1993

Using directed listening-thinking activities to increase production in English for Spanish speaking fourth and fifth graders

Alma Rosa Gonzáles

Follow this and additional works at: http://scholarworks.lib.csusb.edu/etd-project

Part of the Bilingual, Multilingual, and Multicultural Education Commons

Recommended Citation
Gonzáles, Alma Rosa, "Using directed listening-thinking activities to increase production in English for Spanish speaking fourth and fifth graders" (1993). Theses Digitization Project. 815.
http://scholarworks.lib.csusb.edu/etd-project/815

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
USING DIRECTED LISTENING-THINKING ACTIVITIES TO INCREASE PRODUCTION IN ENGLISH FOR SPANISH SPEAKING FOURTH AND FIFTH GRADERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Education: Bilingual/Cross-Cultural

by
Alma Rosa González

December 1993
USING DIRECTED LISTENING-THINKING ACTIVITIES TO
INCREASE PRODUCTION IN ENGLISH
FOR SPANISH SPEAKING FOURTH AND FIFTH GRADERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Alma Rosa González
December 1993

Approved by:

Dr. Kenneth Johns, First Reader 12/1/93
Dr. Esteban Diaz, Second Reader 12/1/93
ABSTRACT

This project used an active research approach in order to measure how the incorporation of Directed Listening-Thinking Activities (DLTA) in the classroom promoted increased production in English oral language skills for Spanish speaking fourth and fifth graders.

An analysis of the incorporation of DLTA over a period of fourteen weeks provides concrete evidence that Spanish speaking students who are provided with comprehensible, low-anxiety communication events to increase oral English language fluency displayed considerable growth in their English speaking abilities.
ACKNOWLEDGMENTS

The completion of this Master's project has been possible because of the continuous, and remarkable support and patience of my husband, Johnny, and my three children; Johnny, Alex, and Diego. My fellow bilingual teachers also assisted me through this project as they formed a strong support group.

The supportive professors at CSUSB provided a newly revised and challenging program that presented me with the latest theory and research for a more effective and constructive approach to teaching. I especially thank Dr. Kenneth Johns and Dr. Esteban Diaz for so generously agreeing to take the time to read and critique my thesis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>BACKGROUND TO THE STUDY</td>
<td>7</td>
</tr>
<tr>
<td>THE PROBLEM</td>
<td>10</td>
</tr>
<tr>
<td>THEORETICAL FRAMEWORK</td>
<td>11</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>REVIEW OF RELATED LITERATURE</td>
<td>16</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td>DESIGN/METHODOLOGY</td>
<td>30</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td></td>
</tr>
<tr>
<td>ANALYSIS AND RESULTS</td>
<td>35</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td></td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>58</td>
</tr>
</tbody>
</table>
APPENDIX

A - Oral Test ............................................. 62
B - Student Questionnaire ................................ 63
C - Picture Books List .................................... 64
D - Teacher Questionnaire ................................ 65
E - Dates of DLTA ......................................... 66

REFERENCES ................................................. 67
LIST OF TABLES

TABLE 1

Comparison of Pre-test and Post-test Data .......................... 56
CHAPTER I
INTRODUCTION

A task that faces all teachers in bilingual classrooms is how to expedite the learning of a second language while adhering to the most recent theories of second language acquisition. Krashen (1984) believes that current classroom methodology has not been sufficiently influenced by research and theory. On the contrary, instructors and programs are greatly influenced by tradition and commercial materials.

The traditional role of the teacher in the classroom has been one of an all-knowing person who shares ones knowledge with ones students. This traditional view of the learning-teaching process can be captured in five fundamental beliefs about learning as stated by Nolan & Francis (1992, p.45). These are:

1. Learning is the process of accumulating bits of information and isolated skills.
2. The teacher's responsibility is to transfer his knowledge directly to students.
3. Changing student behavior is the teacher's primary goal.
4. The process of learning and teaching focuses primarily on the
interactions between the teacher and individual students.

5. Thinking and learning skills are viewed as transferable across all content areas.

Traditional approaches to teaching a second language were based on these beliefs. These beliefs have resulted in a teacher-centered conception of teaching which has had deleterious effects on the acquisition of a second language. Students were subjected to learning a second language in bits and pieces, for example, through learning vocabulary rules and grammar, memorizing pattern drills and monologues out of context.

Commercial ESL materials and programs promoted these beliefs on teaching and learning. This fact made it easier for the teacher to just purchase a program for ESL instruction and implement it in the classroom. The lack of success of these programs was seldom questioned.

Recent literature on second language acquisition promotes whole language theories of integrating the four modalities of learning; which are reading, writing, speaking, and listening. There is a prevalent mode of student-teacher interaction and student-student interaction that must be present in order for learning to occur. Goodman (1986) stresses that teachers should, "keep language whole and involve children in using it functionally and purposefully to meet their own needs (p. 7)."

There was an evident lack of student interaction on the teaching and
learning process when incorporating a teacher-centered curriculum. Since the 1980's changing perspectives on the learning and teaching connection have pointed towards a Holistic approach to learning. This Holistic view of learning encapsulates theories of learning that are relatively new and others that have existed for many years but have not been practiced in the classrooms. Nolan and Francis (1992, pp.47-48) provide a listing of six beliefs of Holistic teaching. These are:

1. All learning, except for simple rote memorization, requires the learner to actively construct meaning.

2. Students' prior understandings of and thoughts about a topic or concept before instruction exert a tremendous influence on what they learn during instruction.

3. The teacher's primary goal is to generate a change in the learner's cognitive structure or way of viewing and organizing the world.

4. Because learning is a process of active construction by the learner, the teacher cannot do the work of learning.

5. Learning in cooperation with others is an important source of motivation, support, modeling, and coaching.

6. Content-specific learning and thinking strategies play a much more important role in learning than was previously recognized.
These Holistic beliefs on the teaching and learning connection contain important implications when referring to second language learning. Second language teachers must make use of these Holistic beliefs when implementing their teaching strategies.

Bilingual students in Coachella Valley Unified School District have been adequately successful in their first language as is evident in the results of CTBS testing. Yet they are not developing their oral language skills in English and this lack of success in English is an important factor in the high dropout rate at the local high school. Those old teacher-centered beliefs on learning have played a primary role in bilingual students' slow progression in their second language.

There needs to be a rich learning environment and many opportunities for the students to interact and use the target language. The classroom, then, provides a good environment for language learning because the teacher can monitor specific situations for language learning to occur naturally.

When observing language development of any child, it is obvious that each child's experiences will be unique. This occurs since each child belongs to a particular social group and encounters specific family structures, religious beliefs, educational practices, and social mores. Yet, we notice that although each child's experiences with language is unique, the child encounters
language that must be used for different communication purposes. All
children are involved in different types of events that require a variety of
language use for specific communication purposes.

The commonality that exists, then, between all children is that as
Lindfors (1989) states, "the specific language situations children in any society
encounter are all real communication events (p.40)." That is what can be
allowed to happen in the classroom. Real communication events can be
taking place which allow for second language acquisition.

These events that are real communication acts are also serving an
additional purpose which facilitates the acquisition of a second language.
They are providing comprehensible input. As Krashen's (1983) Monitor
Model and Ellis' (1986) Variable Competence Model theories confirm the
need for communication to be made understandable and that there be
interaction present. Krashen (1983) believes that input should be
comprehensible, interesting, and relevant. Ellis (1986) focuses on interaction.
He feels that there needs to be more than input. There needs to be
interaction. A student must be afforded the opportunity to negotiate meaning
with another more capable peer or adult.

The classroom, therefore, is an ideal environment for second language
acquisition since the teacher can monitor the environment and the
opportunities to interact so that real communication events take place.
Teachers are aware of the needs that second language learners have when acquiring language, whereas, this might not be the case for second language learners in other settings outside of the classroom.

