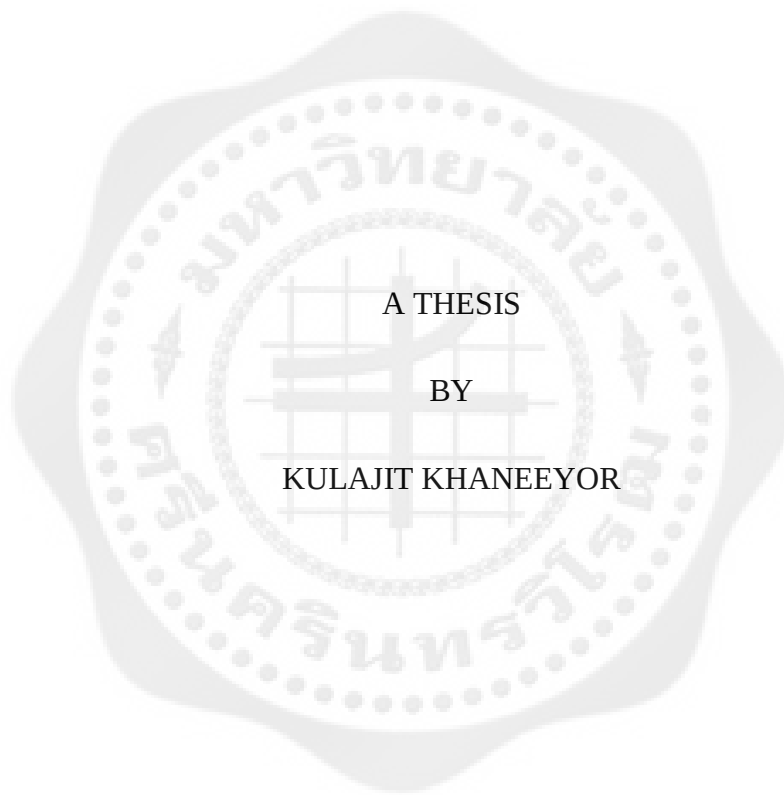


THE EFFECTIVENESS OF AUTHENTIC LISTENING MATERIALS ON EFL PRIMARY
STUDENTS' VOCABULARY LEARNING



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Program in Teaching English as Foreign Language (TEFL)
at Srinakharinwirot University

October, 2017

THE EFFECTIVENESS OF AUTHENTIC LISTENING MATERIALS ON EFL
PRIMARY STUDENTS' VOCABULARY LEARNING



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Kulajit Khaneeyor. (2017). *The Effectiveness of Authentic Listening Materials on EFL Primary Students' Vocabulary Learning*. Thesis, M.A. (Teaching English as Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assistant Professor Dr. Phnita Kulsirisawad.

In the context of vocabulary learning, one of effective teaching strategies for helping learners to acquire vocabulary is the use of authentic listening materials (Martinez & Peñamaría, 2008). It helps learners to expose to the real world contexts and has a positive effect on learners' motivation (Shabunts, 2011). The objectives of this study were to examine the effectiveness of authentic listening materials in enhancing English vocabulary in the classroom among EFL primary students and to examine their attitudes toward the use of such materials in the English language classroom. This study was an experimental study that utilized both quantitative and qualitative methodologies. The instruments used for this study included: vocabulary teaching lesson plans, pre and post vocabulary tests and a semi-structured interview. The participants in this study were forty students who studied in Grade 1 at Srivikorn School, Thailand. They were divided into two groups: control and experimental. The teacher in the control group only used textbooks to teach English vocabulary and in the experimental group, the teacher used a combination of textbooks and authentic listening materials which are animated movies, songs, audio taped stories and cartoons. The findings revealed that both control and experimental groups gained better vocabulary. The difference of the mean scores of pre and post tests in the control group was 2.25 and that experimental group was 2, so there was no significant difference between both groups. It can be concluded that authentic listening materials are not effective in developing vocabulary of Grade 1 students in the study. However, the students in the experimental group had positive views toward the use of authentic listening materials in their vocabulary classes. They enjoyed the classes and looked forward to the next classes.

ประสิทธิผลของการใช้สื่อการฟังในการพัฒนาความสามารถทางด้านคำศัพท์ของนักเรียน
ประถมศึกษาซึ่งเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
ตุลาคม 2560

กุลจิตต์ คานิช. (2560). *ประสิทธิผลของการใช้สื่อการฟังในการพัฒนาความสามารถทางด้านคำศัพท์ของนักเรียนประถมศึกษาซึ่งเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ*. ปริญญาโท ศศ.ม.

(การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ. บัณฑิตวิทยาลัย : มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาปริญญาโท ศศ.ม. พศ.ดร.พนิตา กุลศิริสวัสดิ์

ในบริบทของการเรียนรู้คำศัพท์ หนึ่งในกลยุทธ์ของการสอนที่มีประสิทธิภาพในการช่วยให้ผู้เรียนได้คำศัพท์มากขึ้น คือการใช้สื่อการฟัง ซึ่งช่วยให้ผู้เรียนได้สัมผัสกับบริบทในสถานการณ์จริง และยังเป็นตัวกระตุ้นให้ผู้เรียนมีความสนุกสนานและสนใจในการเรียนมากขึ้น งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของสื่อการฟัง ในการเสริมสร้างการเรียนรู้คำศัพท์ภาษาอังกฤษในห้องเรียนของนักเรียนชั้นประถมศึกษาปีที่ 1 และเพื่อศึกษาทัศนคติของนักเรียนชั้นประถมศึกษาปีที่ 1 ที่มีต่อการใช้สื่อการฟังในห้องเรียนภาษาอังกฤษ กลุ่มตัวอย่างคือ นักเรียนชั้นประถมศึกษาปีที่ 1 โรงเรียนศรีวิกรม์ จำนวน 40 คน ซึ่งได้แบ่งนักเรียนดังกล่าวออกเป็น 2 กลุ่ม คือ กลุ่มควบคุม และกลุ่มทดลอง โดยกลุ่มควบคุมนั้น ครูผู้สอนจะใช้แผ่นหนังสือ ในขณะที่กลุ่มทดลอง ครูผู้สอนจะใช้หนังสือควบคู่ไปกับสื่อการฟัง คือ ภาพยนตร์การ์ตูน เพลง นิทานเทปเสียง และการ์ตูน การศึกษาครั้งนี้เป็นงานวิจัยเชิงทดลองที่ใช้วิธีการทั้งเชิงปริมาณและเชิงคุณภาพ เครื่องมือที่ใช้ในการศึกษาครั้งนี้ ได้แก่ แผนการสอนคำศัพท์ แบบทดสอบคำศัพท์ก่อนและหลังเรียน และแบบสัมภาษณ์แบบกึ่งมีโครงสร้าง ผลการวิจัยได้แสดงให้เห็นว่า การใช้คำศัพท์ของนักเรียนในกลุ่มควบคุม และกลุ่มทดลอง ทั้งสองกลุ่มดีขึ้น ค่าความแตกต่างจากการเปรียบเทียบค่าเฉลี่ยแบบทดสอบก่อนเรียนและหลังเรียนของกลุ่มควบคุม คือ 2.25 และกลุ่มทดลองคือ 2 แสดงให้เห็นว่า สื่อการฟังที่ใช้สอนภาษาอังกฤษนั้นไม่ได้บ่งบอกถึงการพัฒนาความสามารถในการใช้คำศัพท์ของนักเรียน และรวมทั้งไม่มีความแตกต่างอย่างมีนัยสำคัญทางสถิติระหว่างนักเรียนทั้งสองกลุ่ม อย่างไรก็ตาม นักเรียนในกลุ่มทดลองมีความคิดเห็นเชิงบวกต่อการใช้สื่อการฟังในการเรียนคำศัพท์ภาษาอังกฤษ ทั้งนี้ นักเรียนเพลิดเพลินกับกิจกรรมการเรียนภาษาอังกฤษ และอยากทำกิจกรรมในการเรียนครั้งต่อไป

The thesis titled
“The Effectiveness of Authentic Listening Materials on EFL Primary Students’
Vocabulary Learning”

by

Kulajit Khaneeyor

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts Degree in Teaching English as a Foreign Language of
Srinakharinwirot University.

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Acknowledgement

First and foremost I would like to express my sincerest gratitude to my splendid advisor Assistant Professor Dr. Phnita Kulsirisawad who has greatly supported me throughout my study with her warmth, care, patience and knowledge. She has made available her support in a number of ways from the beginning to the final stage of the study. With her guidance, I developed a better understanding towards my research process. Under her supervision, I have gradually learned how to do research, formulate hypothesis, select research design, prepare testing materials, interpret the data and write the research report. Her contribution to this work has been tremendous. Without her, this study would not have been completed. One simply could not wish for a better advisor.

I would like to give my special thanks to the experts, Assistant Professor Dr. Somchai Phichitnusorn, Assistant Professor Dr. Panprapha Sengna and Assistant Professor Dr. Weerawan Doungngam who helped validate my research instruments.

I would also like to convey my sincere thanks to all of my fabulous and professional instructors who grew my brain with their most delicious intellectual food and tender care. Without their great assistance, the path of my academic life here in SWU might have been meaningless. Those splendid instructors I mentioned refers to Assistant Professor Dr. Anchalee Jansem, Assistant Professor Dr. Usaporn Sucaromana, Ajarn Walaiporn Chaya and Ajarn Dominic Bree.

I am indebted to Srivikorn School and Grade 1 students studying in English Program and Intensive Program in academic year 2015. Without their cooperation, it would have been

impossible for me to run the experiments. A great thanks to Mr. Matthew Sunny, my English program head, who has always been giving me the endless encouragement to complete this study.

I was blessed to meet all of the TEFL friends and to be able to spend the two years of hard work with them. I would like to offer my heartfelt thanks to my classmates for making this academic experience such a wonderful journey.

I would also like to express my gratitude to my parents for their support, patience and understanding, especially my beloved sister and husband who helped me and gave me suggestions throughout my research study. Without them, I would not be able to make my study at SWU possible.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of my study.

Kulajit Khaneeyor

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CHAPTER ONE

INTRODUCTION

This chapter primarily focuses on developing a background for this research. It includes concepts of second language learning that focus on vocabulary building through the use of authentic listening materials. It is followed by a method currently adopted by primary school teachers who teach listening, identifying the problems and develop research objectives. The chapter also illustrates significance of the research and the scope of the study.

1. Background of the study

In Thailand, there is a wide recognition and acceptance of the significance of English as an international language in facilitating foreign trade and investments, economics, sciences, businesses, technologies, education, and communication (Kitjaroonchai and Kitjaroonchai, 2012). To enhance the country's competitiveness in relation to the trend of globalization and internationalization, the Thai government has made the study of English language a compulsory subject for students in the primary level onwards.

Richard-Amato (1996) pointed out that communication skills i.e. speaking, reading, writing, and listening are naturally integrated. Communication skills emphasize the use of language and enables students to learn the language and become familiar with it through an increasing usage. The focus of communication teaching should thus be on giving the

students opportunities to use language more often rather than emphasizing examination scores (Carmen, 2005).

In the context of language learning, listening and vocabulary are very important because the understanding of vocabulary is a beginning step in excelling knowledge of a language and gaining competencies in both writing and speaking of such language (Shabunts, 2011). For any person planning to learn a language, it is, therefore, very important to first acquire vocabulary. As suggested by Martinez and Peñamaría (2008), the use of authentic listening materials is one of the effective teaching strategies for helping learners to acquire vocabulary. Many research confirm the positive relationships between successful language learning and listening through authentic listening materials (Cross, 2009; Abraham & Williams, 2009; House, 2014; Hayati & Mohmedi, 2011).

