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## ENHANCING LISTENING PROFICIENCY IN ENGLISH USING INSTRUCTIONAL STRATEGY BASED ON SIOP MODEL

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### ABSTRACT:

*Listening skill is the most neglected skill among language skills in English for students in Indian classrooms. Having felt the relevance of enhancement of listening proficiency in English, the present study is conducted with an objective to enhance the listening proficiency in English among students at Higher Secondary Level. Innovative pedagogical changes can uplift the students listening*

*proficiency. In this study, the investigator develops an Instructional Strategy based on SIOP Model for Standard XI to enhance the listening proficiency in English of students at Higher Secondary Level. The Experimental Method with the Pretest-Posttest Nonequivalent-Groups Design was used for the study. A Listening Proficiency Test was employed for gathering data. The findings of the study showed that the Instructional Strategy based on the SIOP Model is very effective in enhancing Listening Proficiency among Higher Secondary School Students.*

**KEYWORDS:** Listening Proficiency, SIOP.

### INTRODUCTION:

*The More He hears; the Better He speaks:*

*The Better He speaks, the Best He understands*

The nature of the English language is very dynamic and teachers of English should also develop the same dynamic nature in themselves. This is the need of today's era. The scope of the English language is unlimited in this era of globalization and so the same is with English language teaching. With all its innumerable instructional objectives like enhancement of

the aural-oral skills of listening and speaking, graphic skills of reading and writing, appreciation, etc. English has changed into one of the most difficult subjects to teach in the Indian situation.

It is a well-known fact that the main objective of teaching English as a second language, in India was the development of the linguistic skills of reading and writing. This was just because the role of English in India was only that of a library language. Spoken language and listening to good English was never given priority in the history of English teaching in Kerala. The concept of language teaching is gradually changing to the development of proficiencies in basic language skills. A fourfold

concept into listening, speaking, reading and writing are implicit in the division of proficiency. Proficiency in the first and second language is thus the intuitive mastery of basic language skills. These are divided into **Receptive Skills** (listening and reading) and **Productive Skills** (Speaking and Writing). Language skills can also be divided into Aural (Listening and Speaking) and Graphic (Speaking and Reading). This method has received very wide acceptance in all world systems of education.

The recent developments across the world where English acts as the main lingua franca made it imperative to develop the skills

of speaking and listening on the part of the learners. Nowadays, educational circles are moving strongly in the direction of emphasizing the importance of listening skills. The teachers must realize the present scenario and the shape of things to come in the near future and equip students better in enhancing their listening skills.

Good ability in listening means the ability to transfer information either in writing or oral. **Nation and Jonathan (2009)** says that listening is a bridge to learn a language. So, in order to be proficient in English students should have good proficiency in listening. Having good ability in listening is one of the main skills that have to be mastered by language learner because it tightly relates to the communication process. **Harmer (2007)** also states that listening can be helpful for students in running successful communication. The communicative competence of learners directly depends on their ability in listening. Pupils who have limited vocabulary mastery in English face serious problems in transferring the information they hear orally or in writing. Lack of understanding of word structures, pronunciation, accents and speech rates also hinder the listening comprehension of students.

**Buck (2001)** states that there are two kinds of knowledge used in listening.

- a. Linguistics knowledge: Linguistics knowledge in listening comprehension relates to students' abilities in understanding phonology, syntax, lexis, semantics, and discourse structure.
- b. Non-Linguistics knowledge: Non-Linguistics knowledge is knowledge about the topic, context, and general knowledge. Both of them are really needed in the process of comprehending aural information because listening is a complex process.

**Buck** also stated that some components need to be considered in constructing a listening comprehension test; phonology, accents, prosodic features, speech rate, hesitation, and discourse structure. In other words, during the listening comprehension process, listeners will deal with those components. As the studies disclose, particularly, in a digital era, people around the globe speak to each other through a variety of digital platforms. This global technical communication progresses, underline the importance of listening skill in our daily contacts and also contributes much too higher learning.

