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Developing ESL Listening: Promoting Student Motivation

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DEVELOPING ESL LISTENING: PROMOTING STUDENT MOTIVATION

A Thesis

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Master of Arts

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May 2012

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This study aims to analyze learning and teaching strategies that foster student motivation and English as a Second Language (ESL) listening to enhance ESL learning. Scholarly published articles and books from 1980 to 2011 were collected, analyzed and guided by the content analysis approach.

Regarding motivation, the main findings of this study indicate that student choices and learner autonomy are significant for enhancing student motivation. Also, the findings suggest that the use of student questions to promote communication from diverse perspectives is a significant motivational tool.

In developing ESL listening, this study demonstrates that cooperative activities promote a non-threatening environment conducive for learning. It also finds that teacher talk and teachers' questions elicit students' use of ESL through speech production. Finally, after demonstrating the implications of learning and teaching strategies, this study offers a set of recommendations to help teachers and researchers in promoting student motivation and developing ESL listening.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

Statement of the Research Problem and Motivation

Problem Statement

Listening skills are an essential aspect of the development of motivation which

empowers students to develop their communication and *critical thinking[1]* skills necessary

for functioning competently in the ESL classroom, the workplace, the home and other

places where language learners engage with the public. The development of active

listening is essential to students' ability to negotiate language outside of the classroom.

Given the relevance of this statement, it is clear that successful ESL interaction either

between school teachers and learners, parents and children, medical personnel and

patients or law enforcement officials and suspects, is primarily dependent on effective

interactive listening skills[2] (Thompson et al., 2004). Interactive listening skills also

improve learners' interpersonal skills, which enable them to establish a healthy

relationship with their conversation partners. Despite the necessity of effective listening

skills in any form of relationship, it is crucial to note that people can learn how to become

good listeners since it is not an innate skill. The ability to listen well improves in

conversation with friends, families, colleagues, teachers and acquaintances. These skills

can be developed at home, at school and in the workplace by asking clarifying questions

during whole class discussion at school among others.

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[1] It is the process of conceptualizing and reasoning towards the learning process that lead to a
comprehensive and constructive learning.

[2] Interactive listening skills refer to the speaker and listener's ability to clarify utterances and manage
distractions through interpersonal interaction.

In fact, several researchers have contended that listening skills are regarded by employers as a major requirement for employment of job seekers, as well as a significant skill for promotions (Brownell, 1993; Brownell & Janusik, 2002, as cited in Thompson et al., 2004; DiSalvo, 1980). This means that students' motivation to learn ESL through listening does not only facilitate ESL learning but also prepares them to be marketable in the job market. Scholars like Wolvin and Coakley (1996) suggest that institutions of higher learning should make every effort to expose students to listening activities and strategies that prepare them to become good listeners in order to meet employment requirements and become productive employees. Therefore, this intervention makes listening skills an essential factor for successful ESL learning when students are engaged in group discussion and whole class discussion to conceptualize their teachers' ideas and examples about a given topic (Thompson et al., 2004). As a result, Hunsaker (as cited in Swain et al., 2004, p. 48) and Feyten (as cited in Vasiljevic, 2010, p. 41) affirmed that "an estimated 80 percent of what we know is acquired through listening and 45 percent of communication" to demonstrate the significance of interactive listening skills for successful ESL learning and acquisition either at home, at school or in the workplace.

In this instance, it is apparent that a comprehensive and effective listening curriculum should be introduced across educational disciplines beyond the ESL classroom to optimize students' listening skills. Learning to listen effectively is a continuously changing process in which teachers need to be mindful of individual leaner background knowledge and preferences (Thompson et al., 2004) in order to model listening strategies and provide listening practice in *authentic situations*: those listening situations that learners are most likely to encounter in using ESL outside of the classroom. This may include giving students listening activities that require them to

relate what has been said during whole class discussion or after watching a movie in which students will be able to assess their listening skills based on their recall of what has been said as well as evaluate their learning goals in relation to their listening ability.

Based on the information above, Cummins found that the listening ability is important for appropriate interaction with others to foster communicative competence in and outside the classroom for language learning (as cited in Swain et al., 2004). Therefore, it is critical that ESL teachers make students aware of the complex nature of ESL learning including: comprehension, communication, and thinking: characteristics relevant to their first language. Clearly, teachers need to create *meaningful tasks*[3] that are tailored to address learning needs and goals of students in and outside the classroom. Thus, teachers should allow their students to make choices about what is right for themselves in order to enable them to develop ownership over their learning, which leads to an increased desire to participate in an ESL classroom and beyond the classroom (Mednick, 2003). This view promotes learner-autonomy and motivates students to further learn ESL outside the classroom using any learning material at their disposal such as listening for English TV and radio programs of their choice or use ESL to share their views with their peers and family members.

This study investigates previous studies on ESL strategies and techniques, which seek to promote student participation and motivation in ESL learning through the development of interactive listening skills. It also seeks to uncover *post-methodological*

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[3]Meaningful tasks consider students' prior knowledge and reflection in constructing new knowledge to promote their motivation.

approaches[4] to ESL teaching, which can promote diversification and contextualization processes in ESL teaching and learning. These approaches underpin the concept of differentiation among students who have different language proficiency levels and motivation to learn ESL, and teachers' ability to actively engage students in the learning process. As Bandura (1992) pointed out, "when students engage because they see value in the learning experience, that intrinsic motivation leads to increased engagement" (p. 102). And this means that learning activities should provoke students' interest to take ownership of their own learning.

Snapshots of my ESL Learning Experiences through Interactive Listening

My first interactive listening experience in a second language came during my learning of English as a Second Language in grade 12. My ESL teacher had given our class the task of summarizing part of the play <u>Julius Caesar</u>. The selection I chose was Act one, scene two. After reading the play in English, I was expected to do a presentation in class to show my understanding of it. Explicitly, the teacher was concerned with comprehension and meaning of the content, but implicitly, he was also teaching interactive listening skills. While presenting, he would expect us to listen and correct each other on our use of grammatical structures, such as the appropriate use of possessive determiners, conjunctions, transitions, among others. Moreover, *minute and minuscule grammatical errors*[5] were corrected at the end of each presentation through *whole class discussion.* In this discussion, we were given the opportunity to correct each

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[4] Effective teaching strategies based on individual teacher's belief and professional competence with significance emphasis on the pedagogy of particularity, practicality and possibility in language teaching (Kumaravadivelu, 2001).

[5] Minor ESL grammatical errors

other before he intervened and gave further explanation where necessary. For example, the teacher would take notes and repeat the grammatical error to us whenever we were unable to detect it if any at our classmate's presentation.

This interactive listening approach really helped me and my classmates grasp the importance of ESL usage and communication (listening for meaning and grammar). *Interactive listening approach* stimulates students' motivation to actively engage in the ESL learning process to negotiate meaning and language form. We were no longer primarily relying on the teacher to make meaning out of ESL grammar, instead, we were learning from each other. While the teacher facilitated our learning by complementing us, giving comments and instructions, and asking clarifying questions about our presentations to unearth our understanding and attract our attention. At the end of every presentation, for example, the teacher would say, *in Act three, scene one, John mentioned a very important point about Marcus Brutus's unpredictable character towards her best friend, Julius Caesar, when he said that Marcus Brutus conspired and stabbed her best friend Julius Caesar with the other conspirators Cassius, Cinna and Casca.* And he would then ask us which word(s) best describe Marcus Brutus's behavior. Individually, we gave different words such as dishonesty, unfaithfulness, betrayal, disloyalty and traitor as a way of reflecting on John's presentation. Through this facilitation by the teacher, we were able to develop new meaningful vocabularies that summarized Marcus Brutus's behavior. The teacher further wrote the sentence, *Marcus Brutus conspired and stabbed her best friend Julius Caesar with the other conspirators, Cassius, Cinna and Casca* on the board. He then asked us about the grammatical error in this sentence. We would tell the teacher that John used *her* instead of *his* and the teacher would then explain the different usage of *her* and *his* as possessive determiners. This method really made

learning interesting and informative and improved our confidence and self-esteem to learn English grammar through listening rather than reading and writing. Furthermore, it motivated and helped me to pay attention to every speaker's utterances as well as to my own language in and outside the classroom in my quest to improve my ESL proficiency.

This claim is supported by Savignon and Sysoyev (2002) who argued that the theory of language learning encourages learners' lifelong use of language in different situations beyond the school setting to share their feelings and opinions about issues of interest to them as way of improving their communicative competence. Drawing from my ESL learning experience, I agree with Savignon and Sysoyev's view because I used to converse with friends in English as way of improving my ESL proficiency and eventually it boosted my confidence and motivation to use ESL outside the classroom. In this context, *communicative competence* refers to the linguistic, sociolinguistic, discourse and strategic competence learners possess to communicate properly in a language community (Saville-Troike, 2006). It was this class in which I developed advanced grammar through listening, which convinced me that interactive listening skills are important for ESL learning and teaching. By encouraging teachers to move away from traditional teaching methods and philosophies and by promoting students' intrinsic motivation, interactive listening skills pave the way for *student-centered learning* and listening development.

Besides my experiences as an ESL learner, the desire to conduct this study was informed by my teaching experience as an ESL teacher in South Africa and by being a graduate student in the United States. I also have to draw knowledge from my learning experiences in all my classes in the graduate program. These experiences have combined to shape my professional development as a teacher and aspiring researcher in promoting

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student motivation and ESL listening. Most specifically, classes such as ESL Media and Materials, Cross-Cultural Communication, TESL/TEFL Methodology, and Observation in Teaching English have provoked my interest to conduct this study in determining motivational techniques, which ESL teachers can take into consideration when designing teaching and learning activities and materials guided by universal principles of design, such as, accessibility, forgiveness, comparison control, legibility, closure, and consistency.

Motivation for the Present Study

In consideration of the above-mentioned information about interactive listening and motivation of ESL students' participation in language learning, it is quite clear that interactive listening is imperative in our daily life as we share ideas because we spend more time listening to one another in order to respond appropriately in an overall language learning as compared to other learning skills (Morley, 1991). In the ESL classroom, it is easy to see that interactive listening plays a significant role in enhancing ESL students' comprehensible input and advancement of ESL learning when teachers create lesson plans that encourage students to connect the content to their own lives through listening because they are then able to learn on their own. For these reasons, this research contributes to a better understanding of the perceived ESL students' motivation and the strategies used by ESL teachers.

Significance of the Study

This study strives to help ESL teachers, policy makers and curriculum designers to make informed decisions, through greater understanding of the attitudes and behaviors in active listening of ESL students and teachers toward what constitutes successful ESL learning. Firstly, concerning the promotion of engagement in ESL learning, the study

seeks to offer a comprehensive overview of student motivation for learning ESL, which increases when the classroom activities provide them with opportunities for independent or expanded learning outside the classroom with family members and peers or they are related to their future goals outside the classroom. For example, Csikszentmihalyi (1990) stated that "the quality of experience of people who play with and transform the opportunities in their surroundings is clearly more developed as well as more enjoyable" (p. 149). When students see connection between classroom activities and real life situations, they are able to expand and enhance their understanding. In other words, the goal is to create active learning experiences and to ensure relevance in the curriculum.

Secondly, the study intends to provide teachers and students with effective ESL interactive listening techniques and activities, which tend to promote students' confidence to use language spontaneously and appropriately. Hopefully, this study will provide alternative solutions to inadequate levels of ESL proficiency among most learners in South African schools who pass through the school system despite using ESL across the school curriculum and elsewhere in the world (Schlebusch & Thobedi, 2004).

Lastly, this study may provide ESL teachers with an insight of the importance of cooperatively working with their students to design and implement an ESL curriculum. More than that, this study attempts to raise teachers' *critical pedagogical awareness* of post-methods and reflective approaches in classroom settings to optimize students' ESL proficiency. In this context, critical pedagogical awareness and reflective approaches refer to teachers' ability to appropriately understand and deal with day-to-day educational students' limitations in developing pedagogical structures that engage them in a successful educational process.

Study Objectives

The main objective of this study is to review and critique ESL strategies and activities in teaching ESL through interactive listening methodology in an effort to enhance student motivation and listening competence. This study focuses on the following specific objectives:

- Discuss ESL strategies and activities, which foster student motivation to learn ESL through the development of interactive listening and critical awareness in the classroom.

- Introduce and recommend interactive listening methodology as a key component in the professional development of teachers, offering key strategies and pedagogical tools.

Research Questions

This study attempts to answer the following questions:

1. How does interactive listening optimize ESL learning and promote student motivation?

2. What kinds of learning strategies and activities are suitable for interactive listening?

3. What role does motivation play in the learning of listening skills in the ESL classroom?

4. How could culture awareness enhance ESL learning through interactive listening?

Study Scope

The content of this study deals with a review of scholarly articles and books on ESL interactive listening and motivation. This study looks into theories and analyses,

which provide the foundational pedagogical tools into the perceived learning opportunities in ESL practice. Finally, I make recommendations for designing an ESL curriculum, which optimizes student participation and motivation, as well as, their ESL proficiency.

Organization of the Work

This study is divided into five chapters. The first chapter deals with the general introduction of the study. It includes the statement of the problem, motivation for the present study, objectives of the study, scope of the study, research questions and the organization of the study.

The second chapter includes the literature review of ESL learning and teaching scholarly articles and books on listening and motivation.