Authentic materials are the language materials that have not been specifically produced for the purposes of language teaching and are close to the form, structure, and usage of the language in everyday life outside of the classrooms (Martinez & Peñamaría, 2008, p: 56-57). Gebhard (2006) defined authentic listening materials as tools comprising of language materials that are extemporaneous, logical, natural and impulsive, comprising mainly of the television commercials, quiz shows, cartoons, movies, and etc., where the language usage is spontaneous and real (Gebhard, 2006, p: 103).

Authentic listening materials are used to smoothen the process of learning second or foreign languages by facilitating students to augment their knowledge of vocabulary and language (House, 2014). They are considered ideal tools for learning languages as they have abilities to replicate real-life listening which are considered to be pertinent aspect of student's

personal life (Abraham & Williams, 2009). Another benefit associated with usage of authentic listening materials is that they minimize the gap between students and the real societal environment, thus making learning a natural process. It has been observed that when students are exposed to authentic listening materials on a regular basis, they tend to find learning process easier and are more confident in communicating with the native speakers of the foreign language they are learning (Berardo, 2006).

It is, therefore, possible for students to learn and communicate in a second language much quicker and more confidently when authentic listening materials are used. Since there has not been a concrete research in proving this possibility, this study aims to study the effectiveness of the authentic materials in the EFL learning in facilitation of learning process. The study will also propose ways to overcome the hindrances that prohibit the use of authentic listening materials in classrooms.

2. Objectives of the Study

The research aims to measure the effectiveness of authentic listening materials used in developing EFL primary students' vocabulary learning in the classroom. This study consists of two main objectives:

1. To examine the effectiveness of authentic listening materials in enhancing English vocabulary learning in the classroom among EFL primary students
2. To examine the attitudes of EFL primary students toward the use of authentic listening materials in the English language classroom

3. Research Questions

There are two specific research questions in this study:

1. Are authentic listening materials effective in developing EFL primary students' vocabulary learning?
2. What are the EFL primary students' attitudes toward the use of authentic listening materials in English classroom?

4. Significance of the Study

The findings of this study will help proving the effectiveness of authentic listening materials used in enhancing English vocabulary learning in the classroom among EFL primary students. If the result of the study shows that first grade students can increase their vocabulary learning after using authentic listening materials, it could be useful for English language teachers to consider these teaching tools as an alternative teaching technique in helping their students build up their vocabulary learning. Moreover, in Thai educational context, using authentic listening materials to increase primary students' vocabulary learning has not yet been studied. Hence, this study aims to fill gaps in the research. Moreover, getting to know students' attitude toward the use of authentic listening materials in English classrooms will help teachers match their teaching technique with the students' preferences.

5. Scope of the Study

This study was an experimental study that utilized both quantitative and qualitative methodologies. The quantitative approach was used in examining the effectiveness of the

use of authentic listening materials in enhancing vocabulary learning of Grade 1 EFL students. The qualitative approach was used in investigating the students' attitudes towards the use of authentic listening materials. The population of this study was the first grade students studying in the Intensive English (IP) and English Program (EP) at Srivikorn School in the first semester, academic year 2015. The study was conducted for 6 weeks. The participants were divided into two groups with 20 students in each group. In the control group, the teacher used only textbooks in the English language classroom in teaching English vocabulary. In the experimental group, the teacher used both textbooks and authentic listening materials such as English songs in the classroom. Moreover, the participants were interviewed to find out the attitude towards to use of authentic listening materials in English class.

6. Definition of Terms

Authentic Listening Materials

Nunan (1999) defined authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching but for the language data used from real world contexts outside of the classroom. In this study, it means songs, animated movies, cartoons and audio short stories.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents a review of related literature which includes an overview of English vocabulary learning, authentic listening materials, the use of authentic listening materials and related studies.

1. English Vocabulary Learning

Vocabulary is the tool of thought, self-expression, translation and communication. Vocabulary plays an important role in any language teaching and learning, as suggested by Wilkins (1972). Wilkins (1972) further mentioned that people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson (1987) stated that a native English speaker can understand language with the correct use of vocabulary but not so proper use of grammar rules rather than those with correct grammar rules, but not so proper use of vocabulary. Widdowson (1989) and McKeown (2002) argue that vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra (1995) suggests that to comprehend a text successfully, students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. In addition, students need to have sufficient word knowledge to understand what they read. Students can understand a writer's message only if they know the meaning of most of the words used in a text. However, Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate

understanding of it. Without knowledge of the key vocabulary in a text, a learner may have trouble in understanding the message. Word knowledge is crucial in reading comprehension and determines how well students will be able to comprehend the texts they read. So, equipping students with a large amount of vocabulary knowledge is essential to language comprehension.

In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student know, the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. Therefore, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on an effective way to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully.

2. What Are Authentic Materials?

While many researchers agree that “authentic materials” are the raw and unprocessed texts which are not written for the classrooms, they, however, approach the concept of authenticity differently. This is because authenticity is a broad concept which relies on the context, text, and related tasks.

Nunan (1999) defined authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching but for the language data used from real world contexts outside of the classroom. The practice of listening and reading English language drawn from TV and radio broadcasts, taped conversations, meetings, talks and announcements

According to Brinton (1991), the extra time and efforts involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. Using authentic materials has several advantages because of they can reinforce students the direct relationship between the language classroom and the outside world. Gebhard (1996) viewed authentic materials as a way to contextualize language learning, in which students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher.

Porter and Roberts (1981) showed several differences between authentic materials and non-authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Likewise, hesitations (such as “uh’s” and “mm’s”) are often missing, and sentences are very well-formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world.

Miller (2005) stated that all levels of students, even lower levels, are able to manage using authentic materials. According to Gebhard (1996), authentic materials that EFL/ ESL

teachers use can be divided into four categories. First, authentic listening/ viewing materials include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, audio short stories and novels, radio ads, songs, documentaries, and sales pitches. Second, authentic visual materials include slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, and stamps. Third, authentic printed materials include newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules. Finally, realia ("Real world" objects) include coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets.

To conclude, there are many types of authentic materials that can be used inside the classrooms to promote student's learning and help them expose to the real context, so teachers have to consider and choose such materials to match the students' needs.

3. Purposes of selecting authentic listening materials

In this research, the researcher intends to focus on authentic listening materials which are cartoons, animated movies, audio short stories, and songs. The reason of selecting these materials is that they are suitable and interesting for the young kids.

Using cartoons in the language classroom allows young learners experience enjoyment when listening (Miller, 2003). The students can see what is happening as well as

listen to cartoons. Non-verbal behaviors or paralinguistic features of the characters are available to the learners. Tomalin (1986) pointed out that students can learn from cartoons while using it in the English language classroom because cartoons offers visual and audio clues to meaning. In other words, students do not just hear the language but sees the context in which it is used. The learner can see in what kind of situation a person is addressed formally or informally and why. Second, cartoons also bring the outside world into the classroom. This means that it gives the class and the teacher something to talk about beyond the confines of the classroom. As a result, it gives a powerful stimulus for communication in class. Third, cartoons can introduce the culture of the target language into the classroom. The learner can see what life among users of a foreign language is like. Finally, cartoon on TV is a powerful motivator. This means that it makes learning a new language look attractive. In other words, students can find it an attractive way of learning something either in class or at home. Therefore, using cartoons in English class can develop students' listening skills in a richer context by presenting authentic language in the classroom (Thanajaro, 2000)

Animation movies differ from cartoons in how the stories and characters are presented. Animation movies are longer in length and depict journey of main character/characters through complex storylines that aim to teach moral lessons, in contrast to the cartoons where entertainment is provided through simple to follow storylines, and rely heavily on non-verbal actions. The animation movies are, thus, more challenging. Listed are few examples of well-known animated movies with life lessons in the brackets: Sponge Bob (friendship), Finding Nemo (conquering of the fear), Scooby Doo (deduction of truth in the

face of superstitious), Avatar the Airbender (struggle, responsibility, heroism), Kung Fu Panda (believing in one self). These movies are generally watched multiple times leading to the students getting familiar with the language used and learn from characters how to communicate effectively.

Flowerdew and Miller (2005) state that audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom. In relation to this, Harmer (1998) points out that the main method of exposing students to spoken English through the use of taped material is to exemplify with a range of topics, such as advertisements, news broadcasts, and poetry reading plays, (pop) songs with lyrics, speeches, telephone conversations and manner of spoken exchanges. Hadfield and Hadfield (2008) also indicate that taped materials will give learners exposure to a wide range of accents and speakers. Similarly, Hedge also (2000) suggests that audio recording expose students to a wide range of listening situations, speakers, voices, and speaking speeds, and they can be used by students working in the self-access mode. In other words, taped listening materials are very essential to reflect many varieties of accents and dialects in the classroom. Flowerdew and Miller (2005) give the following reasons for using audiotapes listening in classes:

Extensive listening practice-helps students to listen to extended stretches of discourse in a directed fashion as opposed to out-of-class extensive listening. This will enable students to acquire overall comprehension skills of guessing the general meaning from spoken text, listening for pleasure, attending to fast speech and distinguishing among a variety of voices or accents.

Intensive listening practice-Students can develop their listening skills by replaying a tape for several times. This allows students the opportunity to focus on the discrete points of the language via listening to key words, pronunciation and intonation patterns, contracted forms, etc.

Songs provide a good form of listening because the students are very much concerned with word building (Byrne, 1987). In addition, Wilson (2008) indicated that songs and music bring other dimensions-art and emotion to the classroom. Songs can be enjoyable, memorable and stimulating for the students because they may contain stories, which can be motivating for the students. Wilson (2008) stated that using songs in listening classes provides students with a number of benefits in terms of language and skills. They help students focus on aspects of pronunciation such as stress patterns and they contain some useful predictable elements such as the use of rhyme which helps the listener to predict vocabulary. Mishan (2005) indicated that students are often keen to know the words of songs that appeal to them through their melodies. He viewed that listening to songs is an authentic, real-life activity. In other words, songs bring different accents, voices, cultures and ideas into the classroom. Indeed, songs can provide a very valuable component of colloquial and non-standard language use that is often missing from course books (Mishan, 2005). They are also useful to demonstrate the natural pronunciation of spoken language in the classroom and provide other real elements of language use to link between classroom and the outside world.

According to Field (2008), the purpose of selecting authentic listening materials is to ensure that the learner is exposed to real speech and to give sense of input that is only understood in real life situations. He suggested that teachers need to concern about

relevance, intrinsic interest of topic or theme, cultural appropriateness, linguistic demands, cognitive demands, and logistical considerations in selecting the appropriate authentic listening materials. He explained that the materials should represent the type of spoken input that a learner will encounter and are relevant the listening tasks to the real-life contexts. It should be easy to create interest in the topic at a pre-listening stage. In addition, the ideas and vocabulary in the materials should be simple and familiar to the students and the length of material used should be appropriate (Field, 2008).

In conclusion, although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to de-motivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials.

4. The Use of Authentic Listening Materials in Classroom

Researchers generally differ in how the authentic materials should be used in the classroom. While Guariento and Morley (2001) and Herrington and Oliver (2010) proposed selecting materials in accordance to the abilities of the students, Wilson (2008), on the other hand, suggested selecting materials based on the actual usage requirement by the students. Researchers like Underwood (1989) and Lindsay and Knight (2006) emphasized the importance of pre-listening tasks which they claim will prepare the students of what to expect and thus helping them to understand the materials and learn more effectively.

