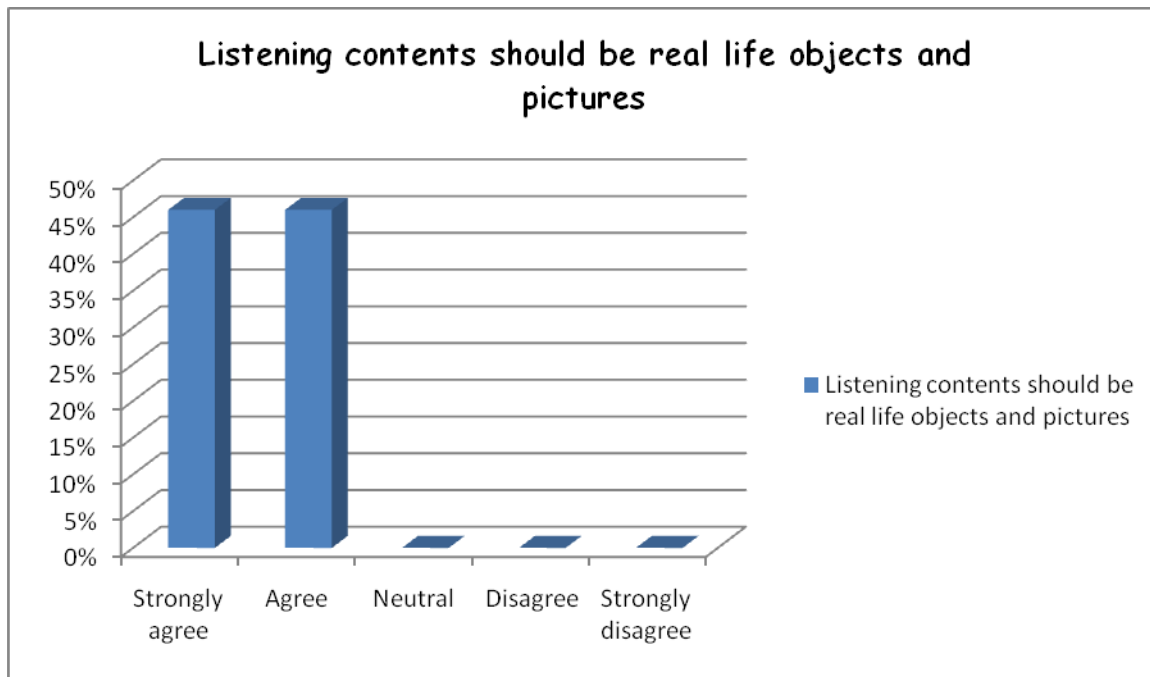
Among the materials usage of video clips, audio visual materials, movies cartoons can significantly improve the learners listening and speaking or not, in response to this query the result is shown below:



This data is supporting the concepts of using multimedia to enhance the language learning specially for speaking and listening as stated in the literature review, some of the references are Champion, 2003, Hanen, 2000, Isabel, 2004 and so on. So 'strongly agree' and 'agree' encompasses 93% of total opinion from the teachers. It is to be noted here the 'neutral' opinion came from the teachers who are very new in their profession and yet not enough trained but they did not disagree. The mean score is 4.69 which means the teachers strongly agreed with the statement.

Analysis: 2 from question number 10.

“Listening content should always be presented with real life objects, pictures, to young learners”