The classroom can provide many opportunities for language acquisition to occur. These opportunities include events that are of interest and relevant to the learner. Some of the real communication events that Lindfors (1989) shares in her writing include show and tell time, story time, and dialogue journals. In each of these activities, children are allowed to interact and share what each knows or wonders about the topic being presented. Children are naturally interested and are willing to learn what is being shared with them.

The classroom, then, becomes a major vehicle for the instruction of English. Many opportunities can be provided to facilitate second language acquisition. Many students feel they must learn to speak English quickly to satisfy the desires of their parents and to be able to associate with students enrolled in traditional English classrooms.

The purpose of this study is to implement an oral language communication event in English to foster the development of Spanish speaking students oral language skills in English. This paper gives an overview of the background for the study, further delineates the problem that is present in bilingual programs, and addresses specific research
The review of related literature sheds light on the need for conducting a study that focuses on second language acquisition. From the literature reviewed, a holistic approach to the methodology of this study is undertaken which also assists in the final analysis and results of this study.

BACKGROUND

This project will implement an approach for promoting ESL learning that meets with the criteria of second language learning theories. This approach is aimed at allowing the students to listen and use the second language in a non-threatening and comfortable setting. The learners will be given comprehensible input in English through the use of interesting and appropriate literature. They will be allowed to progress at their own rate and be provided with extra support to allow them to acquire L2 (second language) more readily.

Terrell (1981) states that there are a series of stages that an L2 learner must progress through while acquiring L2. Terrell believes that there is a minimum amount of time spent at each stage. At first, the learner must be allowed a "silent period" whereupon the learner is allowed to engage in listening and not speaking. From this the learner progresses to single word
utterances and then to two and three word combinations. The learner can
then communicate in phrases and sentences, and finally can progress to
complex discourse.

As Terrell (1981) affirms, there needs to be real communication, and
the activities presented must lower the "affective filter." The "filter" controls
how much input is converted into intake and it is "affective" because the
strength of the filter is attributed to the learner's motivation, self-confidence,
or anxiety state. Learners with high motivation, high self-confidence, and
low anxiety states have a lowered affective filter. This allows for increased
input. On the other hand, learners with low motivation, little self-confidence
and high anxiety states have high affective filters and input is lessened.

Another of Krashen's hypotheses, that is referred to in this study, is the
Acquisition/Learning hypothesis. According to Krashen (1983), acquisition
occurs when the learner participates in natural communication where the
focus is on meaning. The learner acquires this knowledge subconsciously
through "comprehensible input." "Comprehensible input" refers to the
natural communication that occurs where the focus is on meaning.

Some of the students enrolled in the fourth and fifth grade classroom
that this study will focus on were still having a difficult time speaking English
at the onset of the study. They comprehended a lot of what they heard but
could not verbalize their responses. This study consists of implementing a
Directed-Listening-Teaching activity to promote the oral use of English for
students in this classroom.

This study focuses on fourth and fifth grade students enrolled in a self-
contained Bilingual class. These students are nine and ten years olds and 60%
of the students have been in school in the United States for several years
while for other 40%, it is their first or second year here. The students
received the majority of content related instruction in Spanish and were
also involved in some enrichment rotations in English in the afternoons
with two other English only teachers.

During those enrichment rotations, the students were grouped with
two other English only classrooms. A third of the students from each class
were regrouped and taught Art, Physical Education, and Project Charlie, a
self-esteem and anti-drug curriculum. This meant that students from
bilingual classrooms were teamed with students from traditional English
only classrooms.

Students involved in the study expressed their concerns as to their
lack of English when they participated in the enrichment rotations. They felt
anxious and afraid because of their inability to communicate in English. One
of the students regularly commented, "Tengo miedo." (I am afraid.) Another
student mentioned that when she was involved in these rotations, "No le
entiendo nada." (I don't understand anything.) The expression of their
concerns led to the implementation of this study to attempt to alleviate the problem of second language learning.

THE PROBLEM

The students' concerns confirm this writer's observations that there is a problem with second language learning. School district statistics for the 1992-93 school year show that there is a high school drop-out rate of 42.8%. Students' needs are not being adequately met when considering second language learning. The students feel uncomfortable in an English-only classroom setting. Students in bilingual classrooms are separated from English dominant students in the classrooms. This causes a lack of interaction and acceptance among both groups of students. The net result is that bilingual students do not learn English as a second language.

There are different programs and different approaches towards developing acquisition of the second language. While some programs see the acquisition of the second language through decreased use of the first language as the ultimate goal of their program, others support a maintenance program where the first language is used to facilitate acquisition of the second language. Through this maintenance program first language use is not decreased, but maintained to make the student a balanced bilingual. At this site, the belief is
maintained that acquisition of L2 should not be made at the expense of losing or decreasing use of the native language. Bilingual education is viewed as a means of producing "balanced bilinguals" with the ability to communicate effectively in either language.

THEORETICAL FRAMEWORK

Cummins' (1981) theory of the "common underlying proficiency" (CUP) supports the belief that maintenance and nurturing of the native language will assist in the acquisition of the second language. Cummins also states that the literacy-related aspects of a bilingual students' proficiency in L1 and L2 are interdependent among languages.

With Cummins' CUP theory in mind, we now add Krashen's and Terrell's (1983) theories to further support the implementation of a strategy for second language acquisition. Krashen's and Terrell's (1983) theories point to the use of meaningful communication used in a non-threatening setting which allow for self-confidence and motivation to learn.

Students in our Bilingual Programs receive their content related instruction in Spanish and other non-content related instruction in English, for example, Art, P.E., Music, and Social Studies. Students feel at ease while using Spanish and since they don't integrate with monolingual students, they don't speak English in the classroom. Many times, they don't see the need for
using English since they can communicate in Spanish with each other at school and the community supports the use of Spanish.

This study provides an opportunity for the use of a different approach that meets with the criteria of second language learning theories. The students are presented with literature that has been selected by them, is of interest to them, and which contains repetitive or predictive language.

Directed-Listening Thinking activities are used to meet the criteria of second language learning. This approach makes use of meaningful communication that allows for motivation, self-confidence, and lowered anxiety towards second language learning. The students need to communicate with the teacher in English and this allows them to use their second language to communicate.

Statement of the Problem

How do teachers structure real communication events in the classroom that will foster English language acquisition for Spanish speaking students?

Research Questions

1. How will the implementation of a Directed Listening-Thinking activity affect the students' acquisition of the second language?
2. How are the results of this study applicable to other student populations that are also acquiring a second language?
Definition of Terms

1. Bilingual Education - Bilingual education refers to situations in which students are able to study subject matter in their first language (L1) while their weaker language skills catch up. (Krashen, 1983)

2. LEP (limited English proficient) - Many of these students are newly arrived in the United States, speak little or no English, have varying degrees of formal education, and may be unfamiliar with prevailing expectations about American schools and society. (Bilingual Education Handbook, 1990)

3. CUP (Common Underlying Proficiency) - This theory expresses the point that experience with either language can promote development of the proficiency underlying both languages, given adequate motivation and exposure to both languages either in school or in the wider environment. (Cummins, 1981)

4. The Natural Approach - This approach is based on Krashen's theory of second-language acquisition: the acquisition vs. learning theory and the monitor model. The two basic principles of the Natural Approach are that (1) speech is not taught directly but rather is acquired by means of "comprehensible input" in low-anxiety environments, and (2) speech emerges in natural stages. (Terrell, 1981)

5. Oral Language Development Stages - These stages are embedded in
the philosophy of the Natural Approach as explained by Terrell (1981). The first of these stages is the "silent period" whereupon the learners are concerned with gaining competence in comprehending messages in the new language. This period may last from a few hours to several months. The second stage or the production stage consists of single word utterances or routine expressions that the learners have heard and comprehended in several contexts. The third stage, speech emergence, consists of learners producing longer and more complex utterances. (Terrell, 1981)

6. Directed Listening/Thinking Activity - This activity is based on the approach developed by Russell Stauffer called Directed Reading-Thinking Activity, or DR-TA. When using this activity the teacher utilizes three basic steps:

A. Teacher asks children what the title means and what they expect to find in this story.

B. The teacher reads from the story, clarifies vocabulary, and asks the children to predict what will happen next.

C. Teacher stops at important places in the story and asks further questions to monitor students' predictions and to permit them to continue predicting. (Johns & Espinoza, 1992)

7. Bloom's Taxonomy - Bloom (Webb, et. al. 1992) developed a widely used hierarchy of levels of intellectual behavior. It is important to
incorporate activities that apply a full range of levels in students' experiences to help them master higher order thinking skills. The levels of Bloom's Taxonomy are:

Level VI - Evaluation (making judgments in relation to specific criteria e.g. values)

Level V - Synthesis (putting together elements and parts to form a whole)

Level IV - Analysis (breaking down material into constituent parts and detecting their relationships and organization)

Level III - Application (bringing appropriate generalizations to bear in new situations)

Level II - Comprehension (grasping the meaning and intent of material)

Level I - Knowledge (remembering)
CHAPTER 2

REVIEW OF RELATED LITERATURE

The challenge of Bilingual Education has been to expedite the acquisition of L2 while promoting native language development and academic achievement. The inconsistency between methodologies at different school sites and at different school districts often hinders Bilingual students in acquiring a second language. Most of the methodologies that have been employed in the past were not successful in expediting the acquisition of L2. As Cummins (1981) states, "Confusion concerning the rationale for bilingual education, assessment of bilingual proficiency, and entry-exit criteria for bilingual programs stems from inadequate conceptualization of the nature of language proficiency and its cross-lingual dimensions (p.3)."

LITERATURE RELATING TO SECOND LANGUAGE ACQUISITION

Past classroom practices indicate a consistent pattern of exiting students out of the bilingual program as soon as they achieved communicative
competence in English. Some of these students succeeded in traditional English only classrooms, but as this district's high drop-out rate attests, many did not have the command of the language necessary to succeed in content area subjects. According to Cummins (1979) these students become "semilinguals", that is they have not fully developed in either language. Cummins (1979) states that when students are semilingual, "negative cognitive and academic effects are hypothesized to result" (p.230).

Apparently, a distinction was not made to differentiate "learning" a language as opposed to "acquiring" a language. Language learning refers to learning a foreign language formally in a foreign language classroom. Students are taught the formal knowledge of explicit rules and are error corrected. Error correction was believed to enhance language learning. Whereas, language acquisition in children is a subconscious process. Children use the language because they feel the need to communicate and, therefore, acquire the language without being aware they are doing so (Johns, 1988).

The teaching-learning beliefs that existed previously were based upon the notion of the teacher being the sole bearer of knowledge and provider of formal instruction with the values of the teacher's knowledge. The students were only recipients of the teachers' knowledge.

Freire (1990) describes this as a banking concept, whereupon the
teacher acts as a depositor and the student as a passive receiver of the information being transferred. Freire believes that education must be seen as a process where both are simultaneously teachers and students. This requires that the student's prior knowledge and need for communication be taken into account when attempting to learn a second language.

Current research and theory point to the use of meaningful communication that is relevant and of interest to the learner. This study will concentrate on the use of literature in combination with recent research and theory to arrive at an approach that facilitates second language learning.

Whole Language theories, as stated by Edelsky, Altwerger & Flores (1991), Goodman (1986), and Johns and Espinoza (1992), attest to the fact that students acquiring a second language must have several considerations made to allow for acquisition. The learning taking place should be student selected, learner centered, and be kept whole. The language use in this learning must be meaningful and functional, and must be learned through social interaction. The Directed Listening/Thinking activity that will be implemented relies heavily on Vygotsky's (1978) theories of social interaction. The students will be offered several opportunities to learn from their interactions with each other and with the teacher. The students involved in this study expressed their concern for learning a second language, they want to be able to communicate with others.
Most importantly, the teacher must have faith in the learners. One of the tenets of Whole Language as expressed by Goodman (1986) is respect, that is, respect for the learners. Students should be seen as children with unique backgrounds of language and experience, not as disadvantaged children.

In order to take advantage of the prior knowledge that the students bring with them, Whole Language teachers must make language learning easy. Goodman (1986) states that besides showing respect, language learning can be made easy by incorporating relevance, purpose, meaning and power.

When teaching L2, the language used should be relevant, whole and meaningful to the student. There should be a purpose for language use and the purpose must communicate meaning; "Language is learned best when the focus is not on the language but on the meaning being communicated." (Goodman, 1986)

Another important tenet of language learning through a Whole Language approach is the empowerment of the students involved. Students should be helped to achieve a sense of control over their learning, they must assume control and ownership over their use of language in school. Cummins (1989) believes that teachers have the ability to empower students through their interactions with the students. He calls this an interactive/experiential pedagogical approach.

A critical element that encourages the empowerment of students is the
development of higher order thinking skills (Hernandez, 1991). The oppressive educational experience of Spanish speaking students has included a neglect for developing thinking skills. As mentioned in the introduction, students have been victims of a teacher-centered curriculum which viewed students as recipients of the teacher's knowledge (Freire, 1990).

Hernandez (1991) calls for a shift in theoretical focus that believes in developing the cognitive-academic thinking skills of Spanish-speaking students and all other language minority students. Hernandez suggests that there are sound educational approaches and/or strategies that can be incorporated into the classroom which would meet this need. These strategies incorporate the theories of Vygotsky's (1986) Zones of proximal development. The Zone of Proximal Development is defined as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1986)."

LITERATURE RELATING TO THE USE OF LITERARY WORKS FOR SECOND LANGUAGE ACQUISITION

Using literary works to expedite the acquisition of a second language is
a feasible means of accomplishing many of the criteria stated above. Literary works that contain patterned stories, rhyming, and familiar content, will both interest, and be meaningful to the learner. Literary works are also real books which can contain pictures or illustrations that allow for comprehension of the text. Reading literary works aloud to a group of students also allows for learning through social interaction and makes a meaningful shared group experience (Vygotsky, 1986). Although only one study has been done on the use of literary works in social studies classroom to facilitate a student's acquisition of a second language, the elements that formulate this activity lend itself to the latest theories and research.

Stauffer and Harrell (1975) posit a classroom activity that incorporates several components of Whole Language learning and at the same time meets many of the criteria of Krashen's (1983) acquisition hypotheses. Using Directed Listening-Thinking Activities, which is a derivative of Directed Reading-Teaching Activities by Stauffer and Harrell (1975), allow for retelling and prediction of literature in English. Students use higher-level thinking skills when they are allowed to interact with the story aurally and are asked to predict what will happen next or why something happened. Students can also generate their own questions of the story.

A more simplified version of a DL-TA activity is explained in Heller's (1991) Reading-Writing Connections. She illustrates the steps that can be used
in a Kindergarten level DL-TA activity. There are five basic steps inherent in this activity.

The first step is for the teacher to preview the selection that will be read in order to determine the best places to pause and ask prediction questions. The next step is to begin by talking about the cover, title, and author, and to stimulate curiosity about the book. At this point, the teacher can begin to establish a reading-writing connection by talking about the author. The third step is to read the story aloud, pausing at places where predictions can be made. Predictions should be confirmed as the story progresses. The final step is to be patient, to allow time for conversation, discussion, and teacher/child and child/child interaction.

This activity can be modified to accommodate fourth and fifth grade second language learners. This can be accomplished by allowing the students to select the books they would like read to them and by addressing the students at their appropriate age level. Heller also explains the use of a first grade activity which includes steps for before the reading, during the reading, and after the reading. Heller (1991) stresses the point that the "overall purpose of the Directed Listening/Thinking Activity is to encourage thoughtful, active, and critical listening and thinking."

The use of DL-TA in a primary level classroom with LEP students is discussed by Boyle & Peregoy (1993). The teacher begins to incorporate DL-TA
activities with her students early in the year. She began by using a very sheltered strategy that allowed them to predict what would happen next in the story by drawing pictures. The students were permitted to share their pictures and learned that it was okay to make inaccurate predictions. As they became involved in more of these DL-TA activities their ability to predict increased. The students learned to take risks and become involved in the reading of the story.