Guariento and Morley (2001) suggested that authentic materials should be used in accordance with student's ability and added that suitable tasks should be given to the students. According to Herrington and Oliver (2010), there are ten characteristics of authentic activities that provide the necessary and relevant conditions for bridging the gap between the classroom and the real world, which are 1) have real world relevance, 2) are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity, 3) comprises complex tasks to be investigated by students over a sustained period of time, 4) provide the opportunity for students to examine the task from different perspectives, using a variety of resources, 5) provide the opportunity to collaborate, 6) provide the opportunity to reflect, 7) can be integrated and applied across different subject areas and lead beyond domain specific outcomes, 8) are seamlessly integrated with assessment, 9) create polished products valuable in their own right rather than as preparation for something else, 10) allow competing solutions and diversity of outcome. These 10 characteristics are a very useful

toolkit for any teacher who wishes to ensure that authentic learning is supported in their classroom (Herrington and Oliver, 2010).

Wilson (2008) suggested that teachers need to bear the following two questions in mind when designing learning tasks, which are 1) What will my students do with this?; and 2) Does it lend itself to a full exploitation involving each phase: pre-, while-and post-listening?. Following the suggestion of Wilson (2008), authentic listening materials can be planned as pre-, while-, and post-listening tasks and activities. Each of these three stages of listening tasks and activities have been discussed in details below.

For pre-listening tasks, effective listening tasks often involve an explicit pre-listening step, some activity that the learner does prior to listening to the main input in order to increase readiness. In this regard, Underwood (1989) indicated that it is unfamiliar to plunge students straight into the listening text, as this makes it extremely difficult for them to use the natural listening skills of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. Lindsay and Knight (2006) also suggested that pre-listening activities should help learners by focusing their attention on the topic, activating any knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. Underwood (1989) also stated that it is important not only for students to hear language which sounds natural, but also for them to have listening experiences which are as authentic as possible. In other words, students should do the activities that listeners do in real-life situations, not merely do exercises on the language which is used. Some tasks and activities under pre-listening phase include 1) looking at pictures and talking about them, 2) looking at a list of items/thoughts/ etc, 3) making a list of

possibilities/suggestions/ etc, 4) reading a list/ questions (to be answered while-listening), 5) labeling /completing part of a chart, 6) predicting /speculating, 7) pre-viewing language, and 8) informal teacher talk and class discussion.

For while-listening tasks, good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activity (Underwood, 1989). Therefore, the purpose of the while-listening activities is to help learners develop the skills of eliciting messages from spoken language. These tasks or activities are about the learners finding the answer or doing activities for the task. The while-listening activities include 1) matching pictures with what is heard, 2) following the route, 3) labeling/ putting pictures in order, 4) storyline pictures sets, 5) carrying out an action, 6) pictures drawing/completing, and 7) completing charts/grids.

For post-listening tasks, this stage comprises all the activities which are carried out after listening is completed. Some of these activities could be extensions of the pre- and while-listening stages, which some may relate only to the listening text itself (Underwood, 1989). Post-listening activities allow students to reflect on the language from the text. In addition to this, post-listening tasks can involve additional reading, speaking, and interaction integrating other skills. The post-listening activities include 1) problem solving and decision making - Interpreting Extending lists/notes into written response, 2) role play/ simulation, 3) Jigsaw listening, 4) summarizing, and identifying relationship between speakers.

Pre-listening, while-listening and post-listening should consist of different activities that are not too easy to bore the students and yet not too difficult to demotivate the students.

On top of that, teacher needs to be ready to leave the plan anytime, if the teacher notices it is not working in the class at the moment. (Wilson, 2008, p.132)

To conclude, pre-listening functions as preparation of the students for the main task. It should motivate the students and give them any needed background information. While-listening is the main activity that is done during the listening and the main aim is comprehension. Post-listening gives the students feedback on how successful they were and enables them to use what they learnt in the while-listening activity. Moreover, teachers should plan very well in creative activities in each step.

5. Related Studies

Authentic listening materials have been widely used in EFL classrooms. Many research studies present the positive results.

Surachai Rodngam (2011) investigated the use of authentic materials to enhance vocabulary for listening comprehension. This study was conducted with 45 high-school students enrolled in a listening and speaking class during semester 2/2010 and studying in the English and Japanese Program (EJP) at Winitsuksa School, Lopburi, Thailand. It was found that the use of authentic materials had a positive effect and helped increase students' performances, comfort and self-confidence when listening to the target language. Responses to a questionnaire revealed that the influence of the use of authentic materials had a positive effect on students' attitudes and motivation to learn the language. The findings of the study also imply that teachers can promote positive student attitudes toward language learning by providing materials and activities that meet the needs of students.

Mamo (2013) investigated the use of authentic materials in teaching listening skills to college students. The participants were 62 freshmen. The study also included all the available English language instructors. Three research instruments included a questionnaire, an interview and an observation. The questionnaire contains closed-ended items and was administered to 62 sample students. In addition, the semi-structured interview questions were held with all the available English language instructors who were offering different courses including listening skills. Classroom observation was carried out using structured checklist. Besides to this, library, English language improvement resource center observation was also carried out to check the sources and availability of authentic listening materials. To describe, delineate and explain the data gathered via the aforementioned tools, descriptive and qualitative methods were employed. Results of the study showed that listening to materials such as songs, radio/TV news, films, and recordings of short stories, telephone conversation, announcements, and different interviews in English exposed students to the real language. It also revealed that instructors were aware of the use of authentic materials in teaching listening skills. In addition, it showed that instructors dominantly used non-authentic materials in listening instructions.

Teresa (2008) investigated the effectiveness of using authentic materials to teach vocabulary. Quantitative data were collected and analyzed by using the Statistical Package for Social Sciences (SPSS). The participants of the study were 60 students which divided into two groups, with 30 students in each group. The students in the experimental group were taught using authentic materials to learn vocabulary while the students in the control group were taught using the conventional method. The students were administered a pre-test

to assess the initial vocabulary levels of the students. Two weeks later, a post test was administered to assess the students' vocabulary development. It was found that the students in the experimental group had higher achievement than the students in the control group. The differences between the two groups were statistically significant. It indicated that students acquired more vocabulary through exposure to authentic materials in the teaching of English. Thus it is recommended that authentic materials be used during the English lesson to guarantee an achievement of the better performance among the students.

Ghanbari (2015) conducted the research named "The Effect of Using Authentic Materials on Iranian EFL Learners' Vocabulary Learning". The study focused on teaching vocabulary using authentic materials and its influence on learners' vocabulary achievement. The population of 80 female Iranian EFL learners aged 17 to 20 were selected. All of them received Oxford Proficiency Test (OPT). Following the administration of OPT, those whose scores ranged between 105 and 119 (elementary level) were chosen for the purpose of the study. After the OPT only 66 participants were left for both experimental and control groups. Both groups received a pretest at the first session. After that the participants attended the English classes 3 times a week for a month. Every session took one hour. The control group received new vocabularies through their textbook (English Result) in each session and the experimental group received the same vocabularies through The New Straits Time online paper in each session. The students were asked to read and talked about the topics. After a month post-tests were run among all of the participants in both control and experimental groups. The analysis of data showed that the vocabulary knowledge of the participants

developed in both groups but the experimental group significantly outperformed the control group.

In summary, there is a wealth of materials at hand that the teacher can exploit for the purpose of teaching vocabulary. In determining which pieces to exploit for classroom purposes, it is wise to select materials that interest the students. Using authentic listening materials is beneficial for many reasons. They enliven the classroom and are powerful motivating factor (Mishan, 2005). They introduce life into the classroom and provide close contact with the language (Rodngam, 2011). They build up para-linguistic features and can be taught at all level (Karpova, 2004). Authentic listening materials can activate the schemata (Shabunt, 2011). Moreover, they keep students informed about what is happening in the world. Using authentic materials is a relatively easy and convenient way of improving not only student's general skills but also their confidence in a real situation (Sabet, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

In the previous chapters, the researcher presented the background of the study, the study objectives, the significance of the study, the scope of the study, the definition of terms and the literature reviews. In this chapter, the researcher provides the methodological design of the study which includes the research design, participants of the study, research instruments, data collection, and data analysis.

1. Research Design

This research was an experimental study that utilized both quantitative and qualitative methodologies. The quantitative approach was used in examining the effectiveness of the use of authentic listening materials in enhancing vocabulary learning of Grade 1 EFL students. The qualitative approach was used in the evaluation of the students' attitude toward the use of authentic listening materials.

2. Variables

The variables of the study include authentic listening materials as an independent variable and students' vocabulary learning as a dependent variable.

3. Participants of the Study

Forty Grade 1 students of Srivikorn School, Thailand were selected via a purposive sampling method, in which the elements selected for the sample were chosen by the judgment of the researcher. They were studying in the Intensive Program (IP) and English Program (EP) and the age range was between 6-7 years old. They had passed the school Entrance test before joining in Grade 1 classes. The Entrance test consisted of 50 questions. The mean scores of their Entrance test were not very different which showed that the level of their English competency was relatively similar (See Table 1).

Table 1 The mean scores of the Entrance tests of students in Intensive and English programs

	<i>Intensive Program</i>		<i>English Program</i>	
	<i>N</i>	<i>Students</i>	<i>N</i>	<i>Students</i>
		<i>(Mean Scores)</i>		<i>(Mean Scores)</i>
Entrance	20	32.13	20	33.01
Test				

The sample size of the study included 40 students which consisted of two classes of 20 each. The teacher in the control group used only textbooks in the classroom to teach English as a foreign language, and the teacher in the experimental group used a combination

of textbooks and authentic listening materials in their classroom. The sampling plan justified the validity of the selected sample size and sampling method.

4. Research Site

Situated in Sukhumvit Road, Bangkok, the school was established in 1963, certified by the Ministry of Education. The school has envisioned building a strong foundation for students, enriching their knowledge and providing up-to-date resources and clear understanding across all subject matter. This enrichment and wider knowledge base will lead the learners towards excellence in any field. Based on such a vision, the school initiated an English Program in their classrooms since 2005, thereby providing bilingual education to students enrolled in Kindergarten to Grade twelve. Srivikorn English Program (E.P) and Intensive Program (I.P) aimed to prepare students' competency level in English, so as to enable them for higher education and professional careers at the international level.

5. Research Instruments

5.1 Vocabulary Teaching Lesson Plans

The lesson plans were developed after studying the school curriculum of the English Language for Grade 1. The curriculum contained the objectives, content, grammar, vocabulary and structures. The lesson plan was designed in accordance with the textbook, within a time period of six weeks. Later, upon completion of the lesson plan, it was proof-read by professional educators. The lesson plans covered 16 periods– 1 to 4 focused on songs, 5 to 8 on animated movies, 9 to 12 on cartoons and 13 to 16 on audio taped stories.

Animated movies used in the study were *Puss in Boots*, *Finding Nemo*, *Shrek* and *Ice Age*. Songs were *The bare necessities*, *Old McDonald had a farm*, and *Mary had a little lamb*. Audio taped stories were *Kittens*, *Friends forever*, *The Hat*, *Dan's Pet*, *I am a butterfly*, *A bed full of cats*, *Todd's Box*, *Sam and the bag*, and *Visit to the zoo*. Cartoons were *Raindrop*, *Anti-bullying video*, *Shapes* and *Learn to count with choo-choo train*.

5.2 Pre and Post Vocabulary Tests

The pre and post vocabulary tests were the instruments used to measure the students' vocabulary learning. The pre-test was given to the students at the first week of the semester. The test consisted of 10 multiple choice questions and 20 gap-filling questions pertaining to their vocabulary proficiency before implementing authentic listening materials in the class. The test developed was close-ended and structured, consisting of simple words with picturization to understand the depth of knowledge possessed by each child. The test was administered to both control and experimental groups. The post-test was the same vocabulary test given to both groups of students. The reliability and validity check of the tests followed these steps. First, the tests were evaluated by three specialists, and an Item-Objective Congruency (IOC) score was calculated to find out the validity of the test. The contents of the test were then adjusted according to their suggestions. Next, the tests were checked for its reliability. Reliability of the test is a necessary characteristic of any good test. Lado (1962) states that reliability is measured by a correlation between the scores of the same set of the student on two consecutive administrations of the test. This is known as the

re-testing coefficient of reliability. The tests were administrated to a sample of five students twice. The correlation coefficient was 0.78, and this is considered acceptable (See Table 2).