The third chapter focuses on a two-stage methodological approach to achieve the objectives of this study. The first stage is about data collection, which includes scholarly articles and books related to the research topic of motivation and learning of ESL through listening. The second stage involves presentation and discussion of the findings in response to the research questions above.

The fourth chapter focuses on the results and discussion of the literature review of the listening in ESL that seeks to promote student motivation.

Lastly, the fifth chapter includes the conclusions and recommendations for successful ESL learning and teaching through listening in an attempt to promote ESL student motivation.

CHAPTER TWO

LITERATURE REVIEW

Introduction

It is vital to lay the grounds of the theoretical structure of this study by defining

and providing the background of the key concepts which reoccur in this study before

discussing issues related to the research topic. These concepts cannot be dealt with in

isolation because they are embedded in themes. I reviewed the literature by focusing on

major elements, which relate to the research questions of this study. I systematically

grouped data around themes since elements of the concepts are interconnected and

address the development of ESL listening and motivation of ESL students to engage

actively in the ESL learning process.

Themes Across the Literature

An analysis of scholarly articles and books published between 1980 and 2011

reveals the following general themes: Motivation, ESL acquisition and learning, ESL

learning strategies, Cultural experience, Real communication activity, Integrating

language awareness into task-based learning, and Comprehensible input in listening.

Motivation in Listening

Definition. According to Routledge Encyclopedia (2000), motivation provides

reinforcement to maintain the extensive and rarely repetitive process of learning ESL (as

cited in Kumaravadivelu, 2006). In other words, ESL and foreign language learning

students' need or desire to make effort to acquire and learn are crucial factors of their

motivation. Brownell (1994) affirmed that a successful listening process either in the

classroom or outside is primarily dependent on individuals' need to understand spoken

language drawing from their background knowledge of that particular language as they

strive to improve their communicative competence. Kumaravadivelu (2006) claimed that "motivation is perhaps the only intake variable that has been consistently found, in various contexts and at various levels of L2 development, to correlate positively with successful ESL learning outcomes" (p. 40). In interactive listening, learners are frequently engaged in communicative activities with a variety of learning opportunities so that they can express their ideas and feelings freely in order to feel competent and self-determining (Kumaravadivelu, 2006). As seen in this study, students are able to collaboratively identify their strengths and weaknesses to use ESL appropriately.

Background of intrinsic motivation and instrumental motivation in an ESL classroom. Intrinsic motivation is perceived to attribute to students' educational results under their own control (interested in mastering an ESL topic) while instrumental motivation focuses mainly on the practical and functional use of ESL. Intrinsic motivation and instrumental motivation have been regarded as important factors in ESL achievement because students expand their efforts to learn ESL and achieve their goals. For example, international students residing in the United States of America may learn English for academic purposes as well as for the purpose of integrating with the people and culture of the country. For that, intrinsic and instrumental motivation are essential for the successful acquisition of ESL. Thus, students are motivated because of the exigencies of having to learn a language for a variety of purposes.

Intrinsic motivation. Scholars like Csikszentmihalyi (as cited in Kumaravadivelu, 2006) and Van Lier (1988) defined intrinsic motivation as a true enjoyment that accompanies the experience of what they call dynamic, holistic and sensation of total involvement with the activity itself. As a result, intrinsically motivated activities are ends in themselves rather than means to an end (activities prompt students'

active engagement without any explicit encouragement from the teacher). Individual learners seek out and engage in intrinsically motivated activities in order to feel competent and self-determining. Interactive listening in an ESL classroom triggers motivation among learners since its activities are learner-centered. Kumaravadivelu (2006) posited that students have to let their natural curiosity and interest energize their language-learning endeavors and help them overcome even adverse pedagogic and environmental limitations.

In a situation where students are listening to learn, the development of students' literacy acquisition can be improved whenever their goals, learning needs and attitudes towards ESL are taken into consideration by teachers. Also teachers should display interest and motivation by acknowledging and appreciating students' attentive listening and engagement in the communicative activity (Pearce, Johnson, & Barker, 1995). Teachers show this advanced level of emphasis by developing a classroom curriculum through student autobiographies and whole class discussion so that teachers can design learning materials and activities that are appropriate to the students' level. Evidence of success can be seen when students are engaged in an intense and constructive class discussion about a particular movie or type of food.

Teachers then could praise students for listening to each other and expressing their ideas and feelings with the purpose of learning from each other. In this manner, students' intrinsic motivation could be elicited through the acknowledgement of the diversity of students, giving students some control and choice, and encouraging them to think more about learning than grades. Mar et al. (2003) and Koschmann et al. (1994) suggested that ESL learning is enhanced by providing active feedback to the learner and ongoing appraisal of learner understanding. Also teachers might explore effective ESL

teaching and elicit students' intrinsic motivation through understanding the feelings they bring to the classroom.

Instrumental motivation. Instrumental motivation is derived from a pragmatic approach in which the emphasis is on practical and creative aspects of ESL usage. Learners with an instrumental motivation want to learn ESL for a practical reason. For example, college ESL learners have a clear instrumental motivation for ESL learning because they want to fulfill a college language requirement. Student motivation tends to be stronger when the learner has specific rather than general goals for language learning. It can be very helpful when teachers help learners develop more specific goals for language learning. Because instrumental motivation also depends on personal willingness the desire to achieve something and an individual student's desire to learn ESL (Engin, 2009). According to this view, integrative and instrumental motivations are positively correlated with one another.

Instrumental motivation leads to the consideration of integrative motivation. There is often a fine line between these two kinds of motivation which is drawn at the point where integrative motivation is characterized by a general curiosity about learning ESL. The curiosity to learn another language and culture inherent in integrative motivation often coincides with the convenient and advantageous use of language reflected by instrumental motivation. In other words, students who learn another language for integrative purposes generally will eventually recognize the significance of learning that language for instrumental purposes. Therefore, this type of ESL learning will effectively demonstrate students' learning abilities and strategies throughout the learning process. In this situation, learners will be able to synthesize information by relating prior knowledge or already acquired information with novel experiences while

the teacher facilitates the learning process in which active listening and speaking support ESL learning.

Also learners in an interactive listening classroom have ample learning opportunities to make it work, not merely to make it right, while negotiating meanings in interactive listening tasks. For instance, teachers can give students contextualized listening activities in which students identify supporting details, which boost their listening ability and confidence to learn ESL. Therefore, motivation may come from the individual learner's emotional satisfaction or pleasure to make learning enjoyable through compelling interaction. Gibbs et al. (1985) and Lu and Julien (2001) suggested that teachers should design a series of stimulating discussion activities that encourage students to express their points of view on a given topic which advances students' comprehensible input and lets the class generate goals to be accomplished. For instance, teachers can demonstrate to students the benefits of what is taught in an ESL classroom by encouraging students to respect each other's viewpoints while praising students for attentively listening to one another. Thus, what emerges from this discussion of motivation is the underlying theme of this research in which ESL students' desires and goals are generally related to their motivation and success to learn the foreign language and its culture. Finally, the discussion of intrinsic, instrumental and integrative motivation reveals that having a specific goal in ESL learning helps students focus their efforts and maintain their motivation.

ESL Acquisition and Learning in Listening

      Definition and distinction between ESL acquisition and learning in listening.

ESL acquisition refers to *picking up English*[6] through comprehensible input and

meaningful conversation without conscious attention to forms just like the way children

pick up languages, whereas ESL learning occurs through conscious study of forms and

grammar of language. According to Krashen (1985) acquisition facilitates the availability

of fluency of another language together with its prompt and normal discourse as

compared to learning. This means that acquisition makes language more accessible for

communication.

      Background of ESL acquisition and ESL learning, as related to listening.

According to Harmer's *The Principles of Language Study* (2007), Harold Palmer was

interested in the difference between "spontaneous and studial" capabilities (p. 50). The

former described the ability to acquire language naturally and subconsciously, whereas

the latter allowed students to organize their learning and apply their conscious knowledge

to the task at hand. Palmer (2007) suggested that "spontaneous capabilities" are brought

into play for the acquisition of the spoken language, whereas studial capabilities are

required for the development of literacy (p. 50). Similarly, Krashen (1985) claimed that

language which we acquire subconsciously is language we can easily use in spontaneous

conversation because it is instantly available when we need it.

      Integration of ESL acquisition and learning into interactive listening. In an

attempt to integrate the concept of acquisition into interactive listening, Krashen's (1985)

notion of acquisition needs to be considered. Krashen also concluded that successful

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[6] It refers to learning and grasping of English

acquisition of a second language by students is mostly interrelated to the kind of language input they receive. He, therefore, asserted that exposing students to a relaxed setting with maximum comprehensible input makes interactive listening successful (as cited in Palmer, 2007). There is explicit language teaching involved in interactive listening activities when students are actively involved in negotiating meaning to find the way to understand each other. In interactive listening, learners construct language learning collaboratively through communication of ideas and negotiation of meaning (Bourke, 2006; Brownell, 1994; Long, 1996). In this case, construction of ESL knowledge is a key component of the listening process in which students observe and apply their understanding for successful ESL learning. As a result, interaction helps learners realize their strengths and weaknesses, in particular how they could verbally express their ideas and understand spoken language by focusing on form. Franke concluded that teachers should encourage students to speak ESL in the classroom more often without emphasizing appropriate use of grammatical structures (as cited in Richards & Rodgers, 2001).

Critical thinking in ESL acquisition and learning. In interactive listening, critical ESL students actively and skillfully conceptualize, apply, analyze and synthesize ESL information generated both from observations and communications with other students. Interactive listeners complete critical thinking activities by clarifying their viewpoints with accurate and rational knowledge to demonstrate their understanding of the topic at hand. This has direct pedagogical implications. For example, teachers could foster imagination by crafting writing assignments where students write about TV shows, movies and discussion questions to stimulate student thought. Also, choosing media with a connection to the unit topic serves as an integral part of the teaching unit, as simulations

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and games motivate students in unique ways. For the purpose of using critical thinking

for real-life communication, teachers could establish a classroom environment which

provokes students' critical thinking and forces them to ask questions about bias, method,

and evidence (Pearce, Johnson, & Barker, 1995). For example, students should be able to

ask "*what are the arguments based on*?" in order to analyze supporting evidence. This

notion of language learning and acquisition could be successful in an intensive oral

interaction in ESL when employing questions as a way of presenting and eliciting

language. Therefore, interactive listening deals explicitly with ESL acquisition and,

implicitly, with ESL learning. This means that students need chances to say what they

think or feel and to experiment with using language they have heard or seen in a

supportive atmosphere, without feeling threatened in order for language learning to take

care of itself.

ESL Learning Strategies in Listening

      Definition. According to Saville-Troike (2006) learning strategies refer to

students' behaviors and techniques they adopt in their effort to learn a second language

which is influenced by their motivation, cognitive style, and personality, as well as by

specific contexts of use and opportunities for learning.

      Learner autonomy in listening. In interactive listening, students' motivation

increases whenever they are given opportunities to take initiative in their learning which

eventually boosts their confidence and abilities to learn ESL more effectively. Therefore,

giving students opportunities to engage in a class discussion, to ask questions and to

constructively argue their viewpoints based on questions raised by classmates becomes

beneficial for their vocabulary acquisition (Baumfield & Mroz, 2002; Aukrust, 2008).

This view suggests that class discussions are crucial resources of ESL learning because

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they involve listening as well as speaking. Therefore, ESL scholars should be more considerate of the richness of class discussions in their research. This means that ESL teaching and learning ought to be geared towards the development of attentive listening.

Students should be provided with varied opportunities in which they could choose the activity that best fits their interests and their style of learning, and increased use of *autonomy-supportive behaviors* so that all students have an opportunity to become involved in a way that is most comfortable for them (Parish & Parish, 2001; Reeve et al., 2004). Autonomy-supportive behaviors refer to teachers' abilities to identify learning opportunities that cultivate the learning interests and needs of students (Reeve et al., 2004). In this way, teachers may facilitate students' interests by giving them an opportunity to personalize their education and by approaching it from the students' own perspectives or by considering their educational background. For example, teachers should have various themes incorporated in the lesson and ask students to choose their preferred themes and welcome their ideas on how learning activities should be developed based on their prior knowledge so that the teachers can relay information in a way that students can better absorb it. In this example, it is easy to see that students need a chance to say what they think or feel and to experiment with using language they have heard or seen in a supportive atmosphere, without feeling threatened. Willis (1996) agreed with this view in stating that if students are to become fluent, they must learn the language freely, even if they make many mistakes. Students learn ESL unconsciously when they are engaged in *communicative tasks*. In this situation, exposure to the second language is essential for the advancement of students' ESL knowledge and listening skills because such exposure encourages students to use the target language appropriately to convey meaning (Mckay, 2002). Therefore, the idea of interactive listening in real

communication activities is appropriate for condition-oriented theories of language learning, where the emphasis is on practical use of language in and outside the classroom.

Cooperative learning in listening. Cooperative learning in listening is defined in terms of its purpose for using various learning activities that accommodate students' different learning styles to enhance their participation and understanding of the topic by creating an atmosphere of achievement. This is accomplished through cooperative efforts for mutual benefit from each student. It also promotes and enhances students' self-worth and communication skills which leads to academic achievement and interpersonal skills. In other words, ESL students orally explain how to solve problems or discuss concepts being learned. In this situation, Freire, Wallerstein, Auerbach and Wong found that *participatory pedagogy*[7] is appropriate for interactive listening in which ESL learning is considered to be a socially situated, collaborative process of transformation whereby teachers and learners, together, build a common base of knowledge, frameworks of understanding, and values and beliefs for purposes of mutual growth (as cited by Hall, 2002). Teachers should give examples that are appropriate to students' learning needs and their ESL proficiency with visual aids and should be more specific and explicit (Pearce, Johnson, & Barker, 1995). Drawing from Pearce, Johnson and Barker's assertion, learners tend to be more comfortable to learn ESL when teachers use learning materials that provoke students' attention and enhance their understanding.