Making sense of what was read and incorporating that meaning into the students cognitive-academic potential is reinforced by May's (1982) account of the use of a DR-TA activity in an English-only classroom. In this account, the teacher experiences a reading selection along with the students. She probes their thoughts as to what they have read, asks questions to stimulate further thinking, and praises them for their insights. The implementation of this DR-TA activity produced higher levels of comprehension than those that test the student's memory at the end of the reading. May's (1982) literature on DR-TA stresses the higher levels of comprehension inherent in this activity. The teacher is always asking questions that allow for the comprehension of the reading, such as "What do you think", "Why do you think so", and "Can you prove it?"

Current second language theory supports the use of Directed Listening-Thinking Activities. Directed Listening-Thinking Activities...
incorporate comprehensible language, that is predictable and meaning centered. Students are offered the opportunity to interact with each other and the teacher to make sense of what is being read, to predict, and to confirm or disconfirm their predictions. Terrell's theories on the use of the Natural Approach towards language acquisition also point to the use of comprehensible communication through social interaction.

An example of a whole class activity using DL-TA is given by Whisler and Williams (1990). Students are involved in reading paragraphs out of sequence. They must be able to read their paragraph at the right sequence. This, of course, necessitates that students be more fluent in the use of English. This is an activity that can be used after the students are successful with more simplified versions of DL-TA.

Richard-Amato & Snow's (1992) discussion of the use of a Directed Reading Thinking Activity with LEP students lends support to using this activity to promote second language acquisition. They believe DR-TA to be highly effective when applied in social studies lessons for LEP students. The students are asked to brainstorm on their prior knowledge of the topic and then predict what will occur in the lesson. This arouses the students' interests and motivates them to read and validate their predictions. Students are, therefore, challenged to make corrections and in so doing assimilate new information into their old information. Their interactions permits the
teacher to evaluate how much the students understood the subject matter.

In reviewing the literature, another model that facilitates the transition from L1 to L2 was uncovered. This model, called Cooperative Integrated Reading and Composition (CIRC) is also based on the latest theories and research related to second language learning. Calderón et al (1992) have implemented a five year project in Texas and California to test the effectiveness of this CIRC model. The original CIRC model was developed to be used with monolingual English students, so this model was adapted to meet the needs of bilingual students.

Bilingual students involved in the CIRC model were provided with several opportunities to interact as a dyad, small group, or whole class group. Students were presented with three phases of a lesson cycle. The phases consisted of activities before reading, activities during reading, and activities conducted after reading.

The activities conducted before reading were aimed at building familiarity with the content through brainstorming vocabulary related to the theme being introduced. Team building activities were then incorporated through the construction of team posters that would illustrate and define their particular theme being studied. Making predictions as a class about what will happen in the story is also included as part of phase I.

The second phase includes activities which foster comprehension of the
selection being read. Students are read to by the teacher or read with their partners. The students are given a list of questions to answer which can be completed as a small group. They share their answers in the group so that all understand what each question entails. Students are learning from each other to make sense of the reading.

Phase III of the CIRC project includes story mapping activities, retelling the story in dyads or teams of four and then completing a related writing activity. Throughout the implementation of the CIRC model students are reading, writing, listening, and speaking. Using all the modalities is inherent in a Whole Language approach to teaching.

The CIRC model incorporates into, through, and beyond activities related to the basal series that the study incorporated, Campanitas de Oro by MacMillan. The activities are presented for use by the whole class or small groups and are intended to promote higher level thinking skills and to encourage cooperative learning. The results of this study have so far showed positive academic growth by the students involved in the study.

Richard-Amato (1988) discusses several other theories that support the classroom as a positive vehicle for second language learning. Richard-Amato believes that two assumptions concerning second language learning in the classroom are supported: (1) that there are sufficient numbers of similarities between first and second language acquisition to support a common theory,
and (2) the classroom can be an appropriate environment for acquisition.

The review of the literature has shown the soundness of integrating a Directed Listening/Thinking activity in the classroom to promote second language learning. Although this project is aimed at expediting the transition to Stage Three of oral language development, it does not mean that students will automatically be able to comprehend content courses in English. The aim of this study is to facilitate the process of L2 acquisition by means of a Directed Listening-Thinking activity and to provide a foundation that will enhance their self-esteem in terms of acquiring a second language.

This project is an attempt at facilitating the first steps towards acquiring a second language. Students must be allowed several years to have near native command of a second language. This Directed Listening-Thinking activity would provide an opportunity to develop Basic Interpersonal Communication Skills (BICS).

The distinction must be made between Basic Interpersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALPS) (Cummins, 1979). BICS refer to aspects of language proficiency associated with basic communicative fluency of the native language. These skills are not highly correlated with the language used for literacy and academic achievement. Whereas CALPS refers to aspects of language proficiency that are strongly related to the language used for literacy and
academic achievement. Cummins would argue that the CALPS must be developed in order to achieve mastery of L2 (Adamson, 1993).

The review of the literature exposed a fairly new hypothesis related to second language learning. That is the development of interlanguage systems whereupon non-native speaking students do not learn to produce second languages; what they do is create and develop interlanguages in particular contexts (Selinker, 1991).

Interlanguages refer to the approximation to the target language that a non-native speaker is alluding to. That is learners create second language systems that have forms and many times meanings which do not appear in their native language nor in their target language.

In relation to this study, the notion of interlanguages will be kept in mind and used to allow students to experiment and grow in their use of the target language (English).

SUMMARY

In reference to all the literature that was presented in this chapter, it is apparent that the implementation of a Directed Listening/Thinking is an appropriate strategy to use to expedite the acquisition of a second language. The latest theories and research reviewed call for comprehensible, relevant, meaning-centered strategies used to promote L2 learning. The California
State Department of Education Bilingual Education Handbook summarizes effective ESL instruction as follows; instruction that is highly comprehensible, low-anxiety situations, content appropriate to the student's development, primary focus on meaning, reflecting the student's needs, interests, and life experiences, and finally the negotiation of meaning in English between student and teacher.
Chapter 3

DESIGN/METHODOLOGY

The literature review supports the notion that students acquiring a second language need to be presented with comprehensible input in a non-threatening environment so as to lower their affective filter (Krashen & Terrell, 1983). The literature also attests to the fact that there has only been one study relating directly to the use of Directed-Listening Thinking Activities (Stauffer, 1981) with students acquiring a second language. Amato and Snow (1992) related the effectiveness of incorporating a Directed Reading Thinking Activity with LEP students in social studies classes.

DATA NEEDED

In order to implement a Directed-Listening Thinking activity in the classroom, several students had to be identified as being in Stage One or Stage Two of language acquisition (Krashen & Terrell, 1983). Stage One refers to the "silent period". This is the stage whereupon the students are concerned with gaining competence in comprehending messages in the new language. Stage Two refers to students whose second language production consists of single word utterances or routine expressions that the students have heard or comprehended in several contexts.

Several students were given an oral test to determine their level of second
language production. For the oral test, a paragraph from a book in English was read to each student individually and a set of questions was asked of each student. (See Appendix A). The students that were unable to respond in English and the students that used only one word responses were selected for the study.

SUBJECTS

A total of six students were selected for the study. All of the students selected were female. The students selections were based on their responses to an oral language activity in English and on teacher observation of their speech behavior during English language development sessions. Although, the entire group is comprised of female students, this is not a reflection of all Spanish speaking fourth and fifth grade female students. As it occurred in this classroom, the students that were in need of oral English language development happened to be female and so were incorporated into the study group.

Two of the students are in the fifth grade and the rest are fourth graders. All of the fourth grade students have attended school in the United States since Kindergarten. One fifth grade student has attended school in the United States since third grade and this is the first year for the other fifth grade student.
METHODOLOGY

An applied research approach will be used in this project in order to promote and facilitate the acquisition of a second language for Spanish speaking fourth and fifth graders. Applied research was selected as the vehicle through which this project is conducted because applied research is oriented to a specific problem. The specific challenge is to expedite the acquisition of a second language.