Table 2 The mean, standard deviation and correlation coefficient of test –retest scores

				<i>Correlation</i>
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>coefficient</i>
Test	5	16.24	1.37	0.78
Re-test	5	22.45	3.96	

After constructing the test, a pilot study was required to find out exactly whether the test is well constructed and to estimate the time allotted for answering all the items of the test. To achieve these aims five students were chosen randomly to constitute the subjects for the pilot study. The finding of the pilot study indicated that the time required to complete the test was 50 minutes. The students did the test in class and were not allowed to talk to their friends. Moreover, the teacher helped explain some of the questions to those students who did not understand the questions clearly.

5.3 Semi-Structured Interview

Another instrument was a semi-structured interview, consisting of open-ended questions in order to determine the students' attitudes towards the use of authentic listening materials as a way of learning English language in the class. The questions were posed to the

students verbally, being administered after the experiment. The interview enabled the researcher to understand the variance in the students' views toward the use of songs, cartoons, animated movies and audio short stories.

6. Data Collection

At the first week of the semester, the vocabulary pre-test was distributed to the participants. They were given 50 minutes in class to complete the test. The researcher collected all pre-tests and recorded the score of each participant. During 6 weeks, the teacher used only textbooks to teach English in the control group and in the experimental group, the teacher used the combinations of textbooks and authentic listening materials which were songs, animated movies, cartoons, and audio taped stories to teach English.

At the end of week 6, the participants were asked to do the vocabulary post-test which was the same test for 50 minutes and the participants in the experimental group were interviewed individually with 10 questions translated into Thai language for some students whose English was not their mother tongue. The research had recorded the individual interview and transcribed the data to see the attitude of students toward to use of authentic listening materials in English classes.

The quantitative data was collected in response to the first questions (1) Are authentic listening materials effective in developing EFL primary students' vocabulary learning?

To answer the first research question, the vocabulary pre-test was administered in the first week of the semester. Next, authentic listening materials were used in the experimental

group in English classes for 6 weeks. At the end of week 6, the vocabulary post-test was administrated. The scores in the pre and post tests were recorded and compared statistically to find out the students' vocabulary learning development.

To answer the second research question (2) What are the EFL primary students' attitudes toward the use of authentic listening materials in English classroom? The data was collected from the semi-structure interview which was administered at the end of week 6 to the participants in the experimental group to find out the students' attitude toward the use of authentic listening materials. In this study the researcher ensured that the views presented by the EFL students of Grade 1 remained confidential and was not used anywhere apart from meeting the aim and objectives of the study. The data was used only for an academic purpose and was collected after gaining informed consent from the guardians of the concerned subjects, i.e. the administration and parents of students in Srivikorn School.

7. Data analysis

In order to investigate whether the students' vocabulary had increased after the use of authentic listening materials throughout the 6 weeks, the data were analyzed as follows:

1. The scores gained from the pre and post tests were analyzed by using SPSS program (Statistical Package for the Social Sciences) in order to obtain descriptive statistics; mean and standard deviations. The average mean scores and standard deviations of the pre and post tests were calculated, compared and enabled the researcher to conclude the vocabulary development of the participants.

2. The data from the semi-structured interview was analyzed via content analysis. It allowed the researcher to probe if any interesting comments developed during the interview.

In the next chapter, the findings of the research will be presented according to the research questions.



CHAPTER FOUR

FINDINGS

This chapter presents the findings of the study. The findings are presented according to the two research questions.

Research Question 1: Are authentic listening materials effective in developing EFL primary students' vocabulary learning?

Table 1 shows descriptive statistics as analyzed by SPSS program. This Table provides the answer for the first research question about whether students' vocabulary improved after using authentic listening materials.

To answer the first research question, Grade 1 students were scored on their pre-tests and then in post-tests, the mean scores from each test were calculated using descriptive statistics (i.e, means and standard deviation), and then mean scores of the pre-test and post-test participants were compared. Table 2 summarizes the overall means of the pre-test and post-test scores and the significance between them.

Table 3 A comparison of the mean scores of the pre-test and post-test of the control group.

	<i>Pre-test</i>			<i>Post-test</i>	
	<i>N</i>	<i>(M)</i>	<i>SD</i>	<i>(M)</i>	<i>SD</i>
Vocabulary Test	20	16.96	2.74	19.21	3.28

The findings in Table 3 reveal that the mean scores on the post-test were higher than those in the pre-test. The mean scores on the pre-test and post-test were (M= 16.96) and (M=19.21) respectively. This suggests that authentic listening materials could positively increase the first grade students' vocabulary learning.

Table 4 A comparison of the mean scores of the pre-test and post-test of the experimental group.

	<i>Pre-test</i>			<i>Post-test</i>	
	<i>N</i>	<i>(M)</i>	<i>SD</i>	<i>(M)</i>	<i>SD</i>
Vocabulary	20	20.82	1.09	22.82	1.91
Test					

The finding in Table 4 reveals that the mean scores on the post-test were higher than those in the pre-test. The mean scores on the pre-test and post-test were (M=20.82) and (M=22.82) respectively.

Table 5 A comparison of the mean scores of the pre-test in the control and experimental groups.

	<i>Pre-test</i>			<i>Pre-test</i>		
	<i>N</i>	<i>Control</i>	<i>SD</i>	<i>Experimental</i>	<i>SD</i>	<i>Difference</i>
		<i>group</i>		<i>group</i>		
		<i>(M)</i>		<i>(M)</i>		
Vocabulary	20	16.96	2.74	20.82	1.09	3.86
Test						

Table 5 shows the different mean scores obtained from the students taking the pre-test in the control and experimental groups. When the mean scores of the control group (M= 16.96) and that of the experimental group (M=20.82), are compared, it is evident that the mean scores of the experimental group are higher. The difference of the pre test scores between both groups was 3.86.

Table 6 A comparison of the mean scores of the post-test in the control and experimental groups

	<i>N</i>	<i>Post-test</i>		<i>Post-test</i>		<i>Difference</i>
		<i>Control group (M)</i>	<i>SD</i>	<i>Experimental group (M)</i>	<i>SD</i>	
Vocabulary Test	20	19.21	3.28	22.82	1.91	3.61

Table 6 shows that when the different mean scores of the control group (M= 19.21) and that of the experimental group (M=22.82), are compared, it is evident that the mean score for the experimental group is higher. The difference of the post-test scores between both groups was 3.61.

Table 7 A comparison of the mean scores of pre and post tests and the differences of the mean scores in the control and the experimental groups

		<i>Control</i>	<i>Experimental</i>
	<i>N</i>	<i>group</i>	<i>group</i>
		<i>(M)</i>	<i>(M)</i>
Post-test	20	19.21	22.82
Pre-test	20	16.96	20.82
Differences		2.25	2

Table 7 shows that the differences of the mean scores of pre and post tests in the control group was 2.25 and that experimental group was 2, so there was no significant difference between both groups.

In summary, the quantitative analysis revealed that both control and experimental groups gained better vocabulary, so there was no significance between the scores of both groups. This is to say that authentic listening materials are not effective in developing vocabulary of Grade 1 students in the study.

Research Question 2: *What are the EFL primary students' attitudes toward the use of authentic listening materials in English classroom?*

At the end of week 6, all participants were interviewed to find out their views toward the use of authentic listening materials in teaching vocabulary in English class.

The children were encouraged by the researchers to answer in their native language if they were not comfortable in answering in English. These responses were then translated into English for the purpose of quoting in the research analysis conducted for the study in hand,

wherever required. The responses of these young students were subsequently analysed using the technique of content analysis.

Content analysis technique is used to draw inferences from qualitative data received in the form of detailed responses from interviews. According to Krippendorff (1980), content analysis may be conducted on manifest level or latent level. On the manifest level, data is analyzed only descriptively and no explanations of the same are given in the analysis. On the latent level, data is interpreted with reference to the context and the implications of data are derived during the analysis. For the current study, content analysis has been conducted on latent level and it is attempted that the implications of students' responses are duly understood in context of English classes for an EFL student.

Initially, the researcher tried to find out whether the students had started learning English as a foreign language this year or from the previous year at school. After the inquiry, it was found out that it was the first year that the students were being taught English as a foreign language. The inquiry also revealed that 3 of 40 students had an English speaking member in the family, due to which they were, to a limited extent, familiar with the language. However, on questioning them further, it was found that the overall environment in the family was not English speaking and the language was almost as new to them as the other students in their class.

It can be understood from this analysis that the students were not well versed with the English language and thus, it was of utmost importance to explain the questions to them, which, as mentioned earlier, was duly done by the researcher while conducting the interviews.

The researcher then attempted to determine the various types of learning materials used in the English classrooms attended by these students. It was found that 20 out of 40 students (50%) indicated that the language teachers used English textbooks designed specifically for EFL learners and authentic listening materials in the classrooms to teach English words as well as spoken English. One of the students from this group stated, *“We are given English textbooks with small words to start with and our teacher follows the textbook thoroughly and helps us in being familiar with those words. We have also been exposed to new material including movies, rhymes and stories”*. The remaining 50% indicated that they were taught in their English classrooms with the help of learning materials including textbooks and authentic listening materials. A student from the second group said, *“Our teacher uses and encourages us to explain what we understand from the videos shown to us”*.

Thus, it was found that while half of the response group is being exposed to textbooks; the other half of the students is being exposed to textbooks and authentic learning materials. This analysis makes our response group apt for the study in hand since the study needs to analyze the impact and effectiveness of authentic learning materials for EFL learners.

After establishing the language materials being used, the researcher aimed at determining the comfort level of the students with the learning materials and the teaching techniques employed, if the students enjoyed their English language class, if the students looked forward to the lessons, effectiveness of the classroom and if the students felt their vocabulary was improving. The findings of each are listed below.

There was found to be a vast difference in the comfort levels of students in the control group and students in the experimental group. It was found that the students in the control group were less comfortable and they found it difficult to adopt authentic listening materials offered to them suddenly. One of these students opined his thoughts in the following words, *“Sometimes, I find myself unable to understand the use of certain words taught from our textbook. I fail to understand in which context I can use them or where it might be wrong to use them. Now, movies are being played in class rooms but we are unable to understand the plot without teacher’s assistance”*. In contrast, the students in the experimental group were found to be quite comfortable with the authentic listening materials being offered in their English classrooms. One of the students stated that he was very comfortable in his English class and did not feel pressurized with the use of new language and new words. These finding hints toward the chances that students being provided with authentic learning materials in combination with textbooks are more likely to learn English faster than their counterparts since comfort level plays an important role in enhancing learning abilities of a child.

The students in the control group stated that they did not enjoy their English class. One of these students even went on saying that their English class was highly boring and did not make them feel involved in the learning process at any level. However, another respondent from the group said that the class was not very enjoyable but the teacher was able to create a lively atmosphere in the class by using examples and using the words in different sentences and different contexts. The experimental group, on the contrary, indicated that their English class was enjoyable for them. They stated that authentic listening materials

used in their class were interesting and motivated the students to engage in the learning process since the students were usually interested in understanding the content of the story or the poem or movie being used in the classroom for teaching English as a foreign language.