Furthermore, the use of small listening teams, where each team is assigned a different listening task, could be effective in larger classes. In this situation, one team or group may focus on what causes the problem while the second group is expected to find

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[7] It is an enthusiastic and creative pedagogy that enables ESL learners to actively contribute to the existing curricula.

solutions to the problem, and the third group could look for alternative solutions and the consequences of each of those solutions. This type of listening task develops students' ability to comprehend spoken language during a whole class discussion of the problem and solutions (Ducasse & Brown, 2009; Gibbs et al., 1985; McMullen, 2009). Moreover, this strategy improves student performance and inculcates a sense of responsibility and accountability to students so that they can continue learning on their own even outside the classroom. An appropriate or acceptable group should consist of four or five students each in order to promote equal participation of all group members in an interactive listening approach. This approach is mostly appropriate for students who have a tendency of being reserved or quiet, but feel comfortable sharing the viewpoints of a group rather than of an individual (Reeve & Jang, 2006; Vasiljevic, 2010). Reeve, Jang and Vasiljevic's assertion relate precisely to collaborative and interactive listening approach which offer students ample opportunities to learn ESL from another by exchanging ideas.

Cultural Experience in Listening

Definition. Through interactive listening, cultural experience offers students the opportunity to immerse in an environment to learn how to develop their interpersonal skills and how diverse cultures influence their ESL learning, acquisition, and motivation.

Pragmatic competence across cultural differences. Pragmatic competence across cultural boundaries exposes learners to an understanding of language use in different countries. *Pragmatic competence* refers to learners' ability to use language in communicative situations to appropriately interpret and convey meaning. This can be achieved through listening as one of our most important communication skills (Brownell 1994), enabling us to communicate our ideas cross- or intra- culturally as we establish

any form of relationship for mutual understanding. For example, the common greeting in South African context is *Howzit*?, which means *How's it going*? or *How are you*?" in the U.S.

According to Hall (2002), it is significant to promote the acceptance of cultural differences through interactive listening in enhancing ESL learners' cultural awareness, and for understanding and participating in a wide range of intellectual and practical activities to their already established repertoires of sense-making knowledge and abilities. This experience helps to break the myth of *nativespeakerism*[8] and increases the communicative experiences and perceptions of the world. It also speaks to the complexity of the relationship between language and culture and develops *intercultural communicative competence,* providing more insights about verbal and nonverbal communication and preventing students from falling into the trap of miscommunication. For example, hissing means disapproval in the U.S., but asks for group silence in the Spanish-speaking countries; a shaking of the hands or the head for Chinese and South Africans, and a shrug for native English speakers are all indications of disagreement, ignorance or bafflement. Walking arm in arm is appropriate between spouses, lovers or between young men and women in English speaking countries, but in China and South Africa, it is only found between men and women as lovers or between children and parents to show care, help, or respect to the elders from the young. Therefore, intercultural communicative competence helps learners to understand and communicate successfully with each other to bridge the gap between their cultural differences and to show empathy towards each other.

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[8] Nativespeakerism is the belief or Western culture underpinning the standardized English Language Teaching and Learning.

Acknowledging individual cultures in listening. If an individual culture is acknowledged, it is ultimately individual students who engage in that learning because of socially and culturally shaped differences in status and experience. The research of Souryasack and Lee (2007) suggested that when students are given the opportunity to express their own experiences, cultures and languages, they become curious and motivated to know and speak the language. This leads to better outcomes in their ESL development compared to those students whose culture and language have been marginalized. They also argue that giving students opportunities to share their experiences, cultures and languages in the classroom can reduce the anxiety and fear that they may have in learning ESL because they have full control over the content that they share to the class. Feuer's (2009) claim is connected to Souryasack and Lee's (2007) findings when he said that acquisition of language in a social setting through friendship and discussion of *ethnic identity* and *acceptable community values* is regarded as an informal place of learning in which learning takes place experientially and voluntarily. Ethnic identity encompasses the manner in which a particular ethnic group identifies and distinguishes itself from others through common traditional and religious practice, language, food, preferences and clothing. These acceptable community values are core values in which a particular community shares its ideals and beliefs as the guiding principles for its existence.

Intercultural partner projects. Another method to incorporate students' culture suggested by Chamberlin-Quinlisk, (2005) encourages the involvement of students in the intercultural partner projects where students get a chance to partner with other students who come from different cultural backgrounds to discuss their cultures and give presentations. In this example, students can write a reflective journal about their

intercultural experience using the examples from the interaction with their partners.

Scholars like Savignon (2002) and Nault (2006) claimed that cultural experience in

interactive listening is a prerequisite for preparing ESL learners for intercultural

communication to proudly use their first language as they engage in cultural dialogue. In

other words, *cultural dialogue* promotes diverse perspectives and practices, and develops

learners' acceptable moral values such as tolerance, respect and acceptance. This proves

that cultural knowledge of the target language is essential to enhance students'

understanding and learning of the language. The experiences students bring to class are

shaped not only by the learning and teaching episodes they encounter in the classroom,

but also by a broader social, economic, educational, and political environment in which

they grow up (Kumaravadivelu, 2003). Therefore, the idea of interactive listening is

integral to where learning how to communicate cannot be separated from culture in order

to understand and know how to communicate successfully. This notion was echoed by

Brown (1994), in her stating that culture is a deeply ingrained part of one's being, but the

language that is spoken among members of a culture explicitly manifests that particular

culture. Thus, the separation of language and culture is not realistic based on the

assumption of the reality of ESL through interactive listening. Gardner and Lambert

believed that the ultimate goal of learning second language is predominantly related

students' determination to succeed in learning that particular language together with its

cultural values (as cited in Harmer, 2007).

    Animated conversations about different cultural traditions. Reeves (2009)

found that engaging students in *animated conversations* about different cultural traditions

develops their ESL listening and motivation. Animated conversations are interactive

dialogues which include spoken language and nonverbal communication focusing on a

particular topic. Oftentimes, in classrooms teachers prepare lessons that teach cultural

themes such as food and art for different regions and countries in which students are

expected to construct comparative texts of cultural matters. In this situation, students

tend to feel free to share their cultural food or art during class discussion which most

likely enriches their ESL vocabulary when using food adjectives such as delicious,

exceptional, roast, spicy, and appetizing to construct the structure of their sentences given

different meaningful contexts of food. This can be achieved by creating a learning

partnership activity by pairing learners from different language backgrounds in order to

help them develop their intercultural and communicative competence. As a result,

students grow linguistically and culturally by helping each other. Nault (2006) argued

that it is important for teachers to explicitly include cultural goals in their teaching of

language to prepare and help students understand that people from different parts of the

world use English words for different purposes. This can be achieved by involving

students in creating culture-oriented materials such as designing questionnaires to

interview foreign visitors in their countries, the use of drama or role-play, giving

presentations, holding discussions and debates on cultural issues. These activities

improve learners' mastery of ESL, as well as enhance their cultural awareness and

motivation to learn ESL. Given the importance of culture and language in

communication, the incorporation of culture into the ESL curriculum has become a

cornerstone in my understanding of this ever-expanding field.

Real Communication Activity in Listening

　　　　Definition. Real communication activity involves real people expressing

themselves and showcasing their personalities and thoughts through the communication

process, while also discussing real-world issues. In interactive listening, real

communication activities encompass reduction of teacher interventions, the use of more authentic materials, and a wider variety of language use and natural communicative purposes.

Communicative activities and problem-solving tasks. Communicative activities and problem-solving tasks create a condition where learners have to draw, not only on their language skills, but also from other forms of language use, including gestures and mimes (Kumaravadivelu, 2006). These activities are designed in accordance with their meaningful and authentic usage of language which helps students to continuously learn ESL even outside the classroom. Several studies (Reeve, 2006; Richards & Rodgers, 2001) suggested that teacher-student participation in interactive listening nurtures interpersonal and communicative skills. Under these supportive conditions, classroom activities are consistent with student needs, interests, and preferences, as students show strong motivation, active engagement, and meaningful learning. Through communicative language teaching, students address the conditions needed to develop ESL listening, rather than the sole processes of language acquisition.

In addition, real communication activities, when paired with interactive listening, involve learners in interacting, exchanging thoughts and negotiating meanings as they attempt to complete a given task. This yields great rewards when teachers invest time talking about and listening to students' ideas about themselves. Barry (2007) and Jun-kai (2008) found that students become motivated when they are given opportunities to be creative and tend to initiate and engage in interesting and challenging communicative tasks which entail speaking and listening. It is therefore imperative to be more considerate of students' desire to learn ESL if the goal is to help students succeed in their learning. In this situation, communicative activities intend to prompt students to share

and negotiate information in the process of completing the task (Richards & Rodgers, 2001). Similarly, Breen and Candlin (1980) suggested that students' autonomous role enables them to be more responsible for sharing ideas with each other in the group which leads to their refined negotiating skills for mutual understanding and completion of classroom activities. In this regard, teachers should let students work independently in the group while facilitating communicative activities where necessary. In order to improve communication skills, students should be encouraged to communicate their ideas on a given task or activity, whether in or out of the classroom. These activities could include interviewing people and searching for library books, which involve them in speaking and reading: real tasks for which the teachers give no language training, advice, or crucial correction and where the only objective is to complete the task using all and/or any language at their disposal (Harmer, 2007). This suggests that ESL learning should be shifted away from the product of learning (knowledge of grammar and lexis) to the learning process itself. In other words, Harmer feels that we learn to do something by doing it, just as the goal of language learning is to improve communicative competence. Subsequently, communicating while learning is the best way to master ESL. Merrill Swain (1985) called this *comprehensible output* in a clear contradiction with Krashen's *comprehensible input*. Comprehensible output refers to the way ESL students fail to convey a meaningful message through speaking and writing, but try several times to perfect their ESL acquisition and learning. It is through this repetitive "trying" that fluency is developed.

Integrating Task-based Learning into Language Awareness in Listening

  Definition. In interactive listening, ESL learning is believed to depend on immersing students, not merely in "comprehensible input," but also in tasks that require

them to negotiate meaning and engage in *naturalistic and meaningful communication*.

Therefore, tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation, all of which are at the heart of second language learning. This view is part of a more general focus on the critical importance of conversation in language acquisition (Sato, 1988). In this regard, comprehensible input and language opportunities to negotiate meaning in task-based activities provide students with appropriate language skills to advance their cognitive skills to learn ESL (Long & Crookes, 1991). In other words, interactive listening approach nurtures and motivates students to actively engage in language learning.

Task-based learning and language awareness. Task-based learning (TBL), which means that students are mainly focusing on the completion of the task while, at the same time, focusing on language forms to learn language, is integral to a meaningful and successful ESL learning process. According to Willis (as cited in Harmer, 2007, p. 71), one way of looking at task-based learning is to see it as a kind of "deep-end." Students are given a task to perform, and the teacher discusses the language that was used by making corrections and adjustments in accordance with the students' performance. In addition, the teacher discusses the topic with students and explains some words and phrases to enhance their understanding of what is expected of them to complete the group task which facilitates the learning process.

Moreover, De Ridder, Vangehuchten, and Seseñagómez (2007) found that *task-based activities* give students essential learning opportunities to share well thought-out knowledge through repetition and creativity. Clearly, a central claim of TBL is that opportunities for language production may prompt students to concentrate on the language form and its relationship to meaning (Beglar & Hunt, 2002). As a result,

engaging students in task-based activities provide them with a contextualized, immersed and effective learning process which exposes them to thought-provoking learning opportunities. In this case, students unearth the meaning behind the language form and actively unleashed their potential in the completion of the task. For this purpose, task-based activities are linguistic tools geared towards basic communication tasks in developing students' communicative competence and motivation (Bourke, 2008; Estaire & Zanon, 1994). Equally important, *language awareness* is closely related to task-based learning which immerses students to the actually analysis of language structures such as semantic concepts related to functions, words or parts of word and categories of meaning after the completion of the communicative task (Bourke, 2008). In other words, the language awareness paradigm helps students to use their grammatical experiences of the language as well as their teacher's feedback to improve their comprehensible input during an interactive listening task (Bourke, 2008). Drawing from scholars like Bourke, Estaire and Zanon's assertions, in task-based learning and language awareness tasks, ESL is used for meaningful and genuine purpose of real communication in consideration of all four language skills which lead students to accuracy and fluency rather than focusing solely on fluency. This leads to improved student motivation to learn ESL.

Comprehensible Input in Listening

   Definition. Comprehensible input in listening focuses on the fundamental and meaningful nature of spoken language in the classroom which intends to actively engage students in an effective and understandable exchange of ideas for the purpose of language learning. In other words, students' prior knowledge is very important in the advancement of their comprehensible input, which allows and provokes their curiosity to engage in the

ESL learning processes. According to Kumaravadivelu (2006), instruction is seen as an instrument to promote the learner's ability to understand and produce language. ESL use is contingent upon task completion and the meaningful acquisition of vocabulary because with more vocabulary, there will be increased comprehension and, therefore, there will be ESL development.