As stated by Wiersma (1991), "one type of applied research is action research - research conducted by a teacher or administrator to aid in decision making in the local school (p.13)." This project is focusing on the solution of a continual problem in Bilingual Education, the acquisition of a second language. A small group of six students will be involved in Directed Listening-Teaching Activities incorporated through action research.

In order to expedite the learning of a second language the use of Directed-Listening Thinking activities (Stauffer, 1981) were implemented on a regular basis. This group that was selected was presented with several Directed-Listening Thinking Activities and their responses were recorded on audio tape.

This DL-TA activity is based on the approach developed by Russell Stauffer (1981) called Directed-Reading Thinking Activity, or DR-TA. When using this activity the teacher utilizes three basic steps:
- In the first step, the teacher asks the students what the title means and what they expect to find in this story.

- In the second step, the teacher reads from the story, clarifies vocabulary, and asks the students to predict what will happen next.

- During the third step, the teacher stops at important places in the story and asks further questions to monitor student's predictions and to permit them to continue predicting.

All of these sessions were audiotaped.

Picture books with interesting and predictable story lines were used to allow for comprehensible input. The students were only allowed to express themselves in English while the teacher facilitated their comprehension of the story. The students were given a questionnaire prior to beginning the activities to allow them to decide upon the themes of the picture books that the students would be presented with. (See Appendix B.) The themes of the questionnaire included farm animals, adjectives, colors, counting, families, games, objects found outside the house, objects found inside the house, feelings, and sizes. Their choices were tallied and used as a basis for the selection of the literature. Their first choice was kinds of games to play and their second choice was feelings.

Another very important element of the implementation of this activity was the use of Bloom's Taxonomy (Bloom, 1956) when the teacher was
phrasing the questions. Students were asked to predict what would happen next, to explain why something happened in the story and to explain what the selection meant to them. This would allow for longer responses and would also allow for higher level thinking skills when responding.

The study began by using the literature the students selected. (See Appendix C.) Each day the students sat down with the teacher to listen and respond to a picture book. The activity usually lasted from fifteen to twenty minutes during which they are asked to predict what would happen or were presented with other higher order thinking questions. Their response required more than a one word response since the questions asked expected them to explain themselves. Each student's individual responses were charted and compared to their level prior to the implementation of the study. Each student's progress was used to indicate whether or not they have attained a higher stage of second language acquisition.
CHAPTER 4
ANALYSIS AND RESULTS

As has been indicated, an action research approach was used in order to incorporate Directed Listening-Thinking Activities in English with a group of fourth and fifth grade Spanish speaking students. The results of the twenty-nine sessions of DLTA were analyzed and the results discussed in order to answer the research questions.

1. How will the implementation of a Directed Listening-Thinking activity affect the student's acquisition of the second language?

2. How are the results of this study applicable to other student populations that are acquiring a second language?

Although this action research study involved a small group, it is necessary to analyze each individual student's progress before the group being studied is compared to other similar populations.

Students involved in the group were given a fictitious name in order to maintain their anonymity and to define what occurred in each individual cases. The data gathered was discussed first by individual student, and then was discussed as a whole group study.

AIDA

Aida is a fourth grade student at this school. She has been enrolled in
bilingual classes since attending kindergarten. Her home language is Spanish. As indicated by her classroom behaviors of not volunteering answers aloud in class, and being very hesitant to take risks, Aida is an introvert. Consequently, she is very shy about speaking out in class in either language.

Aida was given an oral test in English at the onset of the project. She was asked to listen to a paragraph from a short story on México entitled *Hummingbird and Eagle*. The teacher read the paragraph out loud to Aida and she was asked if she understood what the paragraph was about. Aida responded that she did not understand. Aida was also asked to if she knew what the story was going to be about and Aida responded, "No." Aida was then selected for the study.

Aida and the rest of the students in the study were given student questionnaires to determine what specific themes in English they would like to learn more about. Through the use of these questionnaires, the students were given ownership of the project because their answers to the questionnaire aided in the selection of the picture books to be read. Formulating the student questionnaire was an intentional strategy to allow for whole language pedagogy. The underlying reason for this procedure was to allow the teacher to develop a feeling of respect and trust to be built between the students and herself. As stated by Edelsky, Altwerger, and Flores
(1991), "Still another whole language tenet is respect for and trust of teachers and learners. In this professional theory, learners and teachers are seen as capable of directing their own educational lives (p.9))."

Aida's response to the questionnaire indicated that she was interested in the following topics in this order: farm animals, activities to do outside, games, sizes, descriptive words, house objects, counting, families, feelings, and ultimately, colors.

Although games was her third choice, a tally of the total group's responses to the student questionnaire indicated games to be the first choice for the group.

The first DLTA took place on the November 30th, 1992. Mercer Mayer's *Play With Me* was read to the group. The teacher read the title and showed the picture on the cover page to elicit predictions from the group. Aida only responded at one point during this activity. In the story, nobody had time to play with the little boy. He kept going around and asking people to play with him. Towards the end of the story, he asks his sister to play with him. The teacher asked the group, "What do you think is going to happen at the end of the story?" Aida responded, "She's going to play with him." Aida was indicating that the sister would play with the little boy. Aida was correct, the sister did play with the little boy. That was the only response received from Aida during the first session of DLTA.
During the second session of DLTA on December 12th, 1992, Aida also gave only one response. The book being read was *Roxaboxen* by Barbara Cooney. This was a story about a make-believe play town that the children in the story created and came back to visit as adults. The teacher asked the group, "Why do you think Roxaboxen was always there?", and Aida responded, "'Cuz' her friends were there."

By the third session, Aida displayed more self confidence and had more responses and predictions. *Love You Forever* by Robert Munsch is read for this session. This story is about the love of a mother for her child and how she shows her love by carrying him and singing a special song for him. Aida had seven responses as compared to only one response in the first session. Her longest response was, "for to get in the window of the room." Aida is responding to the teacher's question, "Why does she (the mother) have a ladder on the top?"

Aida progressed quickly from the Early Production stage to Speech Emergence and finally to Intermediate Fluency. During the fifth session on December 7th, 1992, Aida responded on a consistent basis. She appeared to be very confident about her articulations in English. During this session the book entitled *The Quilt* by Tony Johnston and Tomie dePaola was read. This story is about a quilt that is made for a little girl during colonial America and how this quilt becomes the property of another little girl of modern America.
During the reading the teacher asked the group to point out the distinctions between the two little girls. Aida responded by saying, "Because the little girl has pants and the other little girl has a dress."

Aida's responses for the remainder of the sessions continued to increase in length and occurrence. Aida reached the threshold at which this study was aimed at earlier than the others. As had been previously mentioned, Aida is a very shy little girl. Regardless, her desire and motivation to learn English and the opportunities presented for her to practice her oral English speaking abilities during DLTA showed significant progress because she began with a single response and ended by using complete sentences.

Aida's response to the post-test didn't show the progress that was evident throughout the DLTA sessions. The teacher read the same selection to her in English and asked the same questions as before. She only risked a one word answer, "México." Aida might have been intimidated by the fact that there were no pictures that she could base her prediction on and also was administered the post-test on an individual basis. Being a shy child, she needed the support that was given by her peers when involved in DLTA sessions.

FLOR

Flor is the second student involved in this action research project that also
showed a quick transition from the Early Production stage to almost
Intermediate Fluency stage. Flor was the student who was extremely
concerned with her ability to speak and understand English when she was
involved in the Enrichment rotations with the other English dominant
classrooms. She consistently expressed her fear of not understanding what
the teacher would say to her and of getting in trouble because she had not
understood the directions given.

Flor's home language is also Spanish. She has attended school in the
United States since third grade. Flor is currently a fifth grade student. Flor
has always been enrolled in Bilingual classes.