Most of the students in the control group shared their experience stating that they did not really look forward to their English class. Out of this group, only 2 students stated that they looked forward to learning newer English words since they were a little familiar with the language because it was also used by their family members. They stated that they were encouraged to speak English at their home due to which they were interested in learning English language but they also agreed that their English class offered nothing to look forward to as such. The students from the experimental group stated that they looked forward to the interesting movies and stories they watched in the class. Some of them said that they liked to hear rhymes and had even by hearted a few of the rhymes which they loved to sing along. One of the students from this group stated that she eagerly looked forward to the lively and playful environment created in her English class due to the use of interesting teaching materials which all students enjoy. She also stated that she and her friends look forward to English as a foreign language class more than the classes of the other subjects taught at their school. It should be noted that the finding here is in line with the previous finding that the students in the control group were not comfortable in their English class and at the same time, they did not find it enjoyable. Thus, since they were not comfortable in learning English and the class did not interest them much, they did not look forward to their English class. Similarly, for the experimental group the previous finding suggested that they enjoyed

their English class and were comfortable in that learning environment. Thus, these students looked forward to their English class eagerly.

The researcher has tried to determine whether the English class attended by the students is effective learning in its purpose. This has been judged by their understanding of the language, their comfort level with spoken English and their English vocabulary. The researcher first asked the students if they were able to understand verses written in English. To this query, the students from the control group stated that they were able to only grasp the meaning of certain words from a verse and could not really comprehend the complete verse as such. One of the respondent from this group stated that it was difficult for him to understand or draw inference from a verse since he had to skip some words from the sentences within the verse and without knowing the meaning of those words, it was impossible to understand the meaning of the sentence. Another respondent stated that she could understand small sentences most of the times, but it was very difficult for her to comprehend a complete verse. The students from the experimental group stated that they were able to comprehend complete verses most of the time. One of the students mentioned that even if she did not know the meaning of a particular word, she was able to grasp it by following the entire verse, rather than stressing on that particular word. These students were found to be slightly comfortable at reading and understanding stories and verses. Therefore, it was found that the students from the experimental group able to understand verses better than those taught using text books. The researcher further asked these students if they were comfortable talking in English. To this, the students from the control group stated that they were not comfortable speaking in English. Most of them admitted that they could not speak

complete sentences in English with correct use of words and correct grammar. The students from the experimental group stated that they could speak small sentences in English perfectly, with correct use of words and correct grammar. However, they could not speak long sentences perfectly. One of the students stated that they sometimes made grammatical errors while trying to speak long sentences in English which their teacher duly corrected. Hence, it was found that the English speaking skills of the students in the experimental group were better than the students in the control group. This may be because students in the experimental group used to listening complete sentences, may it be in a story or a movie or a cartoon. They are likely to be more familiar with the correct usage of words and grammar. On the other hand, students in the control group used to learn words rather than sentences. This is likely to limit their sentence formation capacity to some extent, at least in the short run.

The researcher also asked the students if they felt that their vocabulary is improving over time. To this query, the students in the control group stated that their vocabulary has slightly improved over their period of learning English. On the other hand, the students in the experimental group stated that they felt a vast improvement in their vocabulary and could relate the words learnt to various real life situations. They also stated that they used these words at opportune times without any special effort on their part which made them realize suddenly that they have an improved vocabulary. These students said that they owed this improvement in vocabulary to the use of interesting learning materials used in their classrooms which had a steady flow of words and well-formulated sentences being used in their content. Therefore, it was found that students in the experimental group were more

confident of their improved vocabulary while those from the control group felt that there was only slight improvement in their vocabulary.

In conclusion, the findings show that students' vocabulary learning in both control and experimental groups had increased and the difference of the mean scores of both groups was not so different. This is to say that there was no significant different between both groups after authentic listening materials were used in their English classrooms. However, the students held positive views toward the use of authentic listening materials in their vocabulary classrooms

To further understand the research findings, the summary of findings and the discussion of the results are presented in the final chapter.

CHAPTER FIVE

CONCLUSIONS & RECOMMENDATIONS

The purpose of the chapter is to discuss how the two research questions have been answered and to offer the implications of these findings. Based on the findings, recommendations for English vocabulary learning are offered as a way to enhance the learning experience of Thai students in the English vocabulary classroom. It concludes with a consideration of the limitations of the research and some suggestions for further studies.

1. Summary of Findings

The answers to the two research questions are presented below.

Research question 1: Are authentic listening materials effective in developing EFL primary students' vocabulary learning?

The study has revealed that the students in the experimental and control groups gained better vocabulary. The findings indicate that the mean scores and standard deviation of the students' post-test in both groups are higher than those of their pre-test. The difference of the mean scores of the control group was 2.25 and the experimental group was 2, so there was no significant difference between both groups.

In summary, the evidence suggests that in quantitative terms, authentic listening materials have no positive impact on the students' vocabulary learning. Such finding appears to contrast the study of Teresa (2008) which found that authentic listening materials had a

positive influence on the students' vocabulary learning. On the contrary, Nasim Ghanbari (2015) conducted the research named "The Effect of Using Authentic Materials on Iranian EFL Learners' Vocabulary Learning". The students' vocabulary had increased after using authentic listening materials.

Research question 2: What are the EFL primary students' attitudes toward the use of authentic listening materials in English classroom?

The findings of the second research question show that the students had positive views toward the use of authentic listening materials in classroom. They enjoyed their class more and were more comfortable in their classrooms. In addition, they also showed more improvement in spoken English, English reading skills and vocabulary than the students from the other group.

The results appear to reflect the statement made by Wilson (2008), who states that songs and music bring other dimensions-art and emotion to the classroom. In other words, songs can be enjoyable, memorable and stimulating for the students because they may contain stories, which can be motivating for the students. . Wilson (2008) stated that using songs in listening classes provides students with a number of benefits in terms of language and skills. They help students focus on aspects of pronunciation such as stress patterns and tend to contain some useful predictable elements such as the use of rhyme, for instance, which helps the listener to predict vocabulary. Mishan (2005) also states that songs are also useful to demonstrate the natural pronunciation of spoken language in the classroom and provide other real elements of language use to link between classroom and the outside world.

The findings of this study are also similar to Surachai Rodngam (2011). He found that the use of authentic materials had a positive effect on students' attitudes and motivation to learn the language. The findings of the study also imply that teachers can promote positive student attitudes toward language learning by providing materials and activities that meet the needs of students' goals.

Building on the evidence of the analysis, it can be concluded that students have positive views toward the use of authentic listening materials. As supported by Bacon and Finneman (1990), the current research reveals that students have positive attitudes towards learning vocabulary through authentic listening materials. In addition, Cook (1996) stated, "the student's attitudes toward the learning situations as measured by feelings about the classroom teacher and the level of anxiety about the classroom contribute towards the student's motivation" (p. 131). To maintain students' positive attitudes, the teacher might consider providing an appropriate input and interaction to the class by allowing the students to contact with authentic materials in the classroom (Cook, 1996).

2. Discussion of Results

The study differs from the suggestion by Nation and Newton (2008) which states that the use of authentic listening materials develops the students listening abilities. Both groups of students performed better in the post-test and the difference of the mean scores of both groups was not significant. Thus, it was seen that authentic listening materials were not effective in improving Grade 1 students' vocabulary learning. The results are also contrast with the recommendation of Tang and Loshinikarasi (2015) which suggested that the use of multimedia sources for authentic materials helps in improving vocabulary and learning new

words. However, the results are consistent with the study of Azri and Al-Rashdi (2014) which stated that authentic listening materials make the learning more entertaining.

To conclude the quantitative data, the researcher found some problems occur in this study as followed;

1. The participants in this study may be too young to learn English using authentic listening materials in classroom.
2. Students think that watching animated movies or cartoons and listening to songs or audio taped stories are fun and enjoyable things to do and are not able to concentrate on the language or words presented in such materials.
3. Students are familiar with the traditional style of learning using textbooks as they have structure of words and sentences.

However, the research revealed that the students from the experimental group found to be very relaxed and enjoyable in their classrooms and looked forward to the next class. These students stated that they looked forward to movies and rhymes in their classes. This is contrastive to the findings of Miller & Endo (2004) which found that students were likely to feel uncomfortable and anxious in the new unfamiliar environment.

3. Recommendations and Suggestions for Future Research

On the basis of the research findings, the researcher would like to offer some general thoughts of how to enhance students' vocabulary learning. The intention is to further develop English language teaching in Thailand, particularly in the vocabulary learning.

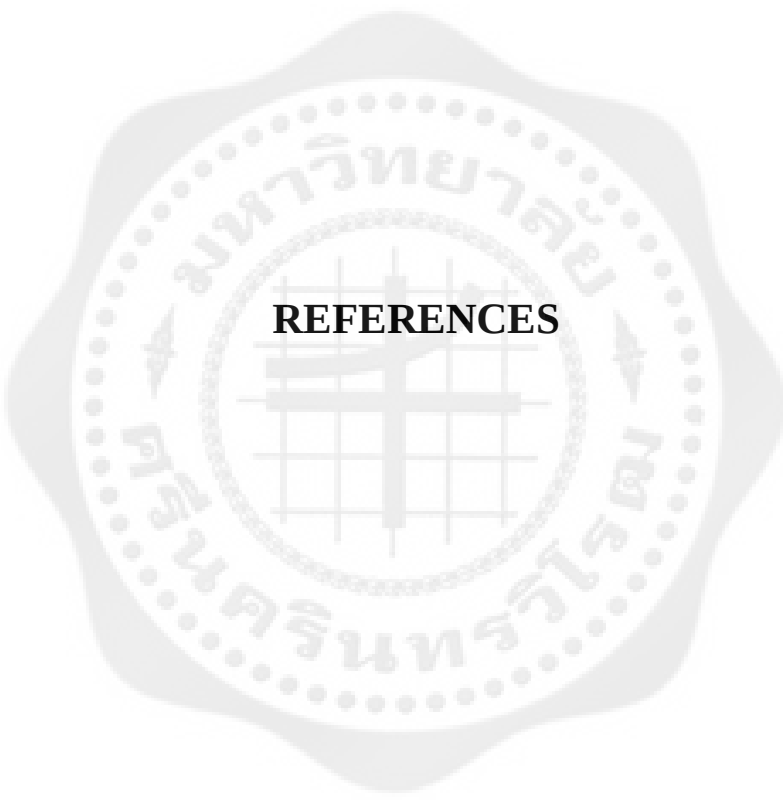
1. In the context of this study, the researcher found that young students did not find textbooks enjoyable. It is recommended that authentic listening materials could be used in combination with textbooks. This is because the learning of younger students depends on their comfort level in the class and the enjoyment the class offers (Wilson, 2008).

2. Future research can be administered to a larger group of students, or to several groups of EFL students as in this study the participants were forty students which was quite small, in order that the effects of using authentic listening materials on student's proficiency levels could be widely interpreted

3. Future studies could be made in which a variety of authentic materials are used, instead of cartoons, songs, animated movies and audio short stories since authentic materials differ in terms of characteristics.

4. Lastly, it is recommended that the authentic listening materials used in vocabulary classroom are high quality, in terms of sound and image, and not outdated so as to enable students to reap maximum benefits out of it.

It is hoped that by using the conclusions drawn from the study, vocabulary teachers will be able to make use of new changes that have been suggested to further develop the teaching of vocabulary in Thailand.