      Krashen's input hypothesis. Input hypothesis enables learners to understand language structures that are beyond their language competence based on what has been said in the language learning and acquisition process, as well as, through reading and writing (Krashen, 1998). It allows learners to construct meaningful sentences in spoken language using grammar and vocabulary based not only on their background knowledge, which is the first step of linguistic competence, but also building upon whatever has been stated in the language learning setting in an effort to enhance their communicative competence one step further than their current stage of linguistic competence. In addition, Krashen claims that learners will be able to construct language on their own when given adequate contact with comprehensible input (as cited in Omaggio & Hadley, 1993). Krashen strongly argues that understanding language input beyond learners' current capability enables them to best attain language; for example, if their present competence is i then comprehensible input would be $i+1$ in the next step of their language development. Krashen further affirms that L2 acquisition is primarily dependent on comprehensible input. According to Joiner, students must be given sufficient comprehensible input in order for listening to be used as a significant agent for language instruction (as cited in Krashen, 1998). In this situation, students should be engaged in collaborative learning tasks in which they will work in groups through which listening skills play a significant role in ESL learning and completion of the task.

Krashen's view about how learners' feelings affect their ability to attain a language is related to the Affective Filter Hypothesis in which learners' self-confidence, motivation and anxiety affect their learning acquisition despite how effective the learning environment might be. He concluded that a high affective filter impedes successful comprehensible input whereas learners with a lower affective filter acquire language more successfully.

According to Krashen (1985), speaking is actually the result, not the cause, of language acquisition. He further explains that speaking is actually built upon comprehensible input, which means that comprehensible input is actually the cause of language acquisition.

Finally, Krashen concluded that the major objective of language instruction should be to enhance students' communication competence to the extent to which students will be able to use that language outside of the classroom when communicating with native speakers. In this case, students will be able to improve their language skills through comprehensible input they received outside of the classroom. Many researchers have criticized Krashen's input hypothesis because of its inexplicit definition of comprehensible input and for the difficulty of testing it. Krashen's main weakness according to Mitchell and Myles (2004, p. 49) was "the presentation of what were just hypotheses that remained to be tested as a comprehensive model that had empirical validity." Despite these criticisms, Krashen's hypothesis has been used as a foundation in many research traditions.

Long's interaction hypothesis. Long (1996) claimed that second-language development is expedited through interaction. Several studies (Gass & Selinker, 1994; Loschky, 1994; Mackey & Phillip, 1998) agreed that the negotiation of meaning during

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interaction improves students' motivation to produce and comprehend second language. Long also asserted that learners receive comprehensible input through negotiating information with others. Nonnative speakers may strive to have control over the communication process while meaning is being negotiated to provide comprehensible input (Gass, 1997; Long, 1996). In this situation, conversational partners optimize language-learning opportunities through repetition and facial expression. Therefore, it can be concluded that comprehended input through interaction and negotiation is necessary for ESL acquisition.

Focus on form. Larsen-Freeman and Long (1991) defined *focus on form* in terms of lessons that contain language structures in the syllabus that stipulate the structures that are taught and practiced in sequence such as memorization or grammar translation. On the other hand, Spada and Lightbrown (2006) defined focus on forms as rather an instruction which emphasizes communicative activities or tasks where the teacher helps students to use language correctly when students struggle to correctly convey ideas.

Rowsell and Libben (1994) found that focus on form activities can help students engage in real communication outside of the classroom through meaningful interactions by using their background knowledge of the target language (TL) to advance the learning of that language. Naiman et al. (1996) affirmed the significance of language learners actively engaging with the language, within and outside of the classroom. Yang (1999) believed that language learners' self-perception of language proficiency is improved when there is a maximum exposure to the TL outside of the classroom. This increasing of self-perception further motivates students in their language learning. This could be the reason why, in her studies, Yang learned that students who assumed that learning the grammar and vocabulary were the essential parts of ESL were unlikely to search for or

create opportunities to use the language, while focusing on meaning since those students would be more concentrated on perfecting the language rather than simply using the language as a means to communicate.

Focus on meaning. The foundation of the meaning-focused approach is the belief that it is more beneficial for teachers to promote the use of the language as much as possible, despite whether or not the students' language use is erroneous. Research about grammar has confirmed that second language learners-especially adults who successfully learned how to use the TL's grammar in the classroom -could not effectively apply these rules to real communication, but that sociolinguistic discourse and strategic competence should also be focused on in order to develop learners' communicative competence (Canale & Swain, 1980; Johnson, 1981). This affirms the need to focus more on conveying meaning than focusing on the formations of the language through grammar. To achieve this need, teachers ought to provide learners with activities in the classroom that enable them to use the target language for productive meaning-focused communication.   However, there is always the risk that during a meaning-focused activity, learners will focus naturally on the form-focused approaches such as grammar translation and cognitive methods.

The following conditions were proposed by Littlewood (1981) to promote language acquisition:
- ✓ Using activities that engage students in real communication and promote learning
- ✓ Utilizing activities where language is used in order to perform meaningful tasks and encourage learning
- ✓ Instilling a passion for the language in order to motivate them in the learning process

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In other words, learners are generally not taught the strategies of communicative language use but they resolve these issues for themselves through actively engaging in the task (Celce-Murcia, Dörnyei & Thurrell, 1997). The rationale behind the teaching of communicative tasks is to help learners understand the negotiation of meaning through social interaction for mutual comprehension of messages with speakers, which in turn helps students to obtain strategies of communicative language use even if they are not a main objective taught by the teacher (Pica et al., 1993). Thus, an interactive listening approach nurtures students' communicative competence which leads to improved motivation to learn ESL.

Meaning-focused activities. According to Krashen, *comprehensible input* made available by teachers to their students enables them to complete meaning-focused activities more successfully when students' current knowledge of the language (*i*) is incorporated with their perceived language achievement (*i*+1) (as cited in Kumaravadivelu, 2006). Prabhu (1987) uses the term, *reasonable challenge*, to refer to comprehensible input. He believes that the notion of comprehensible input begins with the teachers' exercise of language control, which is presented naturally, rather than semantically. Furthermore, he asserted that comprehensible input incidentally regulates the cognitive and communicative complexity of activities and tasks. According to Hardré (2007), self-determination plays an integral part in interactive listening to enhance students' comprehensible input whenever they are given the opportunity to take control of their learning and offered support where necessary which eventually improve their communicative competence and interpersonal skills. Consequently, when learning how to communicate in a target language, experiences are essential to increase students' motivation. Activities in the interactive listening approach can accurately portray real

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situations by providing a realistic context. Being active participants in interactive listening, learners become a part of the event and become involved in real-life situations where they are asked to deal with language in a meaningful manner. What learners gain through the interactive listening approach, is first-hand experience and deep involvement in the situation. In interactive listening, students are given the opportunity to decide what to do in a given situation and how to solve emerging problems. For this purpose, Pang (2010) believed that interactive listening language learning does not necessarily depend on the development of students' metacognition but on the principle of epistemology which promotes experiential learning where students' learning process is guided by their own understanding and awareness of their learning goals.

Adventure learning. Adventure learning is characterized by collaborative and inquiry-based learning approaches where students experience their learning in authentic situations with the purpose of discovering and discussing topics of interest to them. In other words, informal interaction between students, teachers and other members of the community to discuss activities that directly affect students' real life can help them acquire fundamental skills that they could use outside the school to expand their diverse understanding and learning of a language (Moos & Honkomp, 2011). Studies conducted by Wong-Fillmore (1989) and Donato and Adair-Hauck (1992) revealed that social settings create and shape opportunities for both learners and competent speakers of the L2 to communicate with each other, thereby maximizing learning potential. As a result, learners' various learning experiences in realistic situations through interactive listening will make them feel more comfortable, autonomous and prepared to complete a given task without any hesitation. Indeed, an advantageous learning environment which values students' viewpoints and initiatives encourages students to be autonomous, determined

and more constructive of language knowledge in adventure learning (Jones, Llacer-Arrastia & Newbill, 2009). According to Jones, Llacer-Arrastia and Newbill autonomous learning is a motivating factor that provokes students' interest to construct new ESL knowledge in authentic situations.

Therefore, through the realistic experiences in listening, learners can confidently communicate their ideas in real situations. Another way to perform participatory pedagogy is through the problem-posing approach in which the learners' lived experiences and issues faced in their community are brought to the classroom as a theme to be discussed. Discussions can also be generated by using authentic materials (e.g., pictures, videos, texts) and open-ended questions that lead students to compare experiences and make suggestions for improvements. Moreover, Norton (1995) found that participatory pedagogy can be used through classroom-based social research to help students acquire language through interviewing people, reporting and observation of how people use language for effective communication (as cited in Hall, 2002). For example, students record their language habits or language games with the target language and then use the data for discussions on language and language use. Learners' experiences are used as the curricular base, which empowers them to invest in their own learning. Along similar lines, Kumaravadivelu (2006) claimed that social context is critical for comprehensible input in listening because it stimulates students' learning goals, motivation and ability to converse effectively in the community while at same time students strive to improve their proficiency levels.

Summary

In conclusion, this literature review has covered themes related to interactive listening and promotion of motivation among ESL learners. The above literature review has addressed ESL teaching and learning strategies and activities, as well as the integration of language awareness into task-based ESL learning and cultural experiences in order to improve students' motivation and their ESL listening. The literature has clearly demonstrated a comprehensive connection between the themes discussed in this chapter and ESL teaching and learning strategies and activities leading to students' motivation to learn ESL and the development of ESL listening. It has also revealed that teachers' understanding of these principles of motivation and diverse classroom environment can lead to active engagement of students in the learning process.

CHAPTER THREE

METHODOLOGY

Introduction

This study utilizes qualitative techniques for qualitative meta-analysis to establish

systematic and comprehensive knowledge in the field of this study as defined by

Sandelowski, Docherty, and Emden (1997). Because of its various samples, qualitative

meta-analysis offers the researcher a frame for analysis which helps to determine the

usefulness and relevancy of data to be used in this study. In tandem, I improved

efficiency by incorporating the ideology behind *systematic review* according to Dixon-

Woods and Sutton; this method explains clearly and accurately the processes and

techniques of appropriately identifying and collecting primary studies in searching for

evidence to answer my research questions (as cited in Lewis-Beck, Bryman, & Liao,

2004). In the same way, Green and Britten (1998) asserted that systematic review is

fundamental for qualitative research to effectively facilitate the process of how evidence

can be practically used to address some difficult questions of this study. From this lens, I

used a content analysis approach to achieve the objective of this study. Based on the

findings and discussion, I formulated suggestions and recommendations in an effort to

develop ESL listening and promote student motivation as a way of enhancing students'

ESL proficiency.

Data Collection

The literature review on motivation of ESL students and their participation in

interactive listening is a means through which data was realized. Scholarly articles and

books were used to formulate data built on the content analysis approach. According to

Holsti (1969), the content analysis approach is a research technique whose objective is to

methodically help researchers to find distinctive features of the data for answering their

research questions. In light of the critical discourse analysis, it can contribute to change

in other social elements and using these findings as inspiration for my framework, I have

attempted to capture implications related to the strategies and motivation of ESL teaching

and learning in respect to the Fairclough's (2000) concept of a knowledge or information

that may be enacted in new ways and inculcated in new identities.

    Locating and selecting relevant texts. I used the content analysis method

presented above to locate and select texts that are relevant to my research questions, as

Franzosi (2003) asserted that content analysis is a good tool for teasing out the main

themes expressed in a text. It was used to determine the presence of certain concepts and

themes within texts to quantify this study in an objective manner and texts were selected

in accordance to the information they could bring to the study. Scholarly books and

articles are classified as the main genres in this study for theoretical and methodological

as well as critical approaches on ESL teaching. In this respect, I collected data from

journals such as *Educational Research, Perspectives on Motivation, Methodology in*

Language Teaching, English Teaching Forum, *Applied Linguistics, Business*

Communication Quarterly, *Child Language Teaching and Therapy, Language*

Awareness, Social Behaviour and Personality, Psychological Science, The Modern

Language Journal, Language Teaching Research, TESOL Quarterly, *RELC Journal,*

Journal of Health Psychology, Qualitative Social Work, Journal of College Teaching &

Learning, *The Journal of General Education,* as well as *Canadian Social Sciences.*

    Articles were selected for review only if listening was the central focus and when

motivation of ESL students was an exceptional part of the research population. My final

data consists of 45 articles, of which 5 were from 1980 to 1989, 12 were from 1990 to

1999 and 28 were from 2000 to 2011. Of these, 29 articles were classified as empirical

research, that is, these articles reported on data collected in studies with interactive

listening and the remaining 16 articles were classified as descriptive research. It is

important to note that Asian and African perspectives were inadequately represented in

most articles, but North American perspective was prevalent.

Defining the analysis unit. According to the content analysis approach, the

analysis unit is the smallest item (the major entity that is being analyzed in the study, it is

the '*what*' or '*whom*' that is being studied) that researchers focus on for a series of

research questions. This view is supported by Long who asserted that a unit of analysis is

the theme with which the researcher may analyze and establish evidence to his or her

study (as cited in Lewis-Beck, Bryman & Liao, 2004). In accordance with the

framework of this study, the analysis units were defined in terms of themes around the

research questions based on the above-mentioned definition.