Flor is not as shy about speaking out in class as Aida was. Flor is very
verbal in Spanish in the classroom. She understands a lot of English but
refuses to speak it. When Flor was given the initial oral reading test in
English by the teacher, she responded in Spanish. She was able to understand
part of the selection but could not verbalize her response in English. Flor was
then selected for the study.

Flor's answers to the student questionnaire were ordered as follows:
families, games, feelings, counting, activities to do outside, colors, farm
animals, descriptive words, sizes, and house objects. As mentioned
earlier, games was the theme of the first session since the majority of the
group selected it.
Flor began the first session on November 30th by displaying a willingness to learn and to voice her opinions. After completing the reading of Mercer Mayer's *Play With Me*, the teacher asked the group, "How does this story remind you of you?" Flor responded, "My cousins 'don' want to play with me." She obviously comprehended the intent of the story and internalized the dilemma that the little boy faces when nobody wants to play with him.

Flor responded four times to the teacher's questions. Each of her responses ranged from two words to the eight word selection noted above.

Flor started off the sessions by being involved and interested.

During the second session of DLTA, when the selection being read was *Roxaboxen* by Barbara Cooney, Flor became very involved in responding and predicting. She responded a total of thirteen times. Towards the conclusion of the story, the teacher asked, "What else do you think is going to happen now?" Flor answered by saying, "She 'don' like play that. She 'don' like cars or horse."

The next four sessions of DLTA don't reveal consistent improvement by Flor. She was still very involved in answering and predicting but her responses were short. For example, during the seventh session the teacher read *I Was So Mad* by Mercer Mayer, and Flor's longest response during this session was, "The boy like play the animals." She comprehended all that was being read but did not show noticeable improvement in the length of her
responses until the eighth session on December 12th, 1992.

All of the students involved in this study were very verbal during the reading of *Merry Christmas, Mom and Dad* by Mercer Mayer. This session made it very apparent that background knowledge is a major factor to consider when trying to expedite oral language facility. All of the students were very involved and were asked to take turns speaking because they all wanted to answer at once.

While reading this story, the teacher asked the students what they think is going on in the picture of the little boy's home during Christmas. The students noticed a nail on the door. Flor said, "When his sister, sister open the door it going to broke it."

Flor like Aida, also demonstrated quite a measurable leap in oral language fluency in English over a period of two weeks. As in Aida's case, Flor had the motivation and desire to speak English. Through being involved in DLTA sessions on a regular basis, Flor was afforded the opportunity to practice her English speaking skills. As is evident in her speech patterns, Flor still displayed errors in usage when speaking English but all that she said was comprehensible.

Flor was administered the post-test at the conclusion of the study and displayed as much growth as was evident in the DLTA sessions. The teacher asked her the same questions as before; could she understand what the
selection was about and could she predict what would happen in the story. Flor had responded that she didn't know what the selection was about in the pre-test and in the post-test she answered, "That years ago México and nobody knew the name, nobody can have, nobody can be there." Flor had comprehended the gist of the selection and was able to verbalize her response in a complete sentence.

BELEN

Belén has been a student in the United States since kindergarten. She has always been enrolled in bilingual classes. She is now a fourth grade student. Belén is a lot like Aida. She is also an introvert and thus is very shy and reserved. Her home language is also Spanish.

When Belén was given the oral English test by the teacher she said that she did not understand. She could not respond to the teacher's questions regarding the text. She was, therefore, selected for the study.

Belén's answers to the student questionnaire were scaled in the following order: colors, games, feelings, families, farm animals, sizes, household objects, counting, activities to do outside, and descriptive words. Games was her second choice, but nevertheless that was the first theme selected for our initial DLTA session.

Belén did not respond at all during the first session on November 30th, 1992 and during the second session on December 12th, 1992 she was absent.
Although the theme being read during the first session was her second choice, she did not even have a yes or no answer to any of the questions posed by the teacher.

Belén was obviously very familiar with the book being read during the third session on December 2nd, 1992. The book Love You Forever by Robert Munsch was a favorite of Belén's. She responded twenty-two times to the teacher's questions and predictions. This was another classic example of how familiarity with the topic and prior knowledge can be conducive to rapid acquisition of a second language. At one point in the story, the mother still misses her son even after he has married and moved away. The teacher then asked the group what was going to happen next and Belén answered, "He's gonna sleep and the mom is gonna go to the house." Belén knew all that was going to happen in the story and was very willing to verbalize it.

Belén was very involved during the following DLTA sessions. Her answers were plentiful and ranged from one word responses to longer phrases. Evidence of this growth first occurred on December 4th during the fourth session of DLTA when Hana Upstairs and Hana Downstairs by Tomie dePaola was being read. This story is about a small boy who has a great grandma who lives in the second floor bedroom of his grandmother's house. The story is about the boy's relationship with both his grandmas. The teacher asked the group what they think the boy and the grandma are going to do
next. Belén answered, "The grandma and the boy gonna go to the house."
Belén meant that they are going to go to great grandma's house. Later in the story, the teacher asked, "What might the boy do now?" Belén answered, "Talk."

Belén comprehended the story and was involved in answering the questions but did not reach her threshold of oral English speaking until the fifth session on December 7th, 1992. This was the same day Aida achieved Intermediate Fluency.

_The Quilt Story_ by Tony Johnston and Tomie dePaola was read for the fifth session. Belén was very involved in answering questions and making predictions. The majority of her responses consisted of more than six words. Belén's longest response occurred when the teacher asked about the two girls involved in this story. The group was discussing whether both of the girls were indeed only one. They decided that there were two girls in this story. The teacher asked, "What do you think is going to happen now?" Belén answered, "The girl, the other girl is gonna look this girl with the, with the quilt."

Again, Belén's transition from one phase of English oral language skills to another so quickly can be attributed to a number of factors. These factors include motivation to learn, increased self-confidence, and the opportunity to interact with DLTA in a non-threatening environment.
Belén's response to the re-reading of the post-test selection demonstrated her growth in terms of oral English language skills. For her pre-test, Belén had answered that she didn't understand the selection, hence, she failed to respond to the teacher's questions about the reading. On her post-test Belén answered, "México, eagles." Although, she didn't have the length in her response for the post-test as she had demonstrated in the DLTA sessions, Belén's growth in length of responses was evident. She could not expand on her response, although she had comprehended the selection during the post-test.

SUSI

Susi is another fourth grade student involved in this study. At first, the teacher was reluctant to include her in this study because Susi is a Special Education student, but she was included because the teacher was afraid that her self-confidence would be shattered if she did not manage to increase her English oral speaking skills. She is enrolled in the Special Education class because her reading and writing skills in Spanish are at the first grade level.

Susi was enrolled in school in the United States since kindergarten. She has been in bilingual classes all along. Her home language is also Spanish. When given the oral English test on a selection from Star Mountain and Other Legends of México by Camilla Campbell, she answered that she did understand what the paragraph was about. Yet she could not verbalize her
Susi’s response to the student questionnaire were recorded in the following order: colors, games, feelings, families, activities to do outside, counting, sizes, describing words, farm animals, and household objects.

Susi’s involvement in all the DLTA sessions was very interesting. She was very willing to listen and to answer the teacher’s questions, as well as give predictions about the story. In the first seven sessions, Susi answered in short phrases and in one or two word responses. With each new selection that was being read, Susi increased her number of responses given and the length of the responses also increased each time. For example, during the first DLTA session, Susi only responded once. To the teacher's question of what is the little boy going to do next in the story Play With Me by Mercer Mayer, Susi answered, "Play with his sister."

During the next six sessions, the quantity of her responses increased gradually. On December 7th, 1992 when listening to The Quilt Story by dePaola, Susi’s response length had increased. The group was discussing the differences between the two girls from the story. Susi mentioned that, "Her hair is more bigger." Meaning that the first little girl that appeared in the story, must have been the original owner of the quilt.