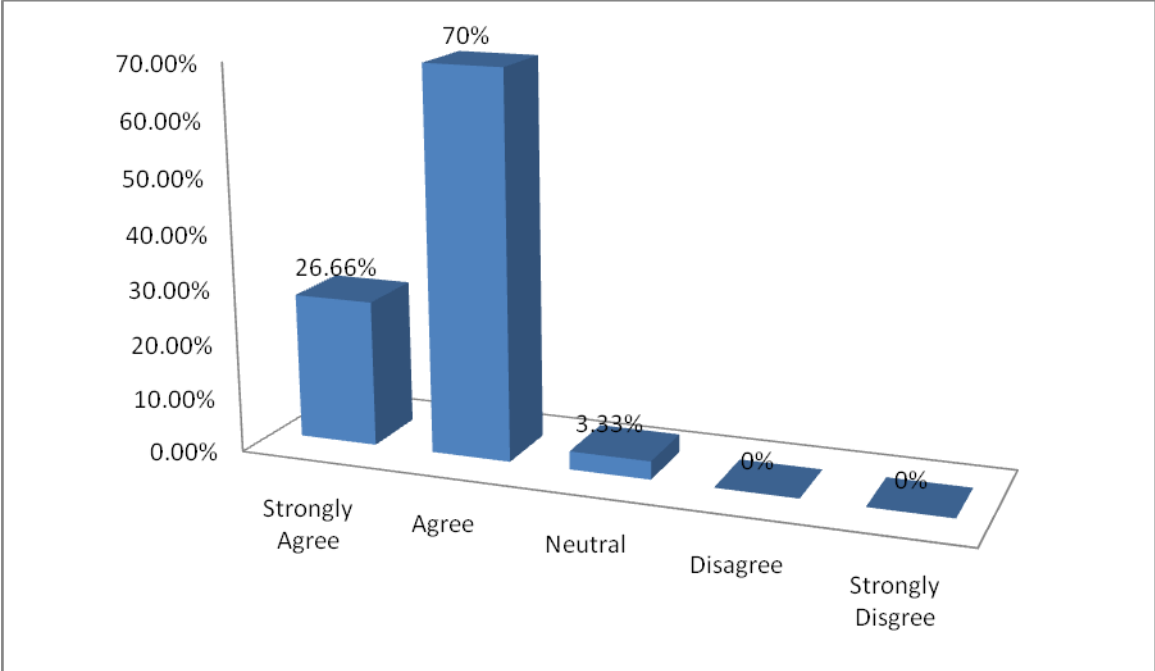


To teach the young learners, teachers are willing to use objects, pictures from real life, they opine that real life examples enhance the learning process as in the chart shows 46% teachers strongly agree with this view and the rest means 54% agreed and nobody is against this notion.

The mean is 4.35 which means the teachers agreed with this statement.

Analysis: 3 from question number 11.

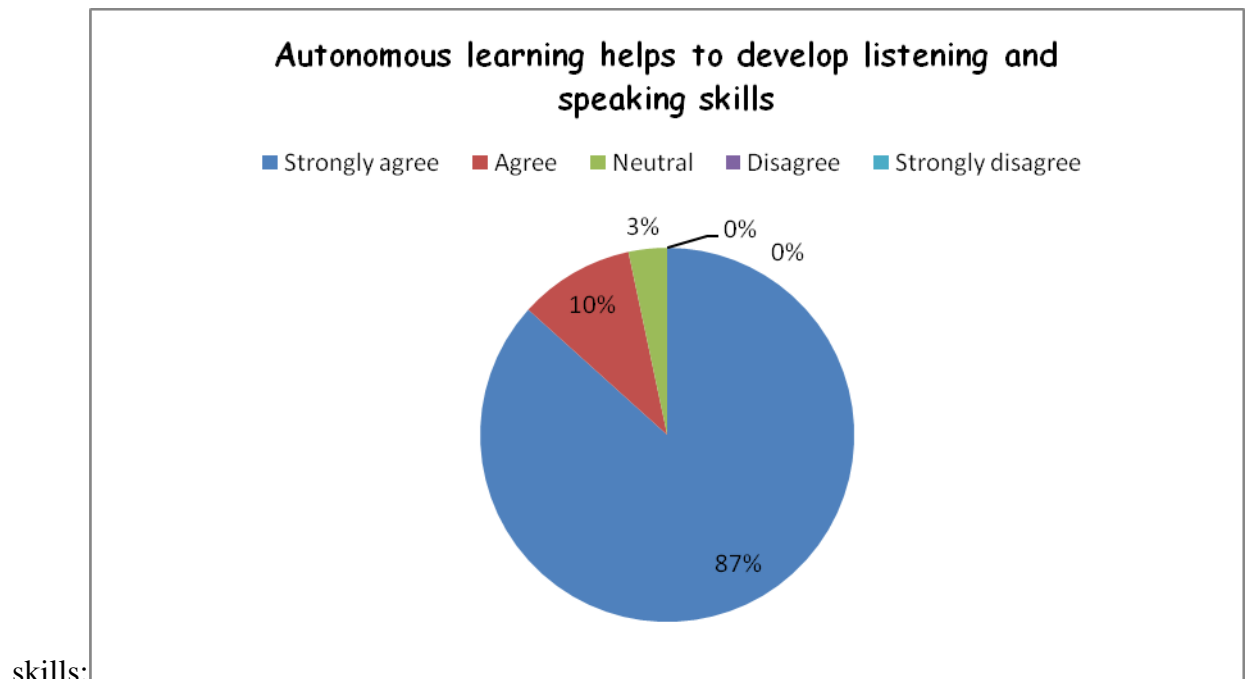
Does drilling can help learners to acquire spoken fluency easily in response of this question to the teachers the result is shown below in a chart:



Drilling or repetition activities helps learners to acquire spoken fluency easily, in this findings 70% teachers agreed with this statement and 26.66% teachers strongly agreed and very few are neutral and there is no one to disagree or strongly disagree, so we can say that drilling is helpful to acquire fluency in Spoken English for young learners. The mean score is 4.25 which means the teachers strongly agreed with this statement.