Extracting and coding data. In the framework of this study, the analysis units

were defined in terms of narrowing units of identifiable themes on motivation and

listening around the research questions since analysis units can be numerous. It is also a

macrostructure which builds up the texture of a text in making sense of main ideas as

discussed by the author and through coding, researchers take a new perspective on the

data and view them from varied angles (Charmaz, 2000). Therefore, I coded data in

accordance with Charmaz (2000) in support of Glaser's view (as cited in Lewis-Beck,

Bryman & Liao, 2004, vol. 2, p. 442) when he said that "[by] comparing data with data,

data with theoretical categories, and categories with categories, the researcher gains new

ideas" in order to have a critical and comprehensive way of analyzing data. In addition, I

used Bourque's definition of coding which clearly helps the researcher to concentrate on

manageable and small units by categorizing data based on the main concepts resulting

from the original data (as cited in Lewis-Beck, Bryman, & Liao, 2004). While analyzing

texts, I always bear in mind the research questions to determine the relevancy of the data

by locating themes and classifying them into three main categories as discussed in detail

below:

a. ESL Acquisition and Learning in Interactive Listening -This category deals with

techniques and activities of promoting learner autonomy in learning English as

second language.

b. Motivation in Interactive Listening -Themes within this category look at the

overall stimulus and holistic engagement of second language students.

c. Cultural Experience in Interactive Listening -Themes in this category constitute

factors, which immerse and stimulate the interest of students to incorporate their

culture and of the target language in learning ESL.

Data Analysis

I extracted and coded the target information which was defined in the research

questions and included in the main themes that constitute analysis units. I then analyzed

the data by describing the findings according to target themes, interpreting and making

inferences on the research results. As Kaplan pointed out that "content analysis is the

technique that attempts to characterize the meanings in a given body of discourse in a

systematic and qualitative fashion" (as cited in Lewis-Beck, Bryman, & Liao, 2004, p.

186). The database was analyzed using qualitative content analysis. Accordingly, I used

qualitative content analysis to generate themes related to my research questions as

explained by scholars like Altheide (1987) and Patton (2002), when they claimed that

qualitative content analysis looks for insights in which situations, settings, styles,

meanings and nuances are key topics to have a better understanding of the phenomenon under study. Continuous comparison of articles was fundamental to the analysis of my data throughout this study.

The following research questions guided the analysis of every article in this study:

1. How does interactive listening optimize ESL learning and promote student motivation?

2. What kind of learning strategies and activities are suitable for interactive listening?

3. What role does motivation play in the learning of listening skills in ESL classrooms?

4. How could culture awareness enhance ESL learning through interactive listening?

Then, after discussing themes as they connect to the research questions, I provided pedagogical recommendations and suggestions that emerge from the results of this study. Furthermore, I provided below an illustrative and comprehensive table showing summarized characteristics of motivation and listening-related articles according to decades.

Table 1

Articles Reviewed from 1980 to 2011 were Summarized in Accordance with Characteristics Related to Student Motivation and ESL Listening as follows:

	1980-1989	1990-1999	2000-2011
Number of articles reviewed	5	12	28
Main topic or focus of articles (with the number of articles)	Motivation (1)	Motivation (2)	Motivation (3)
	Acquisition and Learning (0)	Acquisition and Learning (3)	Acquisition and Learning (1)
	Learning Strategies (1)	Learning Strategies (1)	Learning Strategies (8)
	Cultural Experience (0)	Cultural Experience (1)	Cultural Experience (7)
	Real Communication Activities (1)	Real Communication Activities (0)	Real Communication Activities (3)
	Integrating language awareness into task-based learning (0)	Integrating language awareness into task-based learning (1)	Integrating language awareness into task-based learning (2)
	Comprehensible Input (2)	Comprehensible Input (4)	Comprehensible Input (4)
Types of articles	Descriptive (3)	Descriptive (2)	Descriptive (11)
	Empirical studies (2)	Empirical studies (10)	Empirical studies (17)

Summary

In conclusion, I did not use research techniques such as interview and questionnaire to collect data because I opted for content analysis as a research framework for this study. I reviewed and critiqued scholarly articles and books which gave detailed information and future inquiry into the phenomena under study. I found few studies about the Asian and the African perspectives and more studies of the North American perspective. This points to the need for studies outside the American context in field. Scholarly works I chose presented more in-depth analyses and insightful critiques. Clearly then, I am confident that the scholarly works I analyzed gave a holistic picture of the situation under study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction to the Results

After outlining the methodological grounds to be employed in this study, this

chapter provides detailed results from analyzing the published scholarly articles and

books related to motivational listening. This chapter deals with the following general

themes: motivation, ESL acquisition and learning, ESL learning strategies, cultural

experience, real communication activities, integration of language awareness into task-

based learning, and comprehensible input in listening with a focus on motivation in ESL

learning and developing ESL listening. This section merges the analysis into motivation

and active listening through grouping the analysis into two major themes: student

motivation and ESL listening. These themes connect to my thesis statement about the

promotion of student motivation through the development of ESL listening, which in turn

improves students' ability to learn ESL. These findings are a vehicle to reconstitute the

classroom as a zone of mutual respect. Comporting with the above-discussed themes, I

have organized my findings into two sections: student motivation and ESL listening with

sub-categories of each consisting of literature from the 1980s to 2011.

Student Motivation

Teacher's role. A teacher has the greatest influence over the aspects which can

either positively or negatively affect students' motivation. Therefore, a teacher's role is

of the utmost importance in regard to students' motivation. One of the most important

ways teachers can impact a students' motivation is through the way they interact with

them. This viewpoint is supported by Ames (1992) who claimed that the manner in which

teachers interact with their students in the classroom definitely plays a significant role on

student motivation to learn ESL. In other words, teachers should create classroom environment which makes students aware that making mistakes in the learning process is part of a trial-and-error process which leads to successful learning as students discover their strength and weaknesses while teachers nurture students' abilities to succeed. Teachers can achieve this through cooperative learning and discouraging competition among students by providing transparent and comprehensive feedback geared towards the overall classroom outcomes that will improve student motivation.

Furthermore, researchers like Mansfield, Miller and Montalvo (2007) contend that those teachers who provide positive feedback through respecting and acknowledging students' efforts to complete a given task, as well as helping them to be proud of their initiative, create higher levels of motivation within their students. They also found that, although students behaved similarly for teachers they liked and disliked, the quality and effort that they put into their work diminished when they disliked the teacher. The teacher's caring attitudes could have a long and positive influence on students' self-esteem because it could create ambition in their minds for academic success. For example, the teacher needs to ensure acceptance for all students in the classroom by: (1) choosing learning materials to represent all groups of students, (2) talking and celebrating cultural and ethnic differences, (3) ensuring that learning activities are designed for a variety of abilities and (4) ensuring that all students are protected from name-calling or other forms of abusive language. Finally, I believe a teacher should also be someone who guides students rather than someone who is a totalitarian in the classroom. Therefore, teachers need to create a curriculum that guides students to a path of success.

Positive atmosphere. Central theme which emerges out of the research in the promotion of motivation is the importance of a positive atmosphere in the language

classroom. A classroom with a more positive atmosphere can improve the intrinsic and extrinsic motivation of students, thus positively affecting students' achievement. According to educational researchers like Shepard (2000), Stronge (2002), and Wilen et al. (2004), creating a positive classroom atmosphere is primarily dependent upon the mutual respect and tolerance of everyone in the classroom while also promoting support for individual learning needs through a sense of common identity and community. For example, this can be achieved through the teacher's passion to actively involve students in the learning process, which fosters positive teacher-student relationship for successful ESL learning. This view is supported by Wilen et al., (2004) who asserted that letting learners know what is expected of them at the beginning of the class is a fundamental part of building an accommodating environment for learning. In fact, the layout of the classroom can show students what is expected of them while also encouraging them to adopt the passion their teacher has for that subject and explore the subject more (Lumsden, 2005). This can be achieved through the display of class rules and objectives designed by the teacher and the students with brightly colored signs along with the displaying of students' work. In this case, teachers should show that they have total confidence in each student's individual potential for progress. They should also treat them as individuals according to their academic needs and skills, and each one needs to feel the warm glow of inspiring confidence that their teachers show them.

Positive feedback. Positive feedback can increase the intrinsic motivation of students, especially those students whose self-esteem is low and those who tend to doubt themselves. A supporter of positive feedback is Davis (1993) who states that teachers ought to give early and frequent positive feedback that enhances students' beliefs in their own capabilities in the classroom. This association between delivering positive strategies

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and improved performance highlights the value of simple teaching strategies that can have long-lasting positive effects. Positive feedback statements have been shown to provoke positive emotional reactions that have been suggested to increase motivation and goal-setting behaviors (Delin & Baumeister, 1994; Ilies & Judge, 2005). Beyond the positive verbal feedback commonly utilized by teachers, other types of positive feedback, such as simply looking a student in the eye and using physical contact like a high five are also effective. This means that ESL teachers should mainly concentrate on the students' positive aspects of their performance while encouraging them and offering necessary support for their negative aspects as an effort to acknowledge their effort and achievement which has an immense effect on their motivation (Davis, 1993). Lumsden (2005) believed that students often get more motivated when they see the total number of questions they have answered correctly, rather than seeing the total of incorrect answers. Drawing from the findings of this study, students become motivated when teachers focus on their strength and achievement which leads to students to a collaborative learning in which they share their individual achievement and help each other.

In addition, Davis (1993) says that teachers should promote a community of learning in which students share their accomplishments or learning success on a particular project assigned to individual students with the purpose of encouraging students to celebrate each other's success while learning from each other. This means that effective teaching not only involves imparting information and understanding to students or providing constructive tasks, but also involves assessing and evaluating students' understanding of this information so that the text-teaching act can be matched to the present understanding of the students. In this case, other scholars believe that giving students the opportunity to monitor/assess their learning progress could result in a

richer learning environment which eventually increases their motivation to actively stay engaged in the task (Kulhavy & Wager, 1993). Students tend to be more responsible for their own learning with little intervention from teachers whenever they are given the opportunity to continuously assess their ESL learning.

Student choice. In student motivation, as students' individual opportunity to make choices and assert ownership over their learning was an important aspect of exhibited level of motivation. When students are given ample opportunities to choose how and what to learn in an ESL class, they become motivated and engaged because they develop a sense of ownership of their learning. In terms of instructional activities and techniques in interactive listening, several studies (Cavet et al., 2004; Katz & Assor, 2007; Lu & Julien, 2001; Myhill et al., 2009) found that giving students choices in ESL classes was a motivating factor to enhance their personal self-development and confidence building. The above-mentioned researchers also believe that student choice based on teachers' questions and instructions optimizes students' engagement and enjoyment to complete tasks, thus stimulating their motivation. This pedagogy supports learning programs that consider students' learning abilities and background knowledge in which students make choices in their learning pathways. In this situation, students tend to be more motivated and responsible for their decisions which make ESL learning exciting and accommodative to them. Patall, Cooper and Robinson (2008) affirmed that student choice is an instrumental tool that enables students to completely engage and enjoy the activity because they are given the opportunity to decide what is appropriate for them with the help of the teacher. More specifically Guthrie et al. (2006) found that the students' intrinsic motivation for reading comprehension would ultimately increase when the students are given the opportunity to choose a book of interest to them. Therefore,

students achieve deeper understanding and are motivated to engage when they have choices from a range of activities and assignments in the classroom (Ames, 1992; Palmer, 2005; Parish & Parish, 2001; Watkins, 2005). Based on the studies reviewed in this study, student choice has a tremendous influence on student motivation for successful ESL learning with teachers enthusiastically exercising their professional role of facilitating the learning process.

Furthermore, scholars like Suarez (2007) and Wassertstein (1995) claimed that student choice enables students to learn independently and make informed decisions beyond the classroom setting. For instance, students could adjust the task in accordance to their learning ability and interest as they strive for successful ESL learning and self-actualization and become empowered after finishing their tasks. Strong, Silver and Robinson, (1995) agreed with this view when they found that students who are actively engaged in the task are motivated by the need to be successful, pursue their interests, be fluent in ESL and have control over their learning.

Therefore, it is appropriate for teachers to give students the opportunity to choose from various kinds of activities consisting of different types of questions so that they can answer questions that are suitable for their learning styles and abilities without compromising the legitimacy of any form of assessment (Burke, 2005). For example, the teacher should create a test that fits students' learning styles and prior knowledge of the content taught to ensure the uniformity of student learning success and to assure the demonstration of their understanding in a comfortable manner when completing a chosen task. Also, Guskey and Anderman (2008) contended that the lack of choices and opportunities to make decisions offered to students, particularly as they get older, has given them little reason to demonstrate responsibility and ownership of their learning.

Guskey and Anderman's assertion validates the significance of student choice throughout the ESL learning process as a key factor for student engagement and motivation from the intermediate to the advanced level. This means that student choice in an ESL classroom makes students enjoy their work, fosters a feeling of being in control of their learning, allows for greater participation in activities, and most importantly optimizes their success in ESL learning. Finally, it helps students from time to time to be sure that they do not lose track of their reasons for learning ESL while immersed in the day to day activities inside and outside an ESL classroom.