### BASIC STEPS IN LISTENING

Real listening is an active process that has three basic steps:

- i. **Pre-Listening**-Purpose of listening is given in this stage.
- ii. **While Listening**-Time during listening to some utterance/speech
- iii. **Post Listening**-Involves speaking or writing.

### DIFFERENT KINDS OF LISTENING

**Wolvin and Coakley (1996)** propose five different kinds of listening.

- **Discriminative Listening** -Discriminative Listening helps listeners draw a distinction between facts and opinions.
- **Comprehensive Listening**- Comprehensive listening facilitates the understanding of oral input.
- **Critical Listening** -Critical listening allows listeners to analyse the incoming message before accepting or rejecting it
- **Therapeutic Listening**- Therapeutic Listening serves as a sounding board and lacks any aspect of critiques.
- **Appreciative Listening**- Appreciative Listening contributes listeners to enjoy input and receive emotional impressions.

### SUB SKILLS OF LISTENING

Review of few important skills of listening is given below:

- **Listening for gist**: This is an extensive listening for skimming. This happens when we listen to get a general idea about a topic.

Example: Listening to a summary of the day's news on the radio.

- Listening for specific information: This is when we listen to something because we want to discover one particular piece of information.

Example: Listening to the weather report to discover the weather in your city.

- Listening in detail: It is the intensive listening for scanning. This is when we listen, we listen very closely, paying attention to all the words and trying to understand as much information as possible.

Example: A member of a jury listening to a statement from a witness.

- Listening for attitude.
- Extensive listening.
- Listening for individual sounds.

This study was made with the purpose of pinpointing the important skills of the Listening Proficiency, which would serve as referents of proficiency in the English language of Higher Secondary students of Kerala. The listening proficiency test revealed that there is a lack of consensus as to the constituent skills of Listening Proficiency.

### SIOP Model

**Echevarria, Vogt, & Short (2000)** developed the SIOP (Sheltered Instruction Observation Protocol) as an observation tool for researchers to measure teachers' implementation of sheltered instruction techniques and evolved into a lesson planning and delivery approach with 30 features of instruction grouped into eight components - Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment. It focuses on providing opportunities for students to improve their basic skills in English- Listening, Speaking, Reading and Writing. In this strategy, the use of visuals, multimedia and many audios taped special tests provide opportunities for student's opportunities to listen to good English. Paraphrasing, repetitions and carefully structured lesson delivery provide more opportunities for oral language practice.

Hence, the present study is an attempt to make the Instructional Strategy based on the SIOP Model an interesting one to develop the listening skills of students. The present study aims at finding the effectiveness of Instructional Strategy based on the SIOP Model for enhancing Listening Proficiency among Higher Secondary School Students.

### OBJECTIVE OF THE STUDY

- To construct a Listening Proficiency Test in English for analysing the Effectiveness of Instructional Strategy based on the SIOP Model on Listening Proficiency of students at Higher Secondary Level.

### Hypothesis

The Instructional Strategy based on the SIOP Model will be significantly more effective than Activity Oriented Method for improving English Language Proficiency among Higher Secondary School Students.

### Methodology

Experimental Method with **Pretest-Posttest Nonequivalent Groups design** was used to conduct the study. Teaching using Instructional Strategy based on the SIOP Model and Activity Oriented Method were the independent variables, while Listening Proficiency in English was the dependent variable.

### Materials and Tools used for the study

The materials and tools used for the study were:

- ❖ Instructional Strategy based on SIOP Model
- ❖ Lesson Plans using Activity Oriented Method.
- ❖ Listening Proficiency Test

### Population and Sample

The population of the Experimental part of this study consists of students of higher secondary schools of Kerala following the State Syllabus. The Stratified Random Sampling Method was adopted for the selection of the sample. The sample comprised 392 students Standard XI Students.

### Analysis of the Data

The data was gathered, tabulated and analysed using statistical measures like Arithmetic Mean, Standard Deviation, Critical Ratio (t-test), Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA).