Analysis: 4 from question number 12.

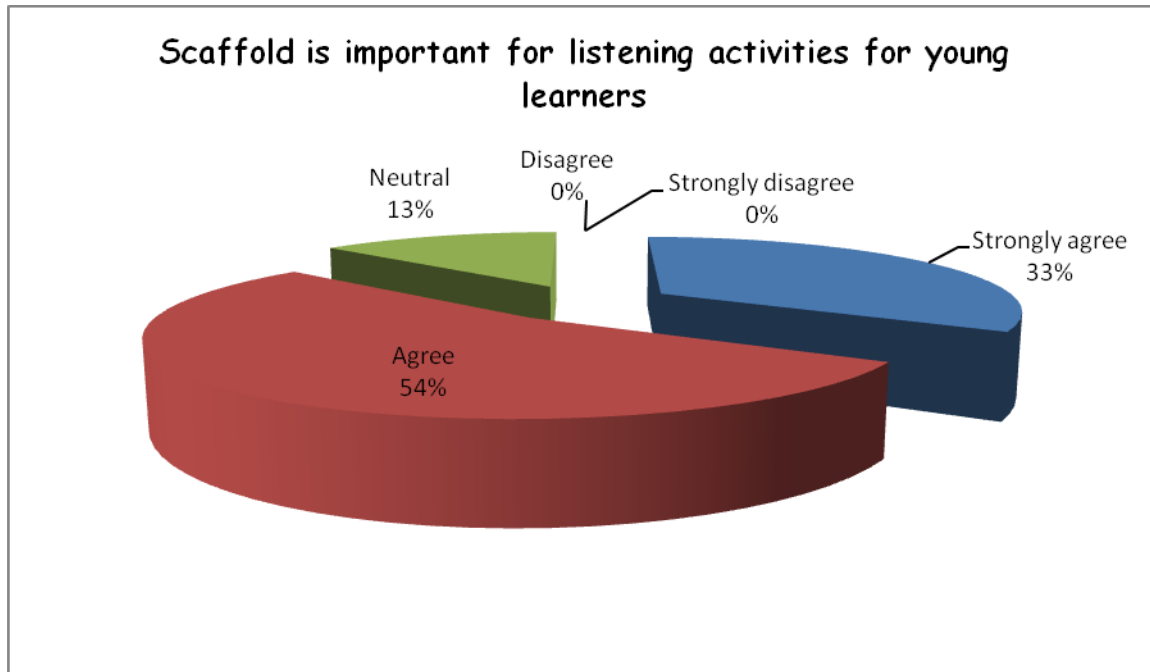
Besides classroom teaching does autonomous learning like watching cartoons, dinning at restaurants, fieldtrips can help young learners to develop speaking and listening



Young learners are inquisitive, they observe and learn, due to these characteristics autonomous learning helps them a lot to acquire language especially speaking and listening. This observation of the chart shows 87% teachers strongly agreed that autonomous learning help learners' speaking and listening and 10% agreed and 3.33% teachers remained neutral on this view. From this large view it is found that teachers do support that from fieldtrips, picnics etc. can let learners to increase their listening and speaking competence. The mean score for this is 4.81 which means the teachers strongly agreed with this statement.

Analysis: 5 from question number 13.

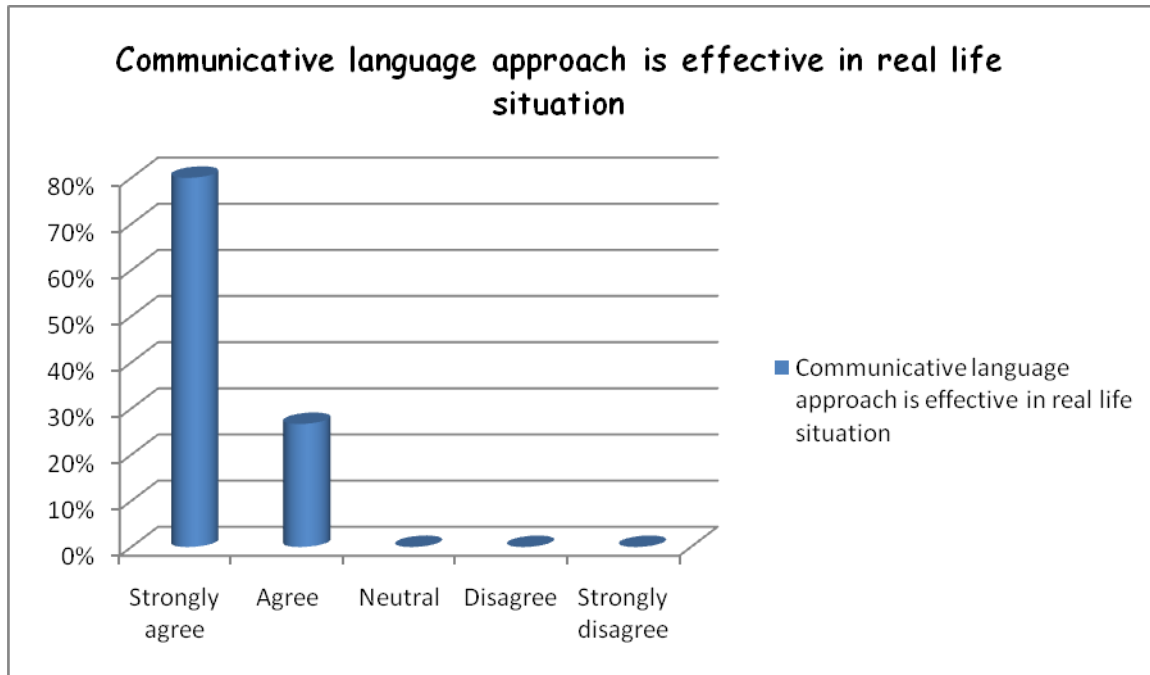
‘Teachers need to offer help or scaffold to children’s listening activities in foreign language acquisition in the beginning stage’ the result on this statement is shown below in the diagram:



Above diagram shows that 54% teachers agreed on the fact that scaffold is important for young learner’s at beginning stage of language learning, 33% strongly agreed, 13% teachers were neutral and none of them disagreed or strongly disagreed on the issue. The mean score for this is 4.20 which means that the teachers strongly agreed with the statement.

Analysis: 6 from question number 14.

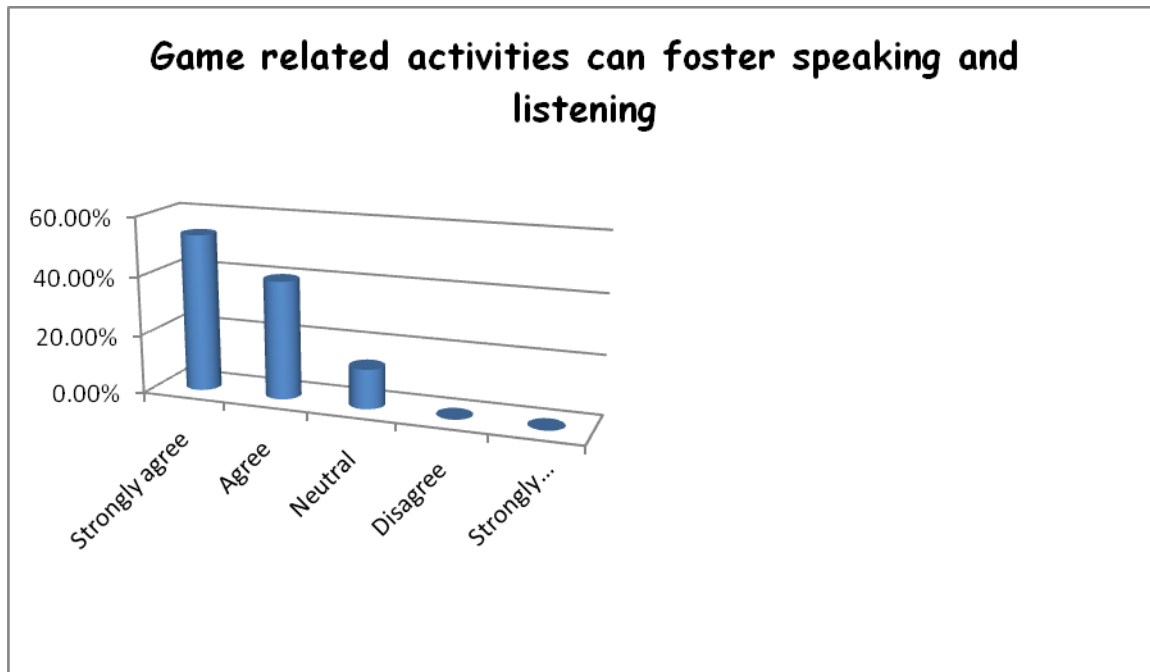
Communicative language approach is an effective approach to listening and speaking:



From graph 6 we can see communicative language approach is a very important approach to language teaching. Almost 80% teachers strongly agreed on this issue 20% teachers agreed and none disagreed or strongly disagreed. This means majority of the teachers are for the communicative language approach. The mean score is 4.96 which means that the teachers strongly agreed with the statement.

Analysis: 7 from question number 16.