Learner autonomy. Learner autonomy is a motivating factor for ESL learning which encourages students to become active participants in a learning process while teachers provide instructions and support to maximize learning opportunities to students experiencing difficulty to complete given tasks (Holec, 1981). This type of learning paradigm is manifested by students' ability to be responsible and accountable for their own learning with the help from teachers where necessary. Scholars like Brownell (1994), Pearce, Johnson and Barker (1995), Jones, Llacer-Arrastia and Newbill (2009) and Wajnryb (1990) acknowledged the significance of motivation in ESL learning when teachers create an autonomous learning environment encouraging students to uncover their strengths and weakness and making it possible for teachers to teach in response to students' learning needs. In this case, teachers can promote students' autonomy by considering student choice and initiative as a cornerstone or fundamental factor for successful ESL learning and teaching in the interactive listening approach, which maximizes student motivation.

Moreover, Smith (2001) believed that teachers could promote student autonomy by always being reflective practitioners during and after their teaching in order to ensure

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that their teaching does not hinder students' active engagement in the learning process. This can be achieved only when teachers understand the learning strategies that make students feel more comfortable being in control of their learning, which eventually enables them to continue learning even beyond the classroom (Berofsky, 1997; McMullen, 2009; Pearce et al., 1995). When teachers constantly assess students' attitudes towards the tasks through whole class discussion, or if possible through individual consultation that makes students an integral part of the learning process, students' motivation in interactive listening could be high. This energizes students to share their opinions because they are not feeling marginalized. In other words, learner autonomy maximizes students' overall participation and control of their learning endeavor which stimulates their self-motivation.

According to Dubin and Olshtain (as cited in Reinders, 2000), students' self-realization plays a significant role in the learner autonomy paradigm because students jointly make decisions in the class while teachers act as facilitators. For example, when the teacher gives the students a task to complete, the students make decisions about the task through the guided instructions of the teacher. In a similar manner, *learner-centeredness* is developed as a kind of learner autonomy. In this learner-centeredness, information about the learners from learners is used to answer when and how to teach what. Nunan (2000) affirmed that learner-centeredness allows learners to create their own goals, encourages them to use L2 outside the classroom, and raises awareness of learning processes. Nunan also believes that learner-centeredness helps students to identify their own preferred styles and strategies, and encourages them to become teachers and researchers. This learner-centeredness approach describes how to promote learner autonomy as an educational goal at an institutional level. Along with teaching ESL,

teachers need to pay more attention to individual learner's unique strengths and weaknesses so as to give learners a way to learn ESL in an efficient manner. This manner should be compatible with students' individual characteristics, rather than guiding them in a fixed way. Subsequently, individual guidance seems to be a necessary step for teachers to make the most of a learner's given situation, and individual consultation seems to be quite promising in ESL acquisition. Ushioda (1996) concluded that autonomous learners are characterized by their active engagement in the tasks throughout the learning and teaching process. Self-motivation is therefore essentially related to learner autonomy and self-motivated learners are autonomous learners when students are given the opportunity to ask questions to deepen their understanding on the completion of the task.

Students' questions. Student questions are motivating tools which enable students to make sense out of what is being taught, confirm their understanding, and become active participants. King (1992) believed that having students ask and answer high-level questions facilitates their comprehension of the text material by engaging them in tasks that focus their attention on conceptualizing new knowledge with prior knowledge in order to maximize their understanding. Therefore, student questions become a motivating and significant ESL learning tool for students when teachers appropriately respond to students' questions; such responses encourage students to ask more questions. Moreover, student questions serve as an awakening tool for teachers to better understand students' involvement in the learning process because students will be able to express their understanding and teachers will become familiar with other parts of the lesson where they need to spend more time. Questions are an important part of the dialog between students and teachers because they allow two-way communication to

occur (Marshall, 2011). Questions create a critical thinking environment in class that respects students' answers and interpretations in an attempt to construct and process information (Brownell, 1994; Old father, 1993; Pearce, Johnson & Barker, 1995).

Teachers should use various questioning techniques to create a healthy and encouraging learning environment. One significant way to promote further questions is for teachers to be always kind and considerate when answering questions. For instance, if teachers have already answered the questions several times, they should remain calm and be more considerate of students' different learning abilities by attempting to answer the same questions again with a different example. This view is supported by Crosskey and Vance (2011) and Mar et al. (2003) who believed that using students' understanding as a point of departure encourages them to raise questions that optimize their learning and engagement. This can be achieved by acknowledging the significance and richness of students' questions through praising students with phrases such as "*what a good question*" or "*thank you for asking such a great question*" whenever a student asks a question. Clearly, Barry (2007) supported the above technique by concluding that constantly talking and listening to students' thoughts could lead to successful ESL learning and increased motivation. Teachers should encourage students to respond to one another, rather than merely to teachers. When a student is speaking, teachers should look around the room, not just at the student who is speaking. Making eye contact with other students lets them know that they are expected to be listening and formulating responses. Therefore, teachers should create a safe learning environment and strive to nurture it in their daily interaction with students so that students can feel free to ask questions to maximize their motivation for ESL learning.

In conclusion, a positive atmosphere, the teacher's role, student choice, positive feedback, learner autonomy, and students' questions are some of the most significant tools that teachers can use to optimize student motivation in an ESL classroom when attempting to create a good learning environment. Because the findings of this study suggest that successful ESL learning does not only depend on the teachers' professional competence but on how students engage themselves with the ESL learning process which primarily depend on their motivation. As result, the findings of this study encourage teachers to nurture students' motivation through their teaching techniques and communicative activities as a vehicle that leads to the development of students' ESL listening and ESL proficiency.

ESL Listening

Teacher talk. Teacher talk develops ESL listening because it is not limited to any specific verbal communication by teachers. It involves the broadest range of a teacher's utterances in the classroom, from an instructional explanation to a classroom management directive (Krashen, 1981; Wesche, 1994). In other words, teacher talk can serve as a linguistic device, medium, and resource to assist student learning. This particular way of talking enables teachers to facilitate students' comprehension of English by simplifying language structures, such as vocabulary and pronunciation in consideration of the regional dialect and then gradually moving to a standard dialect. Much teacher talk relates to questions asked; for example, to assist learners in improving learning, practicing skills, or using the target language (Holland & Shortall, 1997). Other examples of teacher talk include responses to students' questions, organizing and giving instructions, and establishing and maintaining classroom rapport (Cullen, 2002). This

type communication fosters mutual understanding and collaborative development of new knowledge between teachers and students.

Furthermore, scholars like Krashen (1980) and Richard-Amato (1996) claimed that teacher talk facilitates students' comprehension when teachers use *facial expression* and simple expressions while speaking very slowly, constantly pausing to ensure that students understand the content in order that they can respond appropriately. It also serves as an advantageous and motivating tool for students whose ESL is at an intermediate level to boost their confidence and self-esteem to use ESL spontaneously beyond the classroom given minimum exposure of ESL outside the classroom (Krashen, 1980; Myhill, Jones & Hopper, 2009). Therefore, the type of ESL usage between teachers and students develops ESL listening and students' comprehension which enables students to understand spoken language and actively participate in an ESL conversation either at school or at home.

Teachers' questions. Teachers' questions are explicit pedagogical devices and instructional cues that elicit students' understanding and attention to the topic (Dillion, 1988; Wilen, 1982). Specifically, the most central purpose of asking a question is to receive a response. In developing ESL listening, understanding questions, in terms of fostering successful ESL learning, is a fundamental pedagogical concern regarding the aims of asking questions. In ESL classrooms, where language learning is the primary goal, questions are regarded as input because asking and answering questions are considered language in both communication and cognitive activities (Swain & Lapkin, 1998). Also, teachers' questions could be examples of language use for ESL learners. Being regarded as functioning input, questions should be comprehensible to learners to facilitate their meaningful interaction with ESL. Teachers' questions in the classroom

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can be directed to various targets: individuals, groups of students, or the entire class

(Brown & Wragg, 1993) in order to develop ESL listening. Teachers' questions also

provoke students' interest to actively participate in the learning process and serve as an

invitation to confirm and clarify students' understanding.

With a focus on teachers' questions in ESL classrooms, questions serve as devices

to find out what students know, stimulate recall, deepen understanding, enhance

imagination, and promote problem solving skills (Wragg & Brown, 2001). For example,

teachers verbalize their interactions mainly through questions, comments, and statements

regarding focus points of content (Hestenes et al., 2004). They also help to stimulate and

maintain students' interest, elicit particular structures and vocabulary items, clarify what

a student has said, and encourage casual verbal exchange (Richard & Lockard, 1994). In

this situation, the teacher recognizes students' willingness to participate in the discussion

by asking them questions to uncover their understanding and enable them to contribute to

the learning process. As Lee (2006) argued, regardless of question types, purposefully

asking questions and helping students learn through the questions are pedagogically

interesting. Most studies and theories regarding teacher's questioning practices,

questioning techniques, or questioning strategies, have been central in content area

development rather than in second language classrooms (Wintergerst, 1994).

Wintergerst's assertion broadens the students' ESL learning horizon without limiting

them with learning opportunities only in the classroom, but encourages them to utilize

ESL and expand their learning outside the classroom.

Cooperative learning. Researchers such as Augustine, Gruber, and Hanson

(1989/1990) and Hootstein (1994) contend that ESL listening could be developed when

teachers use cooperative learning through group work and pair work wherein gifted

students work with low-achieving students. In this case, students are engaged in a

constructive discussion to complete the task with their peers, which eventually leads

students to develop new knowledge because they take turns uncovering and enhancing

their understanding of the learning materials. For instance, when the students are divided

into pairs or groups of five members, and each group summarizes the facts and explains

the meaning behind the aural material, the students within the groups are able to share

their understanding of the listening task with one another. In this type of activity,

students identify their abilities and responsibilities through successfully completing the

activity whenever they are actively engaged in a discussion (Breen & Candlin, 1980;

Gibbs, et al., 1985). Moreover, the teacher should let one student from each group read

the passage and ask questions related to the passage to provoke his peers' attention and

understanding of the passage while attempting to complete the task. This type of

classroom interaction increases students' motivational levels because students feel more

comfortable working in a small group than working alone; such increases when students

work together and exchange messages through questioning and answering routines in

groups (Bourke, 2006; Brown, 2009; Willis, 2007; Wong-Fillmore, 1989). This

interaction could be achieved through the use of varied instructional techniques such as

assessing students' listening skills through watching movies, presentations, role plays and

listening to a radio program in an interactive listening ESL classroom.

Moreover, Jun-kai (2008) and Reeve (2006) found that students become more

creative and initiative when they are engaged in different challenging and interesting

activities, which eventually affect their motivation. In this situation, adventure learning

offers students opportunities to collaborate and learn from students of different cultures

so that they can develop communicative skills useful beyond the classroom. This

learning paradigm could be successful provided that teachers model and encourage

students to be more accommodative of different viewpoints so that they can initiate and

engage in conversation (Dell-Jones, 2008; Moos & Honkomp, 2011; Reeve & Jang,

2006). Finally, teacher-student interactions through cooperative learning enriches

students' communicative competence and social responsibility as they develop their ESL

listening.

Summary

The findings of this study indicate that instructional activities and techniques in

the interactive listening approach facilitate and foster student choice, learner autonomy,

student questions, positive classroom atmosphere, positive teacher roles and positive

feedback as motivational factors to enhance ESL learning and promote equal

participation. In other words, teachers give students ample opportunities to engage in

discussion through pair or group work in which teachers teach in response to students'

learning needs. This is achieved when teachers model a sense of appreciating students'

contribution and initiative in the learning process. Over time, this approach inculcates

shared students' responsibility and accountability to enhance their ESL listening and

motivation in sharing their points of view collectively through cooperative learning,

teacher talk and questions.

In final consideration, the findings suggest that the interactive listening approach

serves as a crucial vehicle that exposes students to varied learning opportunities inside

and outside of the classroom. This helps students to build confidence when they interact

in culturally diverse situations and provides them with a new language to discuss issues

or topics of interest to them. Undoubtedly, researchers in all the articles and books I

reviewed agree that motivation plays a significant role in improving communicative ability in the interactive listening approach through questioning and answering routines.