### Before Experiment

The Arithmetic Means and Standard Deviations of the Pre-test scores on Listening Proficiency of Higher Secondary School Students in the Experimental and Control Groups were computed and the data and results of the test of significance of difference in the Mean scores are given in Table 1.

**Table 1: Data and Results of Test of Significance of Difference between Mean Pre-test Scores on Listening Proficiency of Experimental and Control Groups**

Listening Proficiency	Groups	N	AM	SD	t-value	P
	Experimental	196	4.52	0.85	0.24	P>0.05
	Control	196	4.5	0.79		

**Result: 't' values are not significant**

From Table D, for df 390 (Components),  $t_{0.05} = 1.97$

Table-1 shows that the Pre-test scores of Students in the Experimental and Control Groups do not differ significantly even at 0.05 level ( $t=0.24$ ) for the Component 'Listening Proficiency. From the Mean scores of the Experimental (4.52) and Control (4.5) Groups, it can be concluded that both the Groups of Higher Secondary School Students are identical with regard to their Pre-test scores on 'Listening Proficiency.'

### After the Experiment

The Arithmetic Means and Standard Deviations of the Post-test scores on Listening Proficiency of Higher Secondary School Students in the Experimental and Control Groups were computed and data and results of the test of significance of the difference in Mean scores are given in Table 2.

**Table 2: Data and Results of Test of Significance of Difference between Mean Post-test Scores on Listening Proficiency of Experimental and Control Groups**

Listening Proficiency	Groups	N	AM	SD	t-value	P
	Experimental	196	21.97	1.70	94.08	P>0.05
	Control	196	7.73	1.26		

**Result: 't' values are not significant**

From Table D, for df 390 (Components),  $t_{0.05} = 1.97$

Table-2 shows that the Post-test scores of Students in the Experimental and Control Groups differ significantly at 0.01 level ( $t=94.08$ ) for 'Listening Proficiency'. From the Mean scores of the Experimental (21.97) and Control (7.73) Groups, it can be seen that the Experimental Group far excels the Control Group in 'Listening Proficiency'.

### Gain in Performance

The difference in the Mean Pre- and Post-test scores on Listening Proficiency of students in both Experimental and Control Groups were tested for significance of their Mean Gain scores. The data and results of the test of significance on the Mean Gain scores are given in Table 3.

**Table 3: Data and Results of Test of Significance of Difference between Mean Gain Scores on Listening Proficiency of Experimental and Control Groups**

Listening Proficiency	Groups	N	AM	SD	t-value	P
	Experimental	196	17.45	1.83	84.39	P>0.05
	Control	196	3.23	1.26		

**Result: 't' values are not significant**

From Table D, for df 390 (Components),  $t_{0.05} = 1.97$

Table-3 shows that the Gain scores of Students in the Experimental and Control Groups differ significantly at 0.01 level on Listening Proficiency ( $t = 84.39$ ).

### Summary of Analysis of Variance (ANOVA)

The Analysis of Variance for the Pre-test scores (X) and the Post-test scores (Y) on Listening Proficiency of the Students taught using Instructional Strategy based on SIOP Model and Activity Oriented Method were tested for significance and the results are presented in Table 4.

**Table 4: Summary of Analysis of Variance of Pre-test (X) and Post-test (Y) Scores on Listening Proficiency of Experimental and Control Groups**

Listening Proficiency	Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	MS <sub>X</sub>	MS <sub>Y</sub>	F <sub>X</sub>	F <sub>Y</sub>
	Among Means	1	0.04	19885.9	0.04	19885.88	0.06	8852.06
	Within Groups	390	265.92	876.1	0.68	2.25		
	Total	391	265.96	20762.0	-	-		
	Result: F <sub>X</sub> values are not significant F <sub>Y</sub> values are significant at 0.01 level							

From Table F, for df 390 (Components),  $F_{0.05} = 3.87$  and  $F_{0.01} = 6.72$

Table-4 shows that the  $F_X$  values obtained are 0.06 for 'Listening Proficiency', which is not significant even at 0.05 level. This indicates that there is no significant difference between the Pre-test scores of Students in the Experimental and Control Groups on Listening Proficiency. Table 4 also shows that the  $F_Y$  values obtained are 8852.06 for 'Listening Proficiency', which is significant at 0.01 level. This shows that the Experimental and Control Groups differ significantly in their Post-test scores on Listening Proficiency.