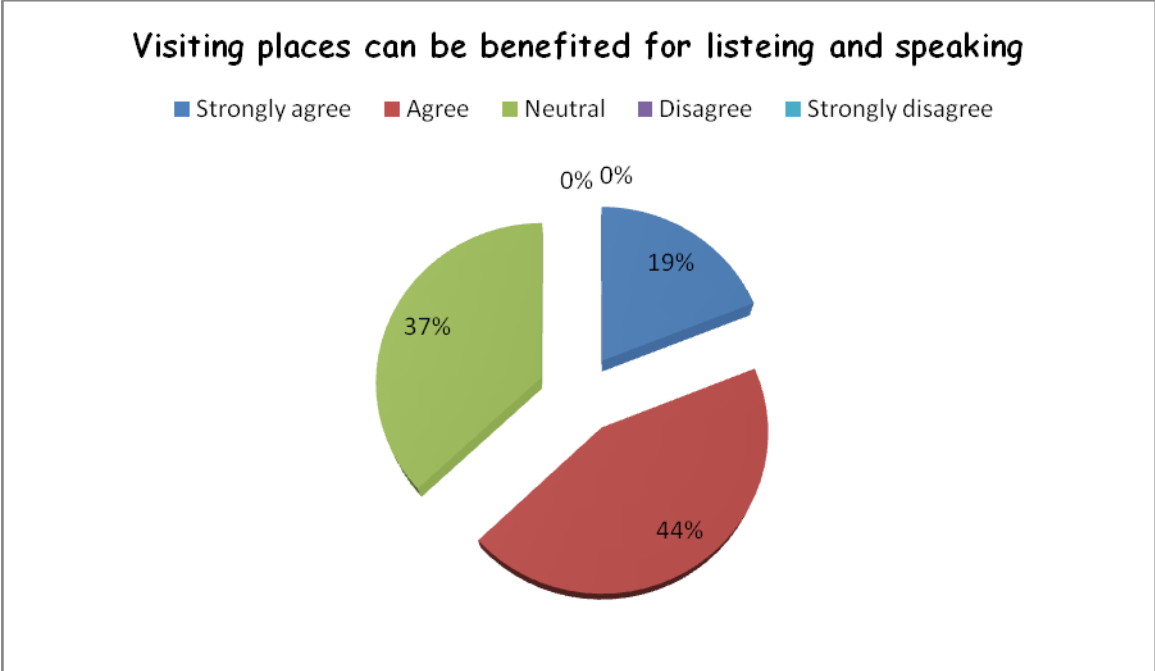
“Game related activities can foster learning of listening and speaking”



Game related activities seem work for young learners as around 50% teachers strongly agreed on this issue, around 40% teachers agreed and 10% of them remained neutral. None of them disagreed or strongly disagreed. The mean score is 4.48 which means that the majority of the teachers strongly agreed with the statement.

Analysis: 8 from question number 17.

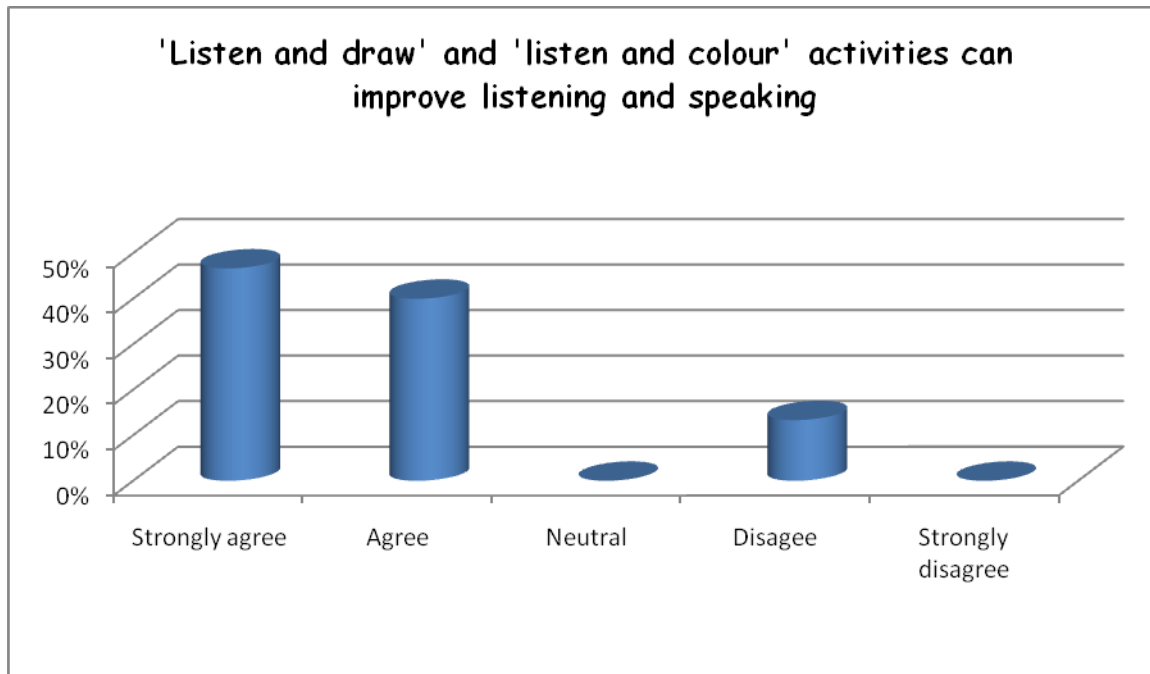
Can the young learners be benefited from listening and speaking by visiting different places like, parks, zoo, shops, restaurant etc ?