By the eighth session, Susi's responses were consistently longer. On this day, Merry Christmas, Mom and Dad by Mercer Mayer was being read and
discussed. This was the selection that made all of the students so verbal that they were asked to wait their turn to answer. All of Susi's responses by this date, December 9, 1992, consisted of six words or longer. The students were asked what the little boy was going to do next. Susi said, "The little boy is going to put the decorations on the tree."

During the remainder of the sessions Susi's responses continued to lengthen. Susi also required two weeks to increase her oral English production from Early Production to beginning Intermediate Fluency. Her self-confidence increased dramatically. So much so, that her Special Education teacher also noticed the difference in her personality. Susi became more outgoing and more willing to share her opinions.

Susi responded in her pre-test that she understood what the selection *Hummingbird and Eagle* was about but was unable to verbalize her response in English. For the post-test, Susi was again read the selection and asked if she knew what it was about. Susi responded, "About México, it's going to talk about names." Susi had given an accurate prediction of what the reading was going to be about. Susi's pre-test and post-test comparison agreed with her tremendous DLTA growth. Susi had progressed from the Silent stage to answering in complete sentences.

GLORIA

Gloria is another fourth grade student involved in this action research.
She has great artistic abilities and is progressing above grade level in her content area subjects in Spanish. Gloria has also been enrolled in school in the United States since kindergarten. Her home language is also Spanish.

Gloria's reluctance to speak English is baffling. The teacher has asked her on several occasions why she refuses to speak in English and Gloria responded by shrugging her shoulders. She appears to be embarrassed to speak English. As mentioned above, she is very intelligent and does understand a great deal of English.

Gloria was also presented with the oral English test from Campbell's book *Star Mountain and Other Legends of México*. She understood the selection and responded with one word answers. She was also chosen for this study based on her reluctance to speak English.

Gloria was administered the student questionnaire and her response was recorded in this order: feelings, games, farm animals, colors, activities to do outside, household objects, sizes, families, counting, and descriptive words.

Gloria becomes very involved in each session. She responded to the questions, predicted, and even shared her personal insights into the stories. However, Gloria displayed a lot of hesitation when trying to speak in English. It's as if she wanted to have the perfect response before she verbalized it.

She demonstrated that she wanted to achieve perfection before she could speak. This was evident in the third session on December 2, 1992. The
selection read was Love You Forever by Robert Munsch. The group discussed why the mother still goes over to her son's house, who is now a man, and still picks him up, rocks him, and sings to him. The teacher has asked the students, "He's a man now. Why does she still do that?" Gloria answered, "Because, because she remembers when, when, when he was little."

One can see Gloria's insight as to the intent of the story and it is, also, evident that Gloria was very hesitant when responding. Yet by the fourth session she has achieved Intermediate Fluency. On December 4th, 1992, the students were responding to Hana Upstairs and Hana Downstairs by Tomie dePaola. Gloria's responses during the reading of this story increased in length. At the onset of the story, the teacher has asked the students to predict what the story would be about. The students had only the title of the story and the cover picture to base their predictions on. Gloria answered, "That the boy, that the grandma and the boy going to the house of the grandma."

It only took Gloria one week to be able to formulate lengthy oral English responses with the use of DLTA. Her case demonstrates that Gloria only needed a little encouragement. She needed to build up her self-esteem when it came to speaking in English. She had all the information needed stored within her, but she lacked the confidence and motivation to formulate phrases in English. DLTA offered her a low-anxiety method of practicing her
oral English speaking skills.

Gloria also demonstrated a great amount of growth when comparing her pre-test and post-test results of the selection by Campbell, *Hummingbird and Eagle*. For her pre-test, Gloria had answered with one word answers, "Yes" and "México". Whereas, when she responded to the teacher's question as to what the selection was about Gloria responded by saying, "México, many years ago it was named another name." Her pre-test and post-test results also matched the growth evident during the DLTA sessions.

CRUZ

Cruz is another very special case. This was her first year in the United States. She is also very intelligent, but she does not show the motivation needed to learn English quickly. Cruz was in fifth grade. She had been studying in México and was a very advanced student over there. Cruz was very disappointed that she had to leave her hometown to come and live in a new country.

Of course, Cruz was unable to comprehend the selection for the oral English test from Campbell's book. She was unable to respond. She was selected for this action research study because of her intellectual abilities. This appeared to be an asset when the study began.

Cruz was at the Silent Period stage at the onset of the study. During the DLTA sessions she would listen intently to what was being read and she
would pay a lot of attention to pictures of each story, but she was reluctant to respond orally. However, on a few occasions, Cruz asked the other students how to say certain words in English.

On December 8th, 1992, the group was read *I Was So Mad* by Mercer Mayer and Cruz said her first English word, "tomato." She said this at the point in the story when the little boy was watering the garden and Cruz could see the tomatoes in the garden.

The next series of sessions were the same for Cruz, she would only limit herself to listen and watch and did not attempt to answer any questions or make any predictions. She appeared to have lost interest in being involved in this DLTA study. At the end of each story, the teacher would question her as to what she comprehended from the story that had been read. Cruz always explained exactly what had happened in the story in Spanish but she would not speak in English.

Cruz's longest response came on February 17th, 1993. She had two words to say when *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst was being read: "Bad day."

During the course of this study, Cruz only managed to move from the Silent Stage to the beginning of Early Production. She understood a lot of English by now but was not ready to risk speaking English. She did not have the motivation or the need that the others had shown.
Although, the growth in her comprehension of the selections was also evident when administered the post-test, Cruz was again read *Hummingbird and Eagle* by Campbell and asked if she knew what the story was about. She said, "Yes". Cruz was unable to give a long response but she did explain in Spanish that the selection was about the continent of México. For her pre-test, Cruz said that she didn't understand what the selection was about but for the post-test, she was able to give a prediction and a one word response in English. Cruz had transitioned herself from the Silent stage to responding with one or two word answers.

The period of time it took the majority of the group to transition themselves from one stage of English oral language skills to another was compared with the results of the teacher questionnaires given (See Appendix D). The questionnaires that were returned made note of the fact that English language acquisition can vary from individual to individual. One of the teachers mentioned that she had two of her students who were able to move along quickly in English to short sentences in three months.

Overall, a summary of the information gained from the teacher questionnaires indicated the group that had been involved in DLTA sessions proved to move along quicker than the group that didn't use DLTA. The DLTA group was able to transition itself within two weeks to long sentences, with the exception of one student who did not show the motivation apparent
in the rest of the group.

RESULTS

The results of this action research study demonstrated the effectiveness of incorporating an activity that promoted reduced anxiety, increased motivation and self-confidence when acquiring a second language. The students were able to move along quickly in their oral English speaking skills development because they were provided with comprehensible input that allowed for greater understanding of the selection being read.

In addition, a comparison of pre-test and post-test data revealed substantial growth both with respect to individuals and the group as a whole. Each individual demonstrated growth to a different degree. Half of the group progressed to one and two word utterances, whereas the other half showed enormous growth. They progressed to nine word utterances. This displays remarkable growth since the transition to nine word utterances occurred over a period of two weeks.

Table 1, on page 57, indicates that the students who demonstrated the least amount of growth were Aida and Cruz. Aida was unable to formulate a lengthy response because she felt intimidated by the lack of picture cues and the lack of support offered by her peers during the DLTA sessions. Aida's growth in the DLTA sessions was quite noticeable since she progressed from
one word responses to lengthy sentences. (See Appendix E.)

It was initially expected that Cruz would not have substantial growth and Table 1 indicates that her growth was minimal, when actually she had grown tremendously when compared to the group that had not been engaged in DLTA. Cruz had been able to transition herself from the Silent Period to one and two word responses in nine weeks, whereas, the group that had not been exposed to DLTA took an average of two to three months to transition themselves out of the Silent Period.

Belén's growth as demonstrated in Table 1 also appears to be minimal but she had managed to transition herself from the Silent Period to two word responses. Belén's growth during the DLTA sessions was also remarkable since she was able to formulate lengthy sentences over a period of two weeks.