The results of this study are summarized and illustrated in figures 1. and 2. on page 59 to 60 and in appendix A on page 83 in accordance with the total number of studies reviewed for my research variables "*student motivation and ESL listening*", which are converted into percentages.
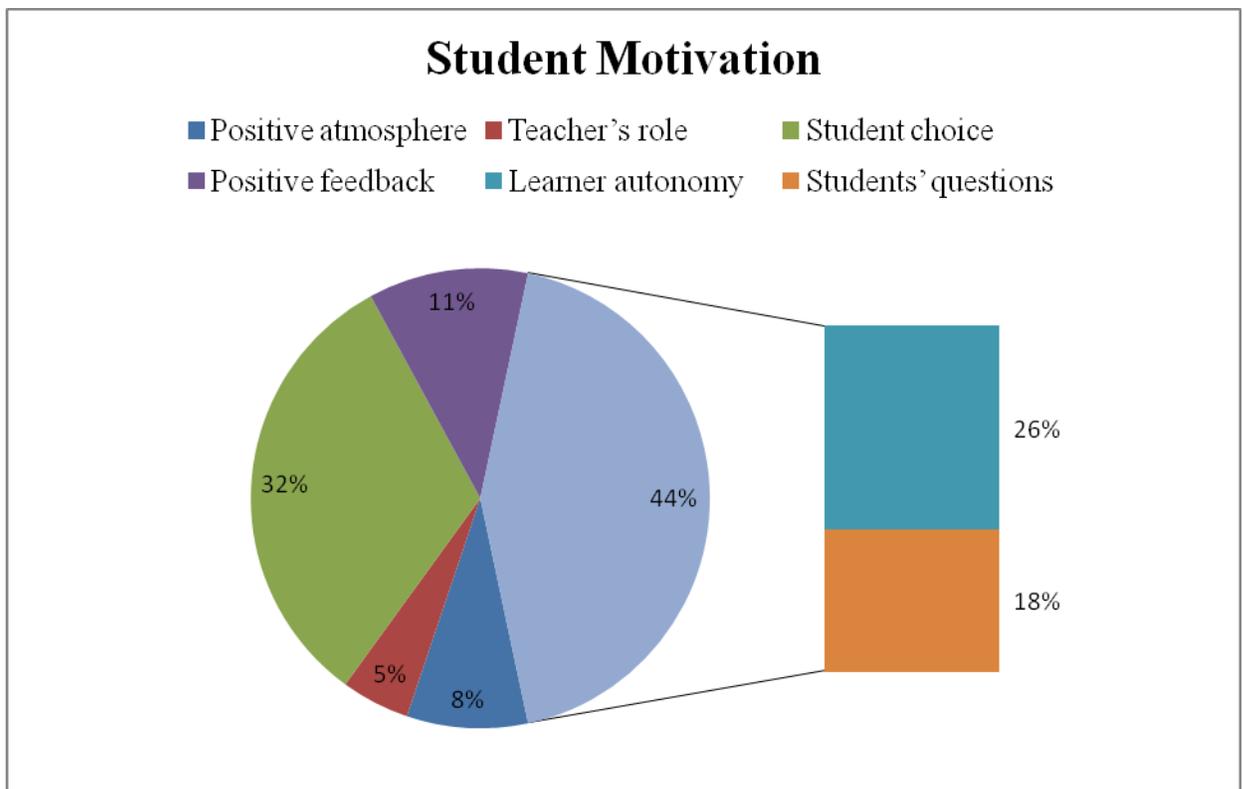
Figure 1: Student Motivation
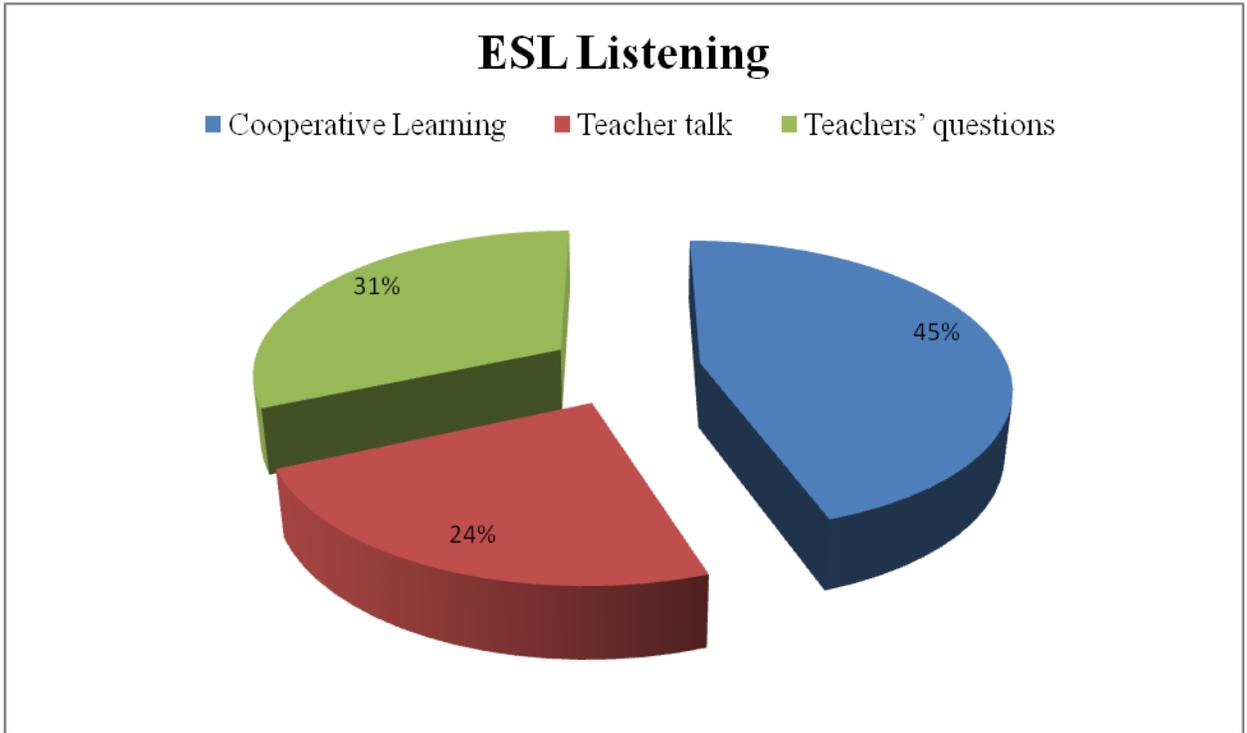
Figure 2: ESL Listening

Introduction to the Discussion

The purpose of this study is to understand and find inclusive learning and

teaching strategies that seek to develop ESL listening and student motivation for

successful ESL learning. Certainly, teaching and learning ESL are dependent upon

positive motivation. In addition, the main purpose of using interactive listening is to

create a critical learning environment where learners have ample opportunities to share

and express their ideas and take control of their own learning as a way of enhancing their

ESL listening and motivation. As a result, a number of communication factors between

ESL teachers and their learners in this study relate to previous theories and studies that

deal with classroom practice, *sociolinguistics* and the type of language usage addressed to

ESL learners to maximize their input. The discussion of the results of this study is

presented in two categories: student motivation and development of ESL listening with sub-categories which include positive atmosphere, teacher's role, student choice, positive feedback, learner autonomy, students' questions, cooperative learning, teacher talk, and teachers' questions which emerge from the analysis of this study and answering my research questions.

Student Motivation

Results were analyzed and evaluated to determine techniques and activities related to motivation of teaching and learning ESL. The results showed that if teachers have ample information about students' learning strategies and motivation, they can assist them in improving their learning techniques and ESL learning skills through autobiographies and inquiry. Consequently, teachers can develop both the students' learning techniques and language learning achievement by understanding the importance of motivation. For example, if teachers give students variety of learning activities to choose from, they can negotiate and develop new knowledge with students rather than regarding them as empty vessels.

Teacher's role and positive atmosphere. Teachers can utilize learning tools which focus on positive motivation techniques that promote student participation and influence the students' ability to succeed. This study finds that 8% of positive classroom atmosphere and 5% of teacher's role create an environment of mutual trust and interest between teachers and students. These motivating factors develop specific ways of challenging students to think critically and express their ideas freely and clearly. For example, Cheng and Dörnyei (2007) asserted that Taiwanese English teachers found that showing students that they are concerned about them and establishing a good relationship with them are motivating factors. This study shows that this can be achieved when

teachers learn their students' names during the first week of class, among others.

Consistently using students' names when calling on them and when referring to

comments they have made in class discussions is one way in which teachers can increase

student motivation. Using students' names will convince them that teachers see each of

them as individuals with something valuable to add in the ESL learning process. This

strategy also encourages the students to refer to one another by name and understands

their skills and perspectives as far as learning ESL is concerned. Finally, this leads to

positive motivation, which is helpful to students and decreases the effects of negative

motivation which can interfere with their ESL acquisition and learning.

Positive feedback and student choice. Student choice and positive feedback

were found to be significant motivational paradigms that enable students to benefit from

their learning activities. Interestingly, this study reveals that 32% of the findings support

the idea of using student choices as a way of enhancing their motivation to participate in

an ESL classroom. Indeed, I believe that student choice creates a high degree of interest,

promotes high-level thinking and gives students the confidence they need to be successful

in learning ESL. ESL teachers need to develop autonomy by integrating students'

learning experience in class with real life and intervene where necessary to enable

students to develop knowledge that they could use in real life for further learning of ESL

(Poehner & Lantolf, 2005). This means that teachers should create a learning

environment that gives the opportunity to transform and instigate learning activities to

suit students' learning styles and abilities guided by teachers' instructions. Besides

student choice, 11% of the findings of this study encourage teachers to provide feedback

to students. They should encourage students to share their ideas and use those ideas (with

attribution) whenever they can. For example, they should refer back to a comment made

by a student earlier in class to demonstrate that they have thought about it and appreciated what their students have to say. The significance of these motivational techniques is that they increase students' intrinsic motivation with interactive listening approach. This efficient or resourceful learning environment with effective choices and positive feedback is characterized by students' responsibility towards their choice and proactive role. In this situation, students are capable of completing any chosen task; mostly on their own or with the minimum help from teachers because they have a sense of ownership and accountability in pursuance and fulfilling their learning interests. In sum, teachers should design choices and feedback that maximizes student motivation and performance.

Learner autonomy. Many educational psychologists have found that students' need to be autonomous is a fundamental aspect of motivation in an ESL classroom by many educational psychologists in addition to the above-mentioned aspects. Without doubt, ESL students whose initiative and creativity are valued in the learning and teaching process become more motivated and competent as compared to those who do not have the same privilege. This view is supported by Ushioda (1996) who believed that self-motivation sustains students' self-perception toward the task for successful ESL learning and attainment of learning outcomes. Evidently, 26% of the findings of this study agree that learner autonomy plays a significant role in motivating ESL learners. For that reason, Benson and Voller (1997) found that learner autonomy supports student's independent learning, initiative, creativity, responsibility and accountability to complete the task and pursuing their learning interests. Benson and Voller's assertion reflects the inclusive motivational aspects which completely engage students in the learning process and instill a sense of ownership on their own learning.

This makes responsibility and freedom two concepts to be embraced if teachers want students to participate in a democratic and autonomous learning environment. This can be seen in a learning environment where teachers understand and let their students be in control of their own learning while providing necessary help where possible to achieve the learning and teaching outcomes. Accordingly, this study finds that, teachers' flexible professional practice nurtures autonomous environment which advances students' ESL acquisition and practice in and outside the class. This study suggests that successful learner autonomy is primarily dependent on how ESL content in the classroom is related to everyday communication outside the classroom and how it is presented to students. This means that teachers should engage students in practical learning activities and examples so that students can continuously learn on their own either in class or outside. For this purpose, this study suggests that teachers should enlighten students about the purpose of learning ESL beyond the school premises than emphasizing it as a required course to fulfill the school curriculum in order to promote their motivation and interest for ESL learning.

Students' questions. The study by Demirel found that students' questions are motivating factors that enable teachers to consider individual student learning ability (as cited in Gocer, 2010). This means that teachers should use learners' questions as devices to assess students' understanding, to maintain the instructional environment and to promote interaction. Clearly, then, 18% of the findings of this study convey that the use of student questions is essential for student motivation because they tend to encourage students to uncover their ideas, reflect their understanding, and promote communication from diverse angles. Using questions in this way can act as a stimulus that leads ESL students to use the target language via verbal exchange (Mollica, 1994; Van Lier, 1988).

In the same way, Little (2005) emphasized the use of self-assessment in which students become active participants in ESL learning when provided with real-life practical examples, as well as expanding their knowledge and skills outside of the classroom. For example, themes such as self-identity, school, food and clothing, important role models, and festivals give students ideas of what to discuss outside of the classroom. In other words, teachers need to explain the objectives of the content and activity before engaging students in any activity in an effort to get their attention and increase their active participation.

Students' questions lead to the negotiation of meaning to produce comprehensible output, which afford ESL students with many opportunities to enhance their understanding of the content and proficiency. Certainly, students' questions and comprehensible output have considerable influence on student motivation and ESL listening only if students are given more communicative tasks to negotiate meaning with peers and teachers. This type of communicative interaction promotes ESL students' practice and language usage which lead to students' improved performance and motivation to actively engage in learning. This notion fits well in an interactive listening approach because it develops students' processes of social moderation and encourages the learner-centered approach in an ESL classroom.

Developing ESL Listening

The goal of this study is to contribute and supplement the existing body of knowledge to better understand the positive impact of effective listening strategies and comprehensive input on students' listening processes. The results of this study have clearly demonstrated that a deeper understanding of comprehensive listening strategies can provide teachers with an ideal instructional teaching approach, which helps teachers

to design listening tasks that promote students' choice and motivation for effective listening.

Teacher talk and teachers' questions. The results of this study demonstrate that 24% of teacher talk and 31% of teachers' questions elicit students' use of English through speech production, which develops their ESL listening capabilities. Questions provide teachers with feedback regarding how well and how much students learned as well as what needs to be retaught. Questions in ESL classrooms serve teachers and students as devices for checking students' background knowledge. As Walsh and Sattes (2005) concluded, assessing students' knowledge is a major role of teacher questions. Teacher talk also helps teachers assess the learner's language ability, review the learned content and skills, and emphasizes important points. The language students produced serves as both answers to questions and as speaking skill practice. This reason validates asking questions for promoting students' speaking and listening throughout the lesson.