Through this chart it shows 44% of teachers agreed and 37% were neutral agreed with the view that from visiting places young learners can be benefited to increase listening and speaking. 19% of the teachers strongly agreed , 0% percent disagreed and 0% strongly disagreed. The mean score is 3.82 which means the teachers agreed with the statement.

Analysis: 9 from question number 18.

Do you think ‘listen and draw’ and listen and color activities can improve listening and speaking of young learners?



Analysis 9 indicated that almost 45% teachers strongly agreed almost 40% agreed to have this activity. On the other hand 10% teacher disagreed with this view. The mean score is 3.98 which means the teachers strongly agreed with the statement.

4.2.2 Qualitative data analysis:

Question 1 and 2 were about how teachers teach listening and speaking and what materials do they use. There were four options 1. Following the books, 2. By demonstrating different objects. 3. Using different materials, 4. Others. Most of them went for option 2 and 3, by demonstrating different objects and Others. Teachers said it is important to demonstrate whatever taught to the young learners so that they can learn easily. Another group of teachers said to demonstrate ,different materials must be used. Cause children should be exposed to different kinds of materials so that they enjoy learning.

Question 3 was about the devices the teachers use to teach listening and speaking. The devices are computer, cassettes, cd's, multimedia, OHP. Almost all the teachers said they use all of those depending on availability and needs. As there are no specific books the teachers choose the media to teach the learners speaking and listening activities. In relation to the question the researcher asked the teachers how do they choose the materials? Do they have proper guideline? which of the aspects they consider during choosing the materials ? Almost all of them replied they check Internet to find materials for young learners. According to the selected topic they try to find activities.

Question 4 was about, How do teachers make sure that their listening and speaking are comprehensible? Almost everyone responded that they ask questions or by administering oral test to the learners in order to find their level. They also remarked as the learners are very young and it's a new language for them, there should not be any written test.

Question 6 and 7 were, what do they think about digital stories and also story telling activities for improving young learners listening and speaking skills. In response to this question teachers said Children love to listen stories. And if it is digital story then they tend to concentrate more and try to relate the story and images, this is how they get more engaged in the listening activities. Unconsciously learners pick some words and chunks, this enriches learners vocabulary and helps to pronounce words accurately. Learners use those new words when they speak; sometimes to compete with others and sometimes to impress their teachers. Story telling is a helpful method for improving the listening and speaking skills of learners told by most of the teachers. While telling stories learners acquire words which fascinating to them and also this listening increases imaginary power. Thus they improve their skills and become confident.

Question 8 was asked about how TPR or Total physical response can improve learners confidence in the beginning stage. Some of the teachers believed that at the beginning stage of speaking, learners are silent cause they are scared of using different language and do not understand to use proper word in proper places. Confidence level increases if TPR or body language is used to make them understand and also inspire them to express through body language. Another group of teachers said they play songs for listening activities and they think TPR is the way to express feelings about the songs. They (beginners) listen to the songs and do accordingly and by doing those activities they enjoy the class and feel less threatened. So, when they become relaxed in the class, they feel more confident to do the activities. Besides that they also interact more with their teachers when they are asked to demonstrate something.

Question 15 was whether it is difficult to find appropriate materials according to the age group of the learners if there are no specific books? Some of the teachers said it is sometimes difficult to match activity with their age, besides it is also time consuming. In reality, it is often hard to find appropriate materials as well. Multimedia failures, other unavoidable factors hinder the pace of learning. Therefore it would have been much easier, if there were specific books to be followed as books have been made according to learners' age. Another group of teachers pointed that it is not at all difficult to find spoken and listening materials as they have access to Internet.

4.3. Classroom Observation

The main purpose of the study is to find out the appropriate materials are used to teach speaking and listening to the young learners as there are no specific books for teaching these two important skills. Thus, it was very essential to observe the classes to understand the practical

scenario in the classroom. So, to collect data four English teachers were observed through ‘Classroom observation form’.