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Pre and Post Vocabulary Test

Section A: Multiple choice questions

1. What sound did Old McDonald's cow make?

- a) Bow bow
- b) Moo moo
- c) Quack quack

2. What shape is this?



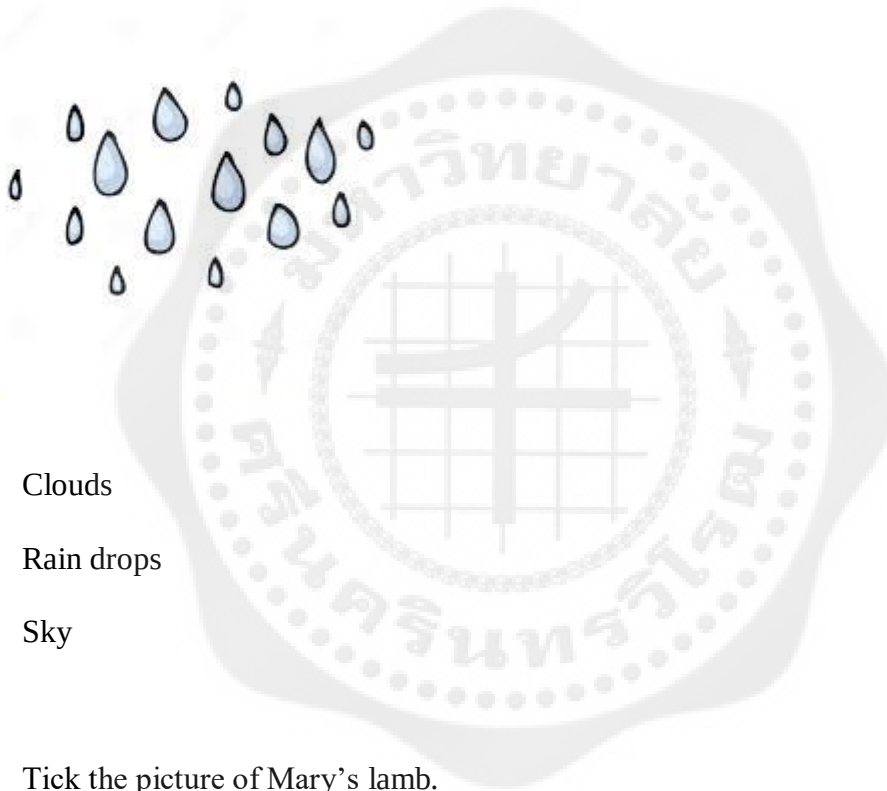
- a) Square
- b) Rectangle
- c) Circle

3. How many ducks can you see?



- a) Five
- b) Seven
- c) Eight

4. What do you see in this image?



- a) Clouds
- b) Rain drops
- c) Sky

5. Tick the picture of Mary's lamb.



6. What are the bees doing?



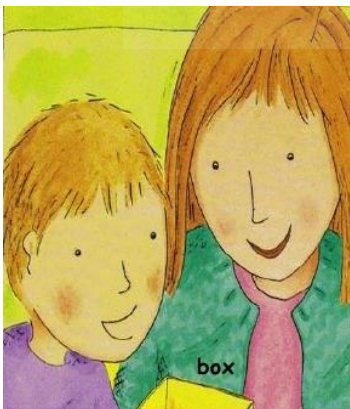
- a) Humming
- b) Buzzing
- c) Singing

7. Tick the correct option.



- a) Sam is running up the bag
- b) Sam is running down the bag
- c) Sam is running in the bag

8. What did Todd give to his mom?



- a) A box full of surprises

b) A gift bag

c) A card

9. What is Puss wearing on his feet?



a) Shoes

b) Socks

c) Boots

10. What do you see in the image?



a) Red skin

b) Green skin

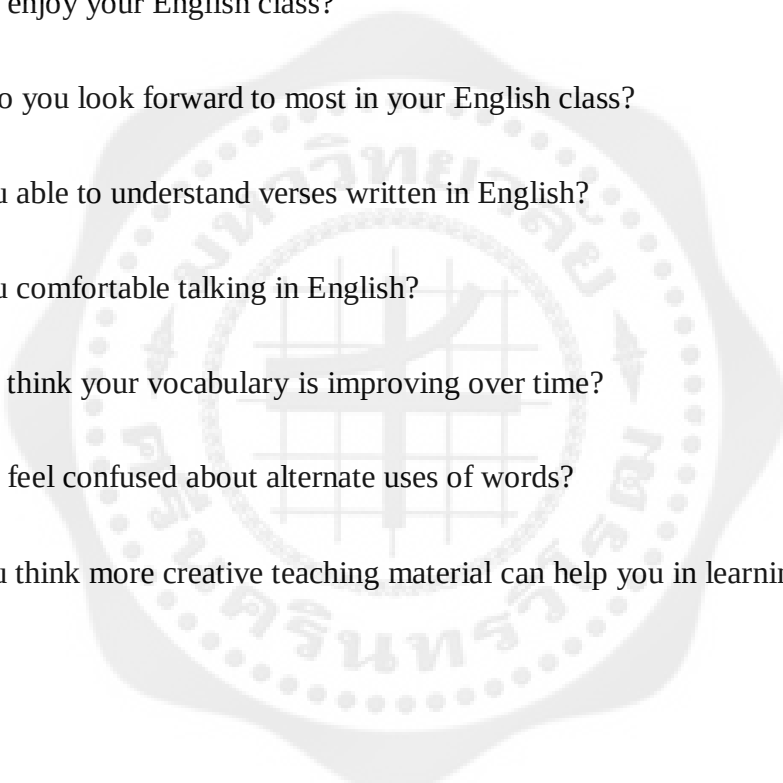
c) Green clothes

Section B: Fill in the gaps

1. Puss and his friends _____ the beans from Jack and Jill. (stole)
2. The lamb's _____ was white as snow. (fleece)
3. One, two, three, four, _____. (five)
4. Lisa _____ her woollen stocking on clothesline to dry. (hung)
5. The frog _____ into the pond. (dived)
6. Flora _____ to Lee with her friends. (returned)
7. The frog _____ the mouse's tail with his own foot. (tied)
8. Dan said that he _____ to see his pet every day. (went)
9. The kitten _____ to cry when they lost their mittens. (began)
10. The pear should be picked using _____. (claws)
11. Todd _____ things in this box along the way. (collected)
12. Max and Hap _____ in the bag. (ran)
13. I saw _____ animals in the zoo. (many)
14. Scrat _____ the ground and caused a crack. (stomped)
15. The lamb accompanied Mary to _____ school. (her)
16. Dan was surprised to _____ Jen's eggs. (see)
17. The hawk grabbed the mouse for _____. (dinner)
18. All the animals _____ when Hedgie wore the stockings on his head. (laughed)
19. A circle has _____ corners. (no)
20. The raindrops are _____ in colour. (blue)



Semi-Structured Interview Questions

1. Since when are you learning English as a foreign language?
 2. What materials are used to teach English in your classroom?
 3. Do you think you are able to learn English comfortably?
 4. Do you enjoy your English class?
 5. What do you look forward to most in your English class?
 6. Are you able to understand verses written in English?
 7. Are you comfortable talking in English?
 8. Do you think your vocabulary is improving over time?
 9. Do you feel confused about alternate uses of words?
 10. Do you think more creative teaching material can help you in learning English faster?
- 

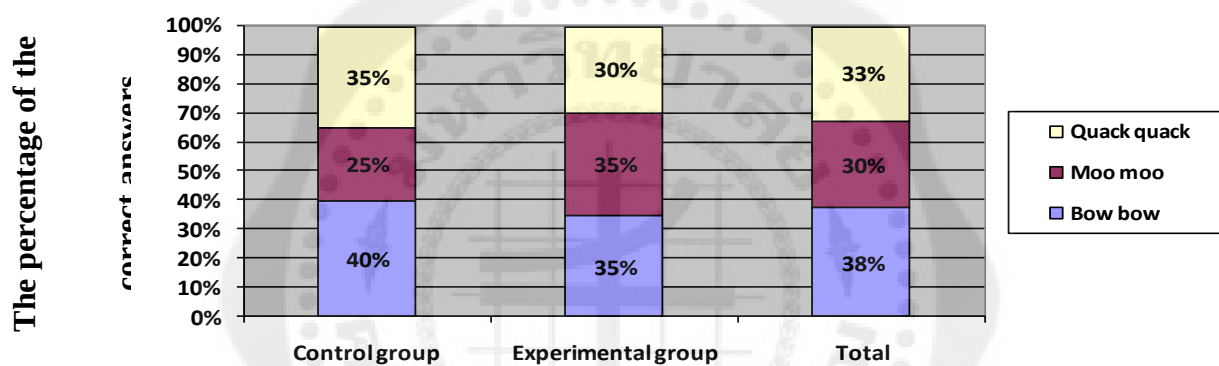


Results of Pre and Post Vocabulary Test

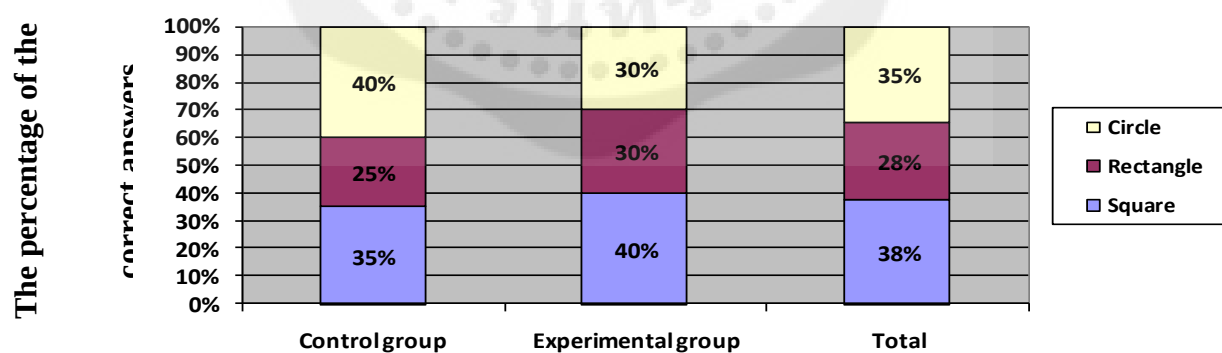
Multiple Choice Questions

Pre-Test

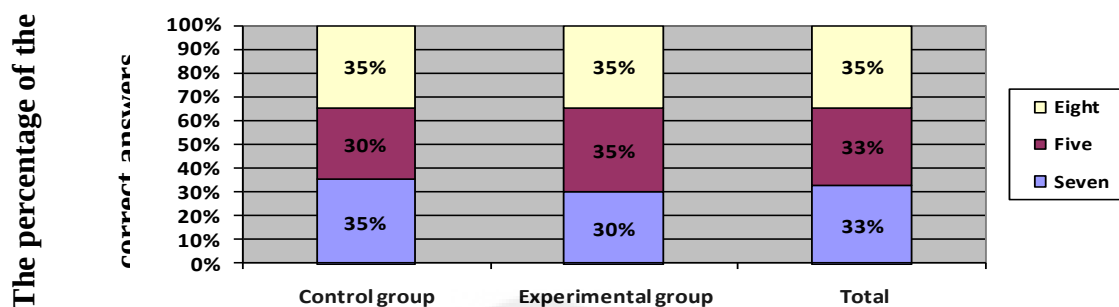
Question 1: What sound did Old McDonald's cow make?



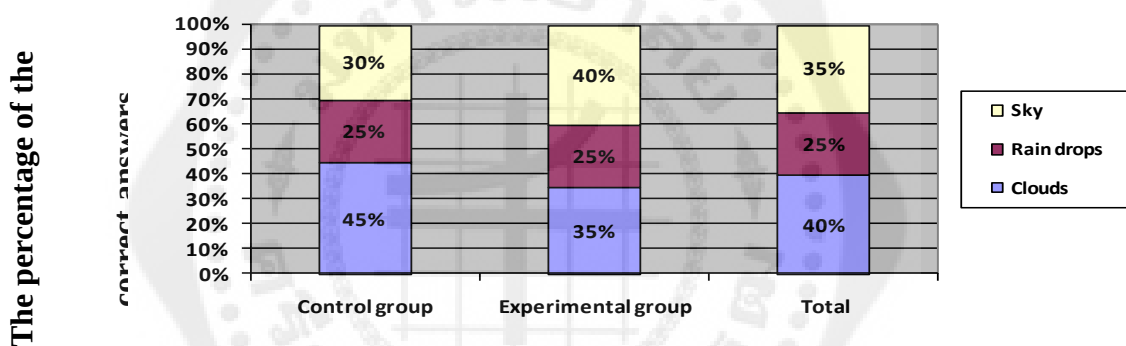
Question 2: What shape is this?