Furthermore, teacher's questions and teacher talk in ESL classrooms could be viewed as methods that teachers employ to create and continue teacher-student relationships. Teachers can demonstrate this by sharing enjoyment of humor that is not far beyond the students' language capability which is apparent in teacher-student conversation that results from the teacher's questions and conversation. Dealing with receiving students' answers to display questions could be an opportunity for teachers to bring about their pedagogical knowledge to involve students to use English in a communicative way. For example, in Cabrera and Matinez's (2001) study, teachers repeat and paraphrase utterances as well as simplify speech to develop student ESL listening skills. All these techniques put an emphasis on both input simplification and interactional modification. Eventually, most of the scholars in this study concluded that

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students are able to maximize their learning process and understand the message better than when they only receive baseline messages. The aims of these techniques relate to the role of scaffolding through supportive verbal behavior, as noted by Gibbons (2002), to help the ESL students overcome both misunderstanding questions and struggles to respond during teacher-student verbal interaction (Danise, 2001). This study also finds that repetitive listening materials can be more helpful for ESL listening development if teachers set achievable goals for each listening task, using effective time management while allowing students to discuss the text. Finally, the results of this study encourage teachers to create a supportive learning environment that seeks to acknowledge and accept students' mistakes as a step further for successful ESL learning which eventually increases their motivation to strive for ESL proficiency and develop their listening skills.

Cooperative learning. This study shows that 45% of cooperative learning through group work and pair work encourage a non-threatening, collaborative environment for learning, in which students work together to ask each other questions, debate topics, share ideas and learn from each other. Equally important, this kind of interaction between ESL students encourages them to be more responsible and accountable for their achievement while cooperatively assessing their own progress and each other. It also encourages students to choose appropriate learning strategies that best suit their learning abilities to develop their ESL listening (Vasiljevic, 2010). This view is supported by Pang (2010) who asserted that in order to develop a sustainable constructivist-active learning environment that motivates, engages, and equips learners; teachers should emphasize cooperative learning, shared thinking and reasoning to build on existing knowledge. This approach is effective in developing ESL listening. Finally, this study demonstrates the need for listening materials that explicitly enable students to

integrate their own listening strategies in any form of interaction or contact with ESL

either in class or outside for successful practice and acquisition.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Conclusion

The main purpose of using an interactive listening approach for promoting greater student motivation and developing ESL listening skills is to create a classroom environment where learners have optimal opportunities to communicate and construct ESL learning. The results of this study show that methods springing from both progressive education and critical pedagogy support the theory that a democratic classroom will lead to more engaged students. Counts noted that critical progressive education considers students' interests as an essential factor for successful learning, which integrates what is learned in the classroom with real life to enable students to grow as individuals independently and freely in and outside the classroom (as cited in Simmons & Page, 2010). Counts' definition relates with my thesis and analysis of this study in which student motivation is at the center of successful ESL learning and spontaneous usage of ESL with the purpose of developing ESL listening.

From the findings, this study agrees with Counts' work in that- there is a strong indication that student choices and learner autonomy have a significant influence on student motivation. This means that teachers should create a learning environment that fosters critical thinking as a pedagogical tool of enhancing student motivation and active participation. For example, teachers should design learning activities and materials which provoke students' interest to actively engage with the task according to their preferred topics, if possible, given the minimum exposure of ESL outside the classroom such as South African rural public schools and French speaking countries like Togo. However, it is also important to note that reading and discussion materials should

provoke students' interest by focusing on themes that students are likely to encounter outside the class such as movies, television programs and celebrities, rather than concentrating on topics that limit students' learning outside the classroom. I believe that when teachers inculcate a sense of ownership toward students' ESL learning process, students tend to be more engaged because they are doing what they really like based on their decisions. The above-mentioned experience explains how I define an ESL learner as one who, when given control, successfully achieves ESL communication objectives by becoming responsible and accountable for her own learning. This study has demonstrated that when students are given the freedom to choose and know that their voices are valued in an ESL learning process, they act in a responsible manner and produce more creative, interesting, and insightful work than anything teachers could have told them to do.

Furthermore, this study finds that a positive atmosphere, teacher's role and positive feedback contribute immensely to the overall motivation of students. These motivational techniques suggest that learning is a continuous and diverse process through which regular positive classroom interaction nurtures classroom discourse which is vital for construction and development of ESL knowledge. These motivational techniques empower students with social and academic skills such as communicative competence, confidence and self-perception for ESL learning (Thompson et al., 2004). This means that they advocate equal learning opportunities for all students. For these reasons, students will be able to transform knowledge into valuable real-life, ESL communication skills.

This study finds that understanding students' interests, learning styles and language levels creates a positive learning environment which is more considerate of

students' view points as motivational techniques. As a result, Jones et al. (2009) disqualified the misconception held by ESL teachers that students are only learning ESL basically because they want to meet the school curriculum requirement; rather they urge teachers to give students opportunities to be creative and initiative, share their opinions and goals, and allow them to make choices so that they can have a mutual understanding of why students enroll in an ESL course. This finding correlates with this study in that Jones and his colleagues favor education as a cooperative endeavor which helps learners to remain active participants throughout the learning process. In this situation, students tend to become more comfortable and certain whenever they share their ideas with teachers and peers. However, the current study demonstrates that learners whose ESL proficiency is below the intermediate level need to be provided with enough pre-activity input and comprehensive instruction so that they can be ready for the activity. Otherwise, learners will be overwhelmed and demotivated. Consequently, the input should consist of the meanings of the communicative behaviors teachers want learners to learn in creating a positive environment of learning.

From this study, the asking of questions either by teachers or students is found to consistently maintain a significant role in the teaching-learning process. Such questions initiate small talk and lead to a wide range of positive outcomes including: heightened levels of student preparedness for lessons, assessment of prior knowledge and students' perceived learning, motivating students to share ideas in both formal and casual conversation, assessing teacher immediacy, and providing instrumental feedback to students in interpersonal skills. This means that questions have a positive impact on students' academic practices and are crucial elements for creating a positive classroom environment. According to Arcavi and Isoda (2007), questions reveal the fundamental

nature and basis of students' ideas and allow them to analyze what they hear to enrich their understanding of the topic on hand. This understanding and questioning enhance students' motivation to learn ESL.

In light of developing ESL listening, this study finds that cooperative learning and teacher talk help students to engage freely in a class discussion and uncover their potential to succeed. For example, in the reconstruction stage, after listening to aural material, students work in small groups to summarize and give main ideas of the aural material through discussion which eventually develops their listening skills. This makes the interactive listening approach a crucial paradigm which helps individual students to understand the rationale behind another student's utterance and feelings towards a given topic (Even & Wallach, 2004). Praxis, with a focus on interactive listening present pedagogy that employs clarification questions that help teachers and students to develop new knowledge through mutual understanding. Therefore, engaging in interactive listening activities also helps teachers to understand what their students think about a topic, how they progress throughout the learning process, and what help and support they should offer them. Similarly, this study finds that participatory pedagogy could be implemented in ESL classrooms to share the ideals of having a strong focus on learners as multidimensional. In this situation, teachers can have a deeper understanding of how students progress in attaining their ESL goals. It also helps students to be familiar with their personal learning processes by continuously monitoring their own performance while negotiating meaning with peers and teachers. For these reasons, teachers need to create meaningful tasks that are tailored for the gradual improvement of students' academic and social needs after graduation (Frey & Fisher, 2010). Due to the

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concurrence of input and interaction, empirical studies in ESL learning should be based on language learning discourse and social interaction.

Most of all, the findings of this study support the teaching philosophy embedded in a post-method approach, which critically favors students' background as something that needs to be considered by ESL teachers. Therefore, the concept of "*teaching*" cannot be treated in isolation, but should be integrated with *"learning"* to attain the desired outcomes. I strongly believe in a shared knowledge paradigm during ESL teaching since learners have so much to contribute to their learning when considered important contributors or stakeholders in their education rather than a mere audience.

Recommendations

The results of this study reveal that meaningful interactions between teachers and students in the classroom are important aspects of effective communication and they are also elements of increased motivation and the development of greater ESL listening skills. Therefore, this study recommends that teachers should explicitly construct conditions for authentic usage of ESL. In this situation, classroom activities provoke students' motivation and attention when they are directly related to their interests outside of the classroom. In order to form the connections between what is taught in class and what they wish to do with ESL knowledge outside of the classroom, teachers should utilize a variety of inquiry tools to students at the beginning of the class to list their individual goals. This allows a teacher to provide students with communicative tasks that are geared towards their goal attainment. Due to these reasons, teachers should utilize students' goals as a point of departure in designing communicative activities to increase student motivation.

A second recommendation is to develop ESL listening in students by encouraging students to use ESL spontaneously to describe feelings and share ideas and opinions in order to improve their levels of practical proficiency. Therefore, learning strategies and student choices should be regarded as important tools to improve student motivation and ESL listening skills. Thus, teachers should build on strategies students already use and provide choices by negotiating with them in deciding, which communicative materials and activities work best for them in a positive atmosphere and community building activities. Also teachers should democratically involve students in class decisions.

Finally, since we live in a technologically advanced society, I recommend that teachers should utilize technology where possible to improve their students' motivation and ESL listening. This could be achieved by using *social constructivist approach* where the learning and teaching objectives are manifest in interactive activities that are co-constructed by teachers and students. In this situation, teachers adopt a *student-centered approach* in which students are given the opportunity to learn from one another instead of primarily depending on their teacher. For example, students are presented an activity where they have to listen to a song or a radio show in the classroom and as a group present a summary of the song or the show for class discussion. The incorporation of these types of media into the classroom stimulates students' curiosity and desire for deeper understanding of ESL learning beyond the classroom because they are learning through an educational tool which is not typical in the classroom and which is more identifiable with their culture (Lumsden, 2005). However, it is worth-noting that this method alone is not sufficient when attempting to motivate students because a teacher's rapport with his or her students also plays a significant role on their motivation.

Limitations of the Study and Implications for Future Research

The limitation of this research centers on the scope of data (secondary) used in the study. Though this study draws from secondary sources, a more comprehensive study which includes primary sources would bring fruitful results related to student motivation and developing ESL listening. Further qualitative and empirical research may elucidate and consider the impact of multiculturalism on motivation and the nature of learning differences of students in multicultural ESL classrooms in many settings, such as South African public rural schools where English is taught. I also recommend further empirical studies on how out-of-class ESL learning tasks such as interviews, group discussion and other activities could develop ESL listening and student motivation.

In summation, I believe that students who know beyond a doubt that their teacher cares about them can relax into their classroom and into the processes of learning and being together (Tollefson & Osborn, 2008). The ultimate question for a teacher seeking to develop community in his or her classroom should be one that asks how we as professionals can help students of every age, from different cultural and socioeconomic backgrounds, and levels of ability to feel confident and accommodated in the learning process.

Overall Reflection on the Research

My journey of writing and conducting this study has been exciting, challenging, and most of all very informative and fulfilling. I was very excited to be offered the opportunity to expand my learning experience in the graduate program through this research by Dr. Savova, who whole-heartedly supported my decision to perform this research. I must admit that it was not an easy task to conduct this study. Rather than utilizing theoretical or descriptive studies, my goal was to access as many qualitative and

empirical studies as possible to analyze the prevailing primary research in this field. Although, finding the primary studies that address my research questions was a major challenge, I was able to find numerous studies that addressed various aspects of my research questions. In this light, I was able to use 29 empirical studies and 16 descriptive studies in chapter two; and 53 empirical studies and 22 descriptive studies in chapter four. Overall, I used 82 empirical studies as compared to 38 descriptive studies, which gave me the opportunity to rely mostly on primary data gathered by other researchers in their studies.

This study offers me advantageous and rich knowledge for my future practice as an ESL teacher and aspiring researcher in South Africa in addressing my learners' needs and limitations such as inadequate exposure of ESL outside the classroom and learning materials especially in rural public schools. This study empowers me with the knowledge to involve students in the negotiation and design of learning activities which address the above-mentioned limitations in public schools so that they could expand their ESL learning in and outside class. Furthermore, this research helps me to understand the importance of the active involvement of students in adapting and designing learning materials and activities; for this process I will also be learning a great deal from my students. Rather than simply being the transmitter of knowledge, I would become the developer of knowledge.

Lastly, this study has helped me to understand how to teach and design culturally-oriented topics without marginalizing other students given the diverse ESL classroom culture in South Africa, where Swazi, Pedi, Tsonga and Venda students are found in the same class. For example, I will engage students in intercultural partner projects in which students from different cultural backgrounds discuss their cultures such as clothing and

food. In other words, a qualitative or empirical study would be more appropriate for further research on this topic in South Africa or any other context because of the type of data I used to contact this study.

The knowledge that I have gained from this study will also enable me to structure ESL classes in such a way as to incorporate various learning and teaching strategies to support the development of student motivation and ESL listening in South African learners. For example, motivational factors such as student choice, learner autonomy, student questions, collaborative learning, teacher talk and questions create a supportive and friendly learning environment which leads to improved student confidence and learning ability. It has also broadened my understanding and interest in conducting more research on English as a second language and ESL learners, and makes me keen to start my PhD after the completion of my MA TESOL program. Therefore, conducting this study was a wonderful, innovative and inspiring experience.

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APPENDIX

Appendix A-Summary of Results According to Literature Review per Research
Variable

Research Variables	Specific Study Results Per sub-categories	Percentages (Out of 75)	Overall Percentages
Student Motivation	Positive atmosphere- 4	8%	
	Teacher's role- 2	5%	100%
	Student choice-15	32%	
	Positive feedback-5	11%	
	Learner autonomy-12	26%	
	Students' questions-8	18%	
ESL Listening	Cooperative Learning-13	45%	
	Teacher talk-7	24%	100%
	Teachers' questions- 9	31%	