During the class room observation the research conductor has selected 3 schools, learners of aged 5 and 6 in English medium schools. To observe the activities of the learners the researcher observed total four speaking and listening classes. During the class room observation, the researcher decided not to inform the teachers in advance. That is why it was done to collect data in a natural setting. The complete process of what happen with in a regular classroom was followed carefully.

Teacher’s Observation				
	Teacher1	Teacher2	Teacher3	Teacher 4
1. The teacher was well prepared and well organized in class.	Okay	Okay	Yes	Yes
2. The class material was explained in an understandable way.	Okay	Okay	Yes	Okay
3. Teacher’s directions were clear and students were able to carry them.	Okay	Okay	Sometimes	Yes
4. Materials were presented at	Not enough	Yes	No	

students' level of comprehension.				
5. Teacher used objects, realia to make the learners understand the contents.	No	No	No	Okay
6. The teacher asked and answered questions carefully and satisfactorily.	She did not ask any question	Okay	Yes	Yes
7. The teacher used multimedia in her class.	No	Yes	No	Yes
8. The teacher used proper body language with the learners.	Very less	Yes	No	Okay
9. The teacher has given clear instruction before starting the class about the lesson.	Yes	Yes	Yes	No
10. The teacher moved around the class and made eye contact with students	Yes	No	No	Okay
11. Pronunciation, intonation, fluency and appropriate use of language.	No	Yes	No	Yes
12. Teacher encouraged student	Okay	No	No	Yes

participation in class and helped learners to produce.				
13. The class had enough activities to practice the language.	Not enough	Yes	Yes	No
14. The teacher could finish the class on time.	Yes	No	Yes	No

Teacher 1.

This was a listening class. Learners were very enthusiastic as they will be listening to a story and they will not read and write anything. The teacher started the class on time with an introduction of the story and said that she will show images during reading the story. The researcher observed that the book was very small and the teacher struggled to show the images as the learners were eager to see them. Teacher was reading the story with pause and tried to explain the story but she did not use any extra material to clarify the words to the learners. Some of the words were above the learner's level. The pronunciation of the teacher was not much satisfactory. Students few times pronounced the words as the teacher asked them. There was no other activity besides repetition. The class finished on time.

Teacher 2:

This was a Spoken class, teacher used a digital story. This was a class of 6 years old. Researcher observed that the learners were very enthusiastic to watch the story. The teacher used multimedia overhead projector. First of all the learners had to move to another class for this

visual class therefore to move and to settle the learners it took more than 5 min. Teacher explained what to be watched and the item be taught to the learners. They were learning day and night through a story. The video had attractive images and sound. Learners were asked to repeat the dialogues a few times. Some students were listening and some were busy talking as the teacher was busy with the mulimedia. In the middle for technical difficuly the projector did not work about for 8 min, meanwhile the teacher asked the learners some question about the story. The class was a little noisy as the learners had expectation to watch the full story but because of technical difficulty and in alloted class time they could not watch the full story.

Teacher 3

This was a listening activity class and the learners were 5 years old. The activity was to listen and color. For this class teacher used book and cassette player. Reseacher observed that the class started on time and teacher gave clear instruction in English with proper gesture about what to be done in the activity. To do the activity teacher had to play the cassette and the voice was a native speaker's. Teacher payed the cassette and pause time to time but the voice was a bit unclear. So the teacher had to repeat everytime after the cassette so that the learners can understand the instructions. Sometimes teacher had to move around too much to see whether the learners are doing the activity correctly or not. Some of the learners had diffficulty to keep the pace with the cassette, it might be the voice of the cassette made them puzzeled. There was only one activity and the class finished on time.

Teacher 4

This was a spoken class, teacher used pictures and the learners had to describe the pictures. Most of the learners were shy to speak and teacher was a bit strict. She quickly moved

from one student to the other if one failed to speak out. There were sudden tensed situation as the teacher repeatedly asked them to speak. At last few learners tried to depict the pictures. The teacher finished the class by saying that next class they must try and speak.

Chapter 5

5.1. Discussion:

From the questionnaire survey data analysis and the classroom observation, the researcher finds that there are several things many teachers agreed with the use of different materials to teach Listening and speaking. But the classroom observation gave diverse scenario of the study.

In reality teachers have limited time and in many cases little ability to prepare the suitable materials. They are not properly trained for this purpose. Though almost all the teachers opined that finding activity related teaching materials to the learner's age are not much difficult these days. But during classroom observation the researcher observed that the teachers using materials are very backdated. Cassettes are too old to understand the voice enough; story books are too small to show the images to the large number of learners.

Technical failure is another major issue to be addressed, teachers did not have back up plan in case of power failure which is normal in our context.