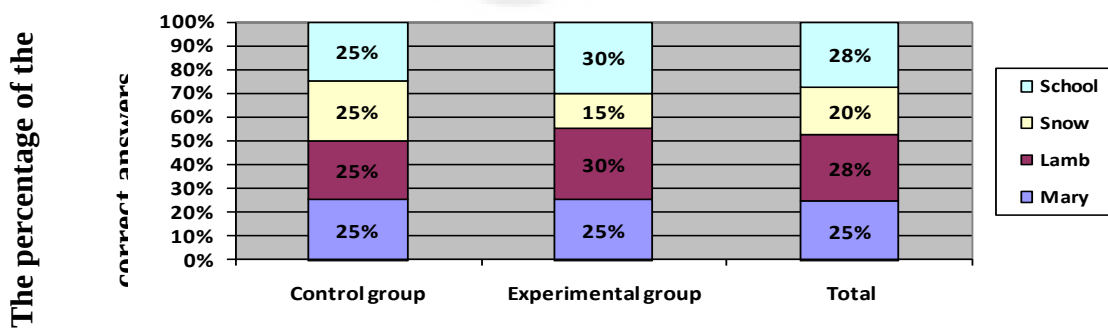
Question 3: How many ducks can you see?



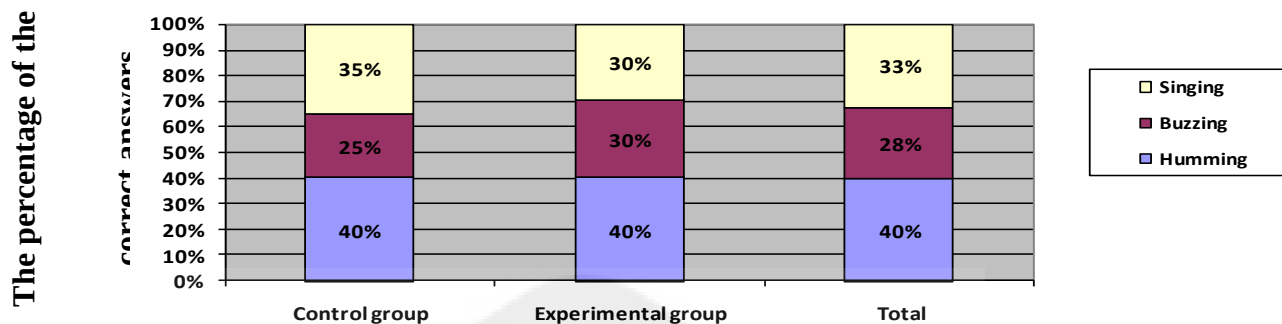
Question 4: What do you see in this image?



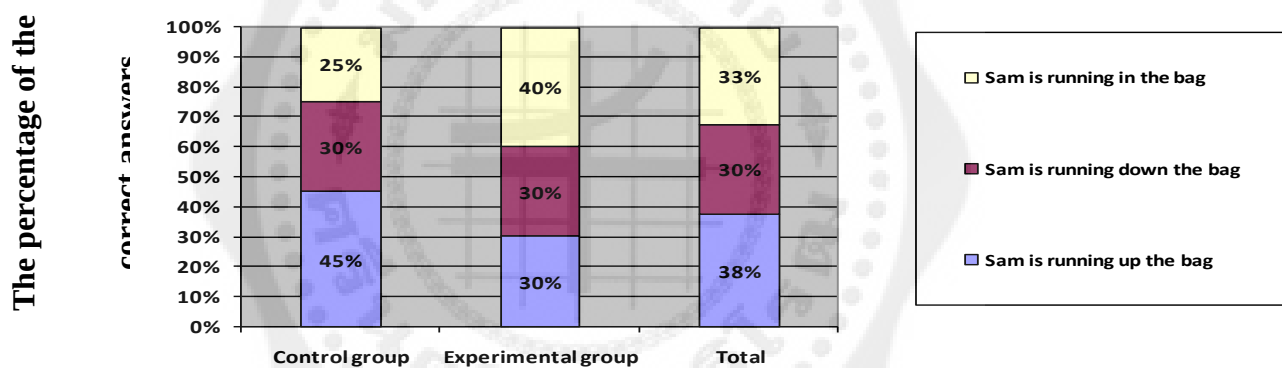
Question 5: Tick the picture of Mary's lamb.



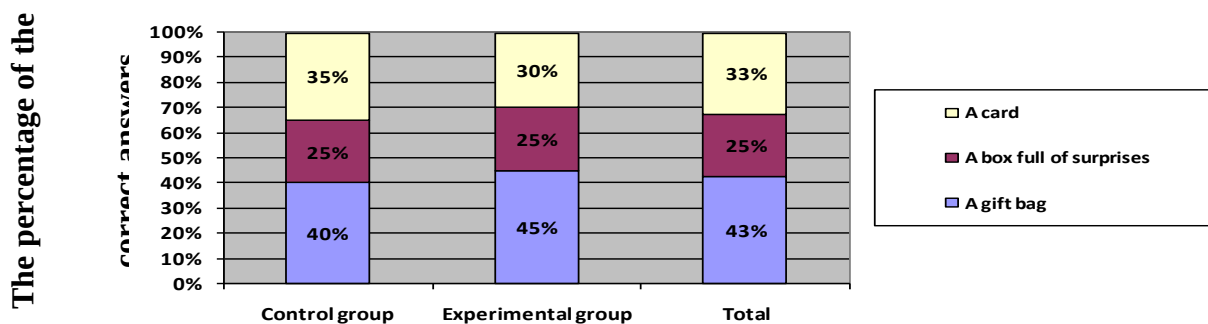
Question 6: What are the bees doing?



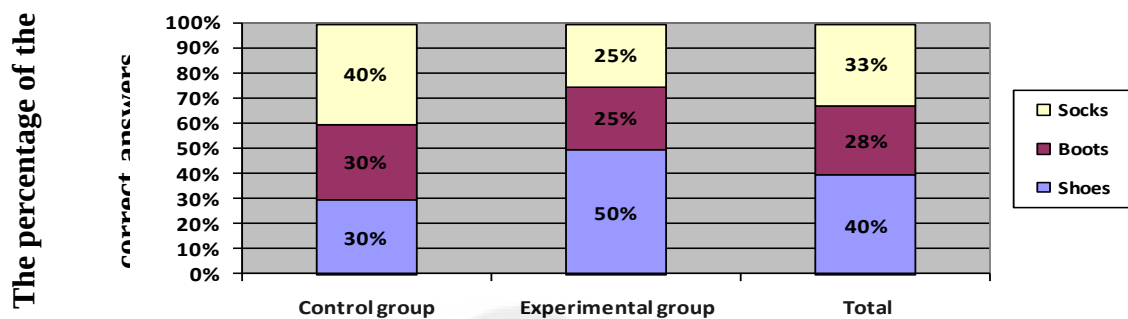
Question 7: Tick the correct option.



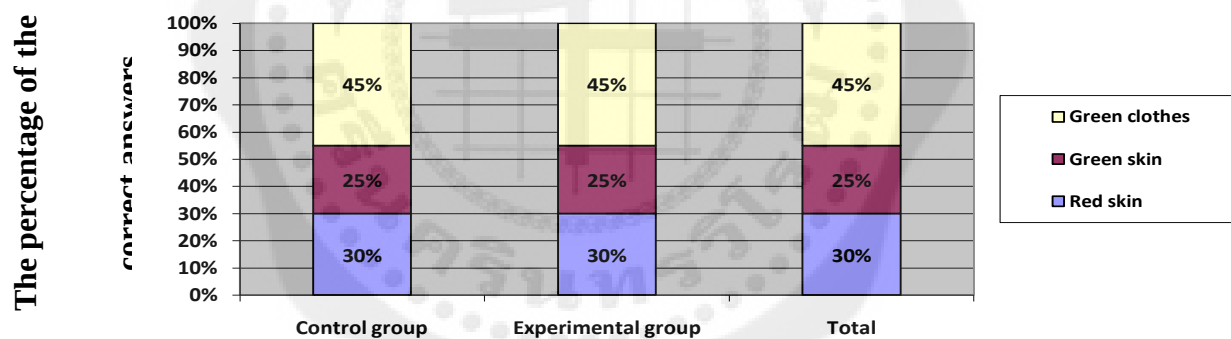
Question 8: What did Todd give to his mom?



Question 9: What is Puss wearing on his feet?

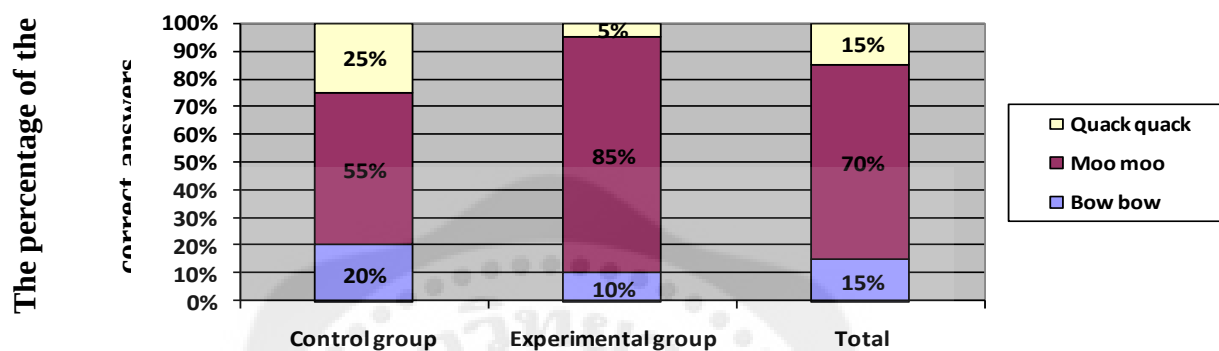


Question 10: What do you see in the image?

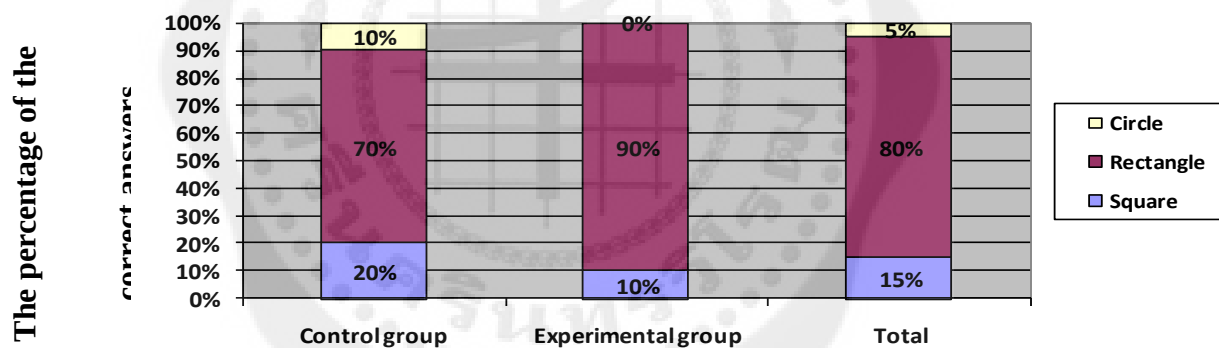


Post-Test

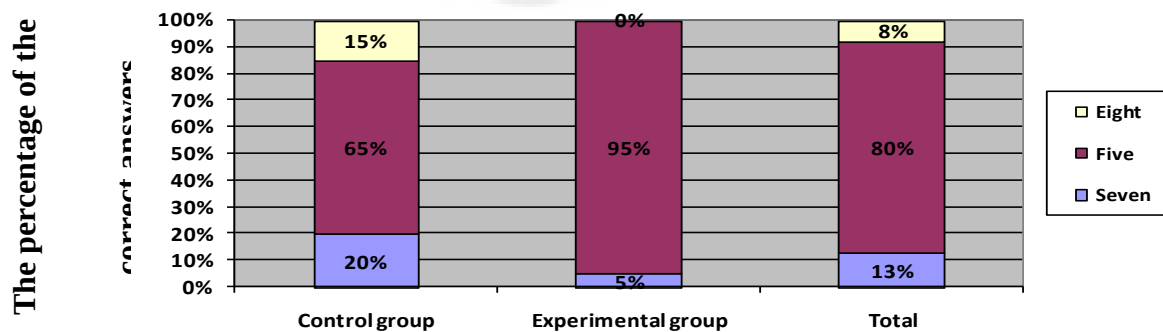
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Question 2: What shape is this?