**b. Summary of Analysis of Covariance (ANCOVA)**

The Total Sum of Squares and Adjusted Mean Square Variance for the Post-test scores of Listening Proficiency are computed and the results of the Analysis of Covariance are presented in Table 5.

**Table 5: Summary of Analysis of Covariance of Pre-test (X) and Post-test (Y) Scores on Listening Proficiency in English of Experimental and Control Groups**

Listening Proficiency	Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	SS <sub>XY</sub>	SS <sub>YX</sub>	MS <sub>YX</sub>	SD <sub>YX</sub>	F <sub>YX</sub>
	Among Means	1	0.04	19885.88	28.49	19876.81	19876.81	1.5	8855.31
	Within Groups	389	265.92	876.1	19876.8	873.16	2.24		
	Total	390	265.96	20762.0	19905.0	20749.97	-		

From Table F, for df 390 (Components),  $F_{0.01} = 6.72$

From Table 5, it can be seen that since the  $F_{YX}$  ratios are greater than the Table value, they are significant at 0.01 level 8855.31 for 'Listening Proficiency'. The significant F-ratios for the Adjusted Post-test scores show that the final Mean scores of Students in the Experimental and Control Groups differ significantly after they are Adjusted for the Difference in the Pre-test scores. The significant F-ratios necessitate that the difference be tested separately by the comparison of Adjusted Mean scores (t-test).

**Calculation of Adjusted Means**

The Adjusted Means for the Post-test scores (Y Means) on Listening Proficiency of Students in the Experimental and Control Groups were computed. The data and results are shown in Table 6.

**Table 6: Data for Adjusted Means of Post-test Scores on Listening Proficiency of Experimental and Control Groups**

Components	Groups	N	M <sub>X</sub>	M <sub>Y</sub>	M <sub>YX</sub> (adjusted)	't' value	P
Listening Proficiency	Experimental	196	4.52	22.0	21.22	84.04	P<0.01
	Control	196	4.50	7.7	8.50		
	General Means	392	4.51	14.86	-		
Result: 't' values are significant at 0.01 level							

From Table D, df 390 (Components),  $t_{0.01} = 2.59$

In Table 6, it can be seen that the difference in Adjusted Means for the Post-test scores of the Experimental and Control Groups was tested for significance and 't' values are found to be significant at 0.01 level (84.04) for 'Listening Proficiency'. It may, therefore, be concluded that the students who were exposed to the Instructional Strategy based on SIOP Model have enhanced 'Listening Proficiency' as compared to those exposed to Activity Oriented Method. In other words, the Instructional Strategy based on the SIOP Model is more effective than Activity Oriented Method in improving 'Listening Proficiency' at Higher Secondary School level.

**Tenability of Hypothesis**

The formulated Hypothesis is accepted based on the findings in this regard.



## CONCLUSION

Thus, Instructional Strategy based on the SIOP Model in the higher secondary classrooms has indeed facilitated Listening proficiency of students. In the classroom, using Instructional Strategy based on the SIOP Model leads on to a stress free environment where the students are focused on the listening objectives they need to achieve. Indeed, Instructional Strategy based on the SIOP Model can produce effective responses from the students and also motivates further focusing on the different sub-skills of listening.

## EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications of the study are:

- It was hoped that the findings could provide guidance for the curriculum makers producing apt syllabus and material revisions and revise classroom practice regarding the development of English language listening skill at higher secondary level.
- The integration of techniques used in the SIOP Model provides rich learning experiences and enables learners to develop the ability of 'how to listen'.
- A shift from achievement tests to language proficiency tests help students to perform well in higher learning arenas and to get better placements in career.

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