Most of the books/learning materials imported for neighboring countries in which the contents are narrowly fit with our socio-cultural heritage. Learning Materials need to be

prepared keeping in mind of our socio cultural background, values, thus learners will get more interest and learn our own culture. There is no book published for listening and speaking with Bangladeshi context.

Most of the teachers are not professionally trained to teach English language. They have little aptitude/technique to teach proper English. Pronunciation of the teacher is another issue as the learners follow their teacher.

The classroom observation reveals, it is hard to ensure participation of all the students as young learners naturally have very short attention span whereas listening and speaking need an approach to which they will be busy doing and enjoying the activities. Many students face difficulty understanding the tasks. Passive students prefer to sit back and let the active students take charge. Poor sound system/power failure/technical problems/pitiable maintenance created problem too.

Teachers need to have patience and scaffold children's listening and speaking at the beginning stage of language learning. As we have known that lack of motivation, low self-esteem, anxiety is obstacles of language input therefore, teachers scaffolding will be a supportive measure to early language acquisition. The limitation should be addressed by the teachers and concerned authority to make the young learners' learning process an effective one.

Conclusion and Recommendation

5.2. Conclusion:

The main purpose of the study is to check the scenario of teaching materials used in preschools in Bangladesh. Through this research the researcher tried to find out the research questions on the basis of the teachers' survey, interview, classroom observation.

5.3. Recommendations:

- Developing material for young learners should be checked by experienced teachers keeping the social cultural issues in mind.
- Teachers need to be trained properly to propel listening and speaking classes.
- For novice teachers there can be a book as a guideline and to teach listening and speaking choosing materials according to learners' age is a difficult task.
- English medium Schools in Bangladesh can follow a basic curriculum guideline so that the pace of development in listening and speaking in English medium schools can have a benchmark.
- Time to time materials of young learners for speaking and listening should be upgraded. There should be a set of standard for the materials and their usages and should be administered by the authority
- For pragmatic policy formulation to select the materials for listening and speaking for the young learners, an intense study can be done to implicate in the English medium schools in Bangladesh.

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Appendices

Appendix 1

Teachers' Questionnaire Survey

Note for teachers:

This questionnaire is designed for a study on an assessment to see the scenario of the speaking and listening materials of young learners for a Masters Thesis in English. Your cordial participation is very essential for this study. I will highly appreciate if you kindly fill in the questionnaire at your earliest convenience. The information you provide will be strictly confidential and used for research purpose.

Name:.....

Learners age group:.....

Years of experience:.....

1. How do you teach listening and speaking?
2. What materials do you use ?
3. Which of the following devices do you use?
4. How do you make sure that your listening and Speaking are comprehensible?
5. Do you incorporate audio books in your planning for listening and speaking?
6. Do you think digital stories can let students improve speaking and listening?
7. Do you think Learners can develop their listening and speaking through story telling activity?

8. How TPR (Total Physical response/ Body language and physical movement) can improve learners' confidence in the beginning stage of speaking?
9. Do you think using video clips, audio visual material, movies, cartoons can significantly improve learners' listening and speaking?
10. Listening content should always be presented with real life object, picture to young learners?
11. Do you think drilling can help learners acquire spoken fluency easily ?
12. Besides classroom teaching do you think autonomous learning like watching cartoons, dining at a restaurant, fieldtrips, can also help young learners to develop speaking and listening skills?
13. "Teacher's need to offer help or scaffold to children's listening activities in foreign language acquisition in the beginning stage" .
14. Do you think teaching to communicate in real life situation is an effective approach to listening and speaking?
15. Do you think preparing materials of speaking and listening are (finding activities from different sources to teach listening and speaking like, collecting movies, video clips, audio books etc) difficult if there are no specific books ? If yes how
16. Do you think that game related activity can foster learning of speaking and listening?
17. Can the young learners be benefitted from listening and speaking by visiting different places like, parks, zoo, shops, restaurant etc?

18. Do you think 'listen and draw' and listen and color activities can improve listening and speaking of young learners?

Appendix 2

Teacher observation checklist

1. The teacher was well prepared and well organized in class.
2. The class material was explained in an understandable way.
3. Teacher's directions were clear and students were able to carry them.
4. Materials were presented at students' level of comprehension.
5. Teacher used objects, realia to make the learners understand the contents.
6. The teacher asked and answered questions carefully and satisfactorily
7. The teacher used multimedia in her class.
8. The teacher used proper body language with the learners.
9. The teacher has given clear instruction before starting the class about the lesson.
10. The teacher moved around the class and made eye contact with students.
11. Pronunciation, intonation, fluency and appropriate use of language.
12. Teacher encouraged student participation in class and helped learners to produce.
13. The class had enough activities to practice the language.
14. The teacher could finish the class on time.