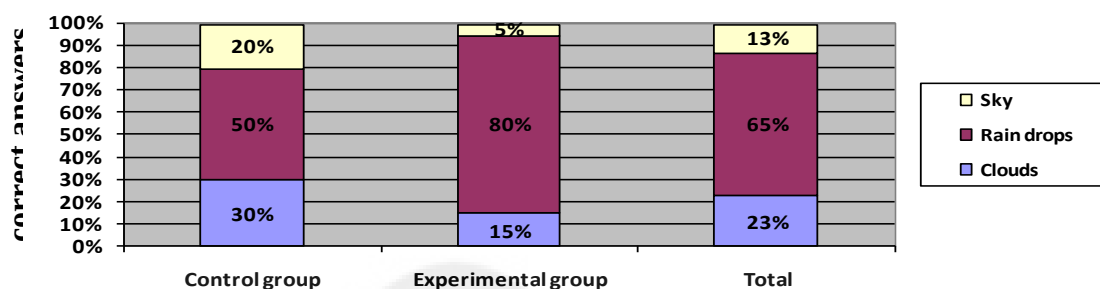


Question 3: How many ducks can you see?



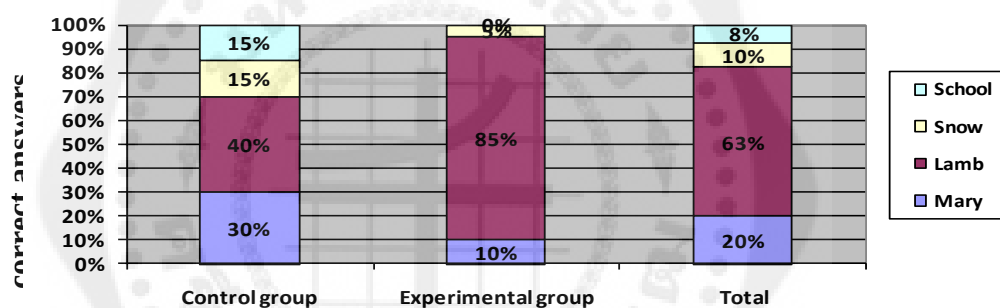
Question 4: What do you see in this image?

The percentage of the



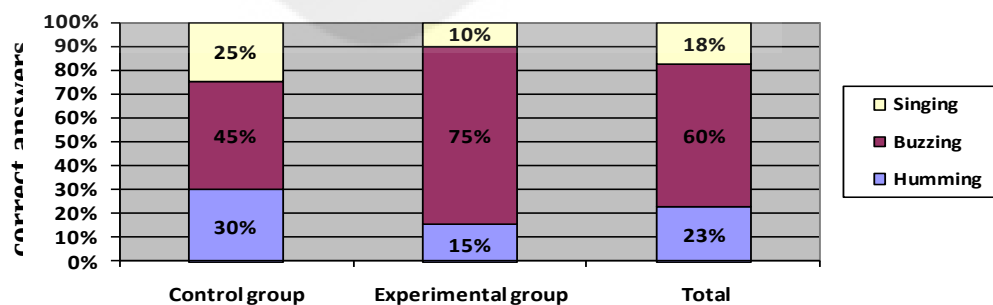
Question 5: Tick the picture of Mary's lamb.

The percentage of the

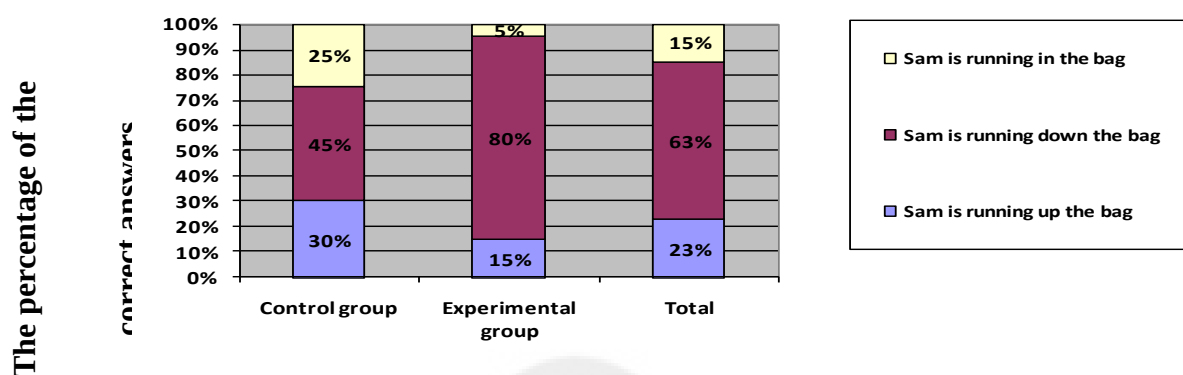


Question 6: What are the bees doing?

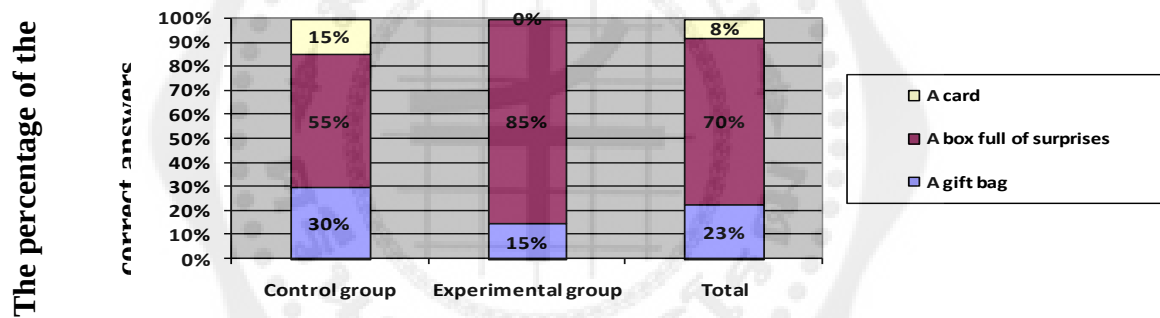
The percentage of the



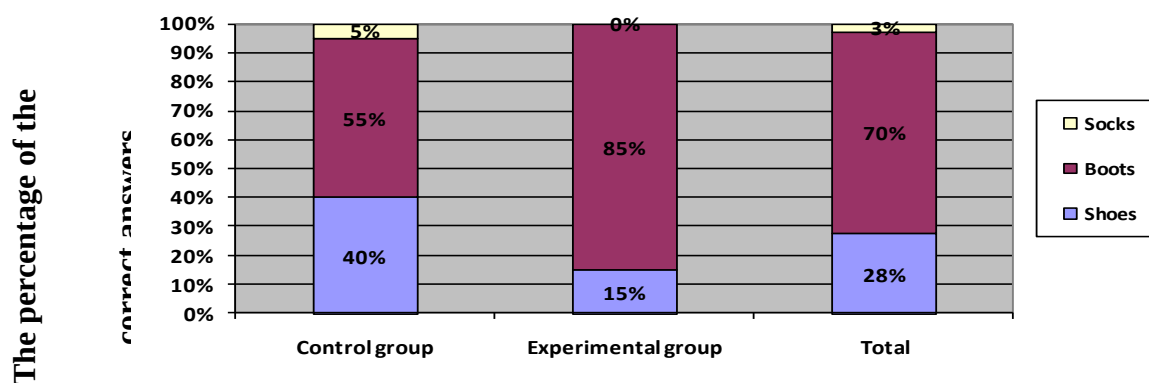
Question 7: Tick the correct option.



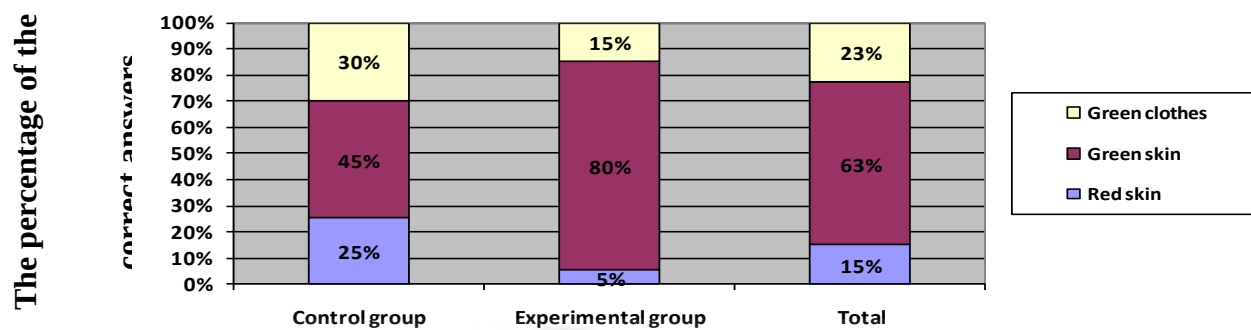
Question 8: What did Todd give to his mom?



Question 9: What is Puss wearing on his feet?



Question 10: What do you see in the image?



VITAE

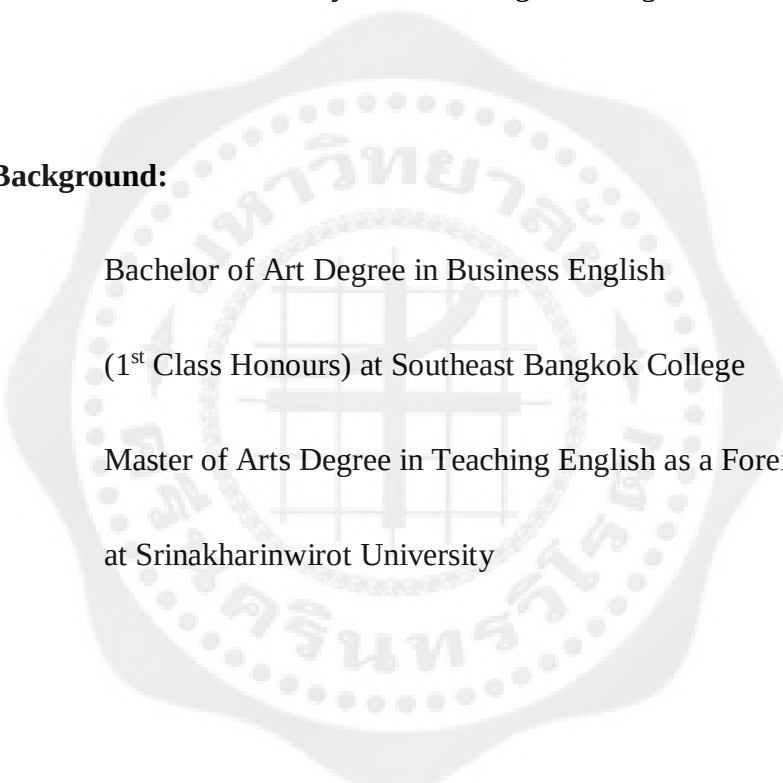
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