The students with the most growth were Susi, Gloria, and Flor. The three of them managed to formulate nine word responses for their post-test, as compared to no response on their pre-test. It is evident that their participation in DLTA was of great assistance to them in developing their oral English language skills. Their growth as displayed in Table 1 is in agreement with the growth evident in their DLTA sessions.
Table 1 - Comparison of pre-test and post-test data

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belén</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cruz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-test = X
Post-test = O

Red = Pre-production (silent period)
Green = Production
Blue = Speech Emergence
The majority of the group had been enrolled in Bilingual classes throughout their years in elementary school. As students in Bilingual classes, they were offered ESL curriculum, but were probably being taught specific words in isolation rather than allowed to engage in real communication events. That was the greatest factor of the enormous growth in oral English speaking skills through DLTA. The students were allowed to communicate their predictions, feelings, and questions regarding the selection being read. As stated by Edelsky, Altwerger, and Flores (1991), "In a whole language perspective, it is not just oral language that counts as language. Oral language, written language, sign language - each of these is a system of linguistic conventions for creating meanings...It means that whatever is language is learned like language and acts like language (p.9)."
CHAPTER 5
DISCUSSION

The results of this action research study incorporating a Directed Listening-Thinking Activity to promote oral English skills agreed with the latest literature and research on fostering ESL. DLTA matches with whole language theories of providing an environment in the classroom where real communication events take place. Students were allowed to express themselves without fear or anxiety, resulting in an increase of self-confidence.

Conclusions

Upon beginning this study and having listened to the audio-taped recordings of each DLTA session, it was apparent that teachers had been conditioned to be the center of the classroom. As indicated in the opening chapter, teaching and learning was viewed as teacher-focused. The students are in the classroom to learn from the teacher. The first few DLTA sessions revealed that the teacher was constantly speaking and not allowing the students to take time to ponder and formulate their responses. Rather, the teacher was bombarding them with information and questions.

Marling and Searle (1991) promote the fact that students need to be presented with authentic situations for using language. They suggest that
students be allowed to try language out. Language should not be fragmented, rather it should be presented as a whole and made comprehensible for second language learners.

The students in the DLTA group were offered these opportunities for using language in a meaningful setting as they were allowed to predict and discuss each reading selection. Language was kept whole and focused on what happened in each selection. Students interacted with each other and with the teacher to use the language they had been presented and their prior knowledge of language which was made comprehensible from the pictures they saw.

All second language learners can benefit from DLTA sessions. DLTA is a viable way to acquire a second language without raising anxiety or fragmenting language. The theme of the picture book is made comprehensible through the illustrations and through the discussion involved during each session.

Another facet that DLTA affected greatly was the students' self-esteem. Even the Special Education student benefited from being involved in this study. Her self-esteem increased tremendously and helped her better herself in other areas. The students who had all the English know-how but were embarrassed to speak English also benefited from DLTA, since, they had the opportunity to practice speaking English in a comfortable setting.
Implications

The results of this study further confirm the effectiveness of using a Whole Language based activity to promote second language learning. All ESL programs should include opportunities for students from Bilingual classes and students from Monolingual English classes to interact with each other and learn from each other.

The best way to learn a second language is to be provided with an enriching environment that fosters trust among the teacher and the learners. An environment that is rich in social interaction provides comprehensible input through real communication events.
APPENDIX
APPENDIX A

ORAL TEST

*Hummingbird and Eagle*, a selection from *Star Mountain and Other Legends of México* by Camilla Campbell

Did you ever wonder where the enchanting country of México got its name? This part of the American continent, whose history is so old that no man has traced the beginning of it, was known by many different names long before it was called México.
APPENDIX B

STUDENT QUESTIONNAIRE

Nombre
Fecha

Cuestionario del aprendizaje de inglés

Marca cada tema de acuerdo con un número que enseña tu preferencia. Empieza por marcar tu tema preferido con el número 1 sigue hasta que hallas marcado todos los temas.

____ Animales de la granja
____ Adjetivos
____ Colores
____ Contando
____ Cosas para hacer afuera
____ Familiares
____ Juegos
____ Objetos de la casa
____ Sentimientos
____ Tamaños
APPENDIX C

PICTURE BOOKS LIST

Carle, Eric. *A House for Hermit Crab*
Carle, Eric. *The Grouchy Ladybug*
Carle, Eric. *The Very Busy Spider*
Carle, Eric. *Rooster's Off to See the World*
Carlstrom, Nancy. *Jesse Bear, What Will You Wear?*
Clifton, Lucille. *Everett Anderson's Goodbye*
Cook, Bernardine. *The Little Fish That Got Away*
Cooney, Barbara. *Roxaboxen*
de Paola, Tomie. *Hana Upstairs & Hana Downstairs*
de Paola, Tomie. *The Quilt Story*
Keats, Ezra Jack. *Whistle for Willie*
Lionni, Leo. *Frederick*
Martin, Bill. *Brown Bear, Brown Bear*
Mayer, Mercer. *Just Grandma and Me*
Mayer, Mercer. *I was so Mad*
Mayer, Mercer. *Merry Christmas, Mom and Dad*
Mayer, Mercer. *Play with Me*
Mayer, Mercer. *There's a Nightmare in My Closet*
Munsch, Robert. *Love You Forever*
Nodset, Joan. *Who Took the Farmer's Hat?*
Numeroff, Laura. *If You Give a Mouse a Cookie*
Paek, Min. *Aekyung's Dream*
Rohmer, Harriet. *The Invisible Hunters*
Rohmer, Harriet. *Uncle Nacho's Hat*
Shulevitz, Uri. *The Treasure*
Slobodkiner, Esphyr. *Caps for Sale*
Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
Wilhelm, Hans. *Let's Be Friends Again*
Wood, Audrey. *The Napping House*
APPENDIX D

TEACHER QUESTIONNAIRE

Name
Grade Level
District

1. How many Spanish dominant students do you have?

2. Do you have an ESL Component in your Bilingual Program?

3. If yes, how many minutes a day do you spend in ESL activities?

4. Do you incorporate Directed Listening-Speaking Activities through the use of picture books as part of your ESL Component?

5. How many children do you have that you would consider being in "Stage Two Period" (one word, two word responses) in English?

6. How long would you estimate a Spanish speaking child spends in "Stage Two Period" in your classroom?
### APPENDIX E

**DATES OF DIRECTED LISTENING-THINKING ACTIVITY**

<table>
<thead>
<tr>
<th>1st week</th>
<th>2nd week</th>
<th>3rd week</th>
<th>4th week</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-30-92</td>
<td>12-7-92*</td>
<td>12-14-92</td>
<td>1-5-93</td>
</tr>
<tr>
<td>12-1-92</td>
<td>12-8-92</td>
<td>12-15-92</td>
<td>1-6-93</td>
</tr>
<tr>
<td>12-2-92</td>
<td>12-9-92*</td>
<td>12-16-92</td>
<td></td>
</tr>
<tr>
<td>12-3-92</td>
<td>12-10-92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-4-92*</td>
<td>Aida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloria</td>
<td>Flor</td>
<td>Belén</td>
<td>Susi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th week</th>
<th>6th week</th>
<th>7th week</th>
<th>8th week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11-93</td>
<td>1-19-93</td>
<td>1-28-93</td>
<td>2-2-93</td>
</tr>
<tr>
<td>1-22-93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th week</th>
<th>10th week</th>
<th>11th week</th>
<th>12th week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-17-93*</td>
<td>2-24-93</td>
<td>3-1-93</td>
<td>3-11-93</td>
</tr>
<tr>
<td>2-18-93</td>
<td></td>
<td>3-3-93</td>
<td></td>
</tr>
<tr>
<td>2-19-93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cruz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13th week</th>
<th>14th week</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-16-93</td>
<td>3-22-93</td>
</tr>
<tr>
<td>3-17-93</td>
<td></td>
</tr>
<tr>
<td>3-18-93</td>
<td></td>
</tr>
</tbody>
</table>

*Students responded with longer phrases*
REFERENCES


