The Impact of English Language Development (ELD) on English learning (Case Study in Tehran language schools)

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Abstract: The English Language Development (ELD) program provides services to students who require assistance in gaining English proficiency. Program activities include instruction in learning English, content area classroom support, curriculum development, assessment, staff training, bilingual communication with families, and parent involvement. The purpose of systematic English Language Development (ELD) is to develop a solid English language foundation. The content of ELD follows scope and sequence of language skills in functional contexts. It is a state-mandated program based on English language proficiency levels. ELD is a separate graded class in which students are grouped by proficiency levels. ELD is assessed using the statewide English Language Proficiency Assessment. ELD is usually delivered by an endorsed ESOL teacher. However, there are times when a classroom teacher, trained in ELD, can be expected to teach the subject. In this paper we examine the role of ELD in increasing the score of students in Tehran in language examinations and we prove that ELD has an effective role in the students' language score.

1. Introduction

Acquiring another language is a developmental process. Consequently, the standards display patterns of language development which range from the student's initial contact with formal instruction in English to the point at which his or her use of English is comparable to that of native English-speaking peers. In order to be aligned with what is known about the acquisition of a second language and to underscore the developmental nature of this process, the standards are organized by language proficiency level, then by grade span. Because limited English proficient (LEP) students enter iran schools and begin the process of learning English at any grade level, there are distinctions in the activities indicative of ELD progress according to grade spans. The goal of the ELD Program is to develop the English language proficiency of eligible English Language Learners (ELLs) so that they can become socially and academically successful in Spokane Public Schools or The ELD Standards are designed to develop communicative competence in English. Note that each proficiency level description includes many aspects of language proficiency (such as grammar, fluency, function, pronunciation, and syntax), which contribute to overall language proficiency.

2. What is English Language Development (ELD)

English Language Development (ELD) is a specialized English language program for English Language Learner (ELL) students who have progressed in their language skills and are identified as proficient in English, but are working towards greater fluency. This more advanced English language skills program allows students proficient in English to build upon recently acquired skills in listening, speaking, reading, and writing. The English-language development (ELD) standards are designed to supplement the English language arts content standards. efficiency required for an English learner to move through the levels of English-language development. The standards are designed to move all students, regardless of their instructional program, into the main-stream English–language arts curriculum. The levels of proficiency in a second lan-guage have been well documented through research, and the ELD standards were designed around those levels to provide teachers in all types of programs with clear benchmarks of pr ogress. The ELD standards provide different academic pathways, which reflect critical developmental differences, for students who enter school at various grade levels. The ELD standards are written as path-ways to, or benchmarks of, the English– language arts standards. At the early profi-ciency levels, one ELD standard may be a pathway to attain several English–language arts standards. At the more advanced levels, the skills in the ELD standards begin to resemble those in the English–language arts standards and represent the standards at which an English learner has attained

academic proficiency in English. The ELD standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

The ELD standards are designed to assist classroom teachers in assessing the progress of English learners toward attaining full fluency in English. The strategies used to help students attain proficiency in English differ according to the age at which a stu-dent begins learning English; therefore, the standards include outcomes for students who begin learning English in kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve. The standards in those grade ranges were developed to help teach-ers move English learners to full fluency in English and to proficiency in the English– language arts standards. English learners at the advanced level of the ELD standards are to demonstrate proficiency in all standards detailed in this document and all language arts standards for the grades in which they are enrolled. English learners at the intermediate level of these ELD standards should be able to demonstrate proficiency in the language arts standards for all prior grade levels. Teachers will need to work concur-rently with this document and the English– Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve (1998) to ensure that English learners achieve proficiency. The ELD standards are comprehensive, with more detailed proficiency levels than were included in the Executive Summary. This refinement is needed so that teachers can better assess the progress of their stu-dents. The proficiency levels are as follows: Beginning, Early intermediate, Intermediate, Early advanced and Advanced.

3. Why is Systematic ELD needed?

The English Language Development (ELD) Program is designed to assist limited and non-English proficient students to develop their English language skills while they continue to gain academic skills in core subject areas. Placement in the program is based on initial assessment, ELD scores and progress through the ELD sequence of courses along with recommendations made by the LRT (Language Review Team). A coherent approach for developing proficiency in English is essential for increasing the academic achievement of English learners. This must include explicit language support for literacy and content instruction taught in English, as well as a plan for providing instruction in English as its own subject of study: Systematic English Language Development.

3.1. What is the LRT (Language Review Team)?

The teachers of each English Learner along with our ELD Counselor, the bilingual instructional aides and Assistant Principal of Curriculum make-up the Language Review Team. Language Review Teams meet twice a year in the fall and spring to discuss the student's progress in their classes and acquisition of the English language.

General Info: ELD
- ELD courses count towards fulfilling the English graduation requirement.
- Through the LRT process, students with qualifying CELDT and CST scores may be moved up a level at the semester.
- At times it may be necessary for students to stay at a level more than 1 year in which case the student will continue to earn credit towards the 4-year English graduation requirement with a passing grade of a D- or higher in the class.
- Be advised that only 1 year of ELD 4/Transition fulfills a-g requirements. Students entering at lower ELD levels who wish to attend a 4-year college immediately after high school will need to enroll in additional a-g English classes as they progress through high school to be eligible.

3.2. What is Systematic ELD?

Systematic ELD instruction is part of a comprehensive program for English Learners. The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content learning. It helps equip students with the language needed to express the sophistication of their thinking.

Systematic ELD is taught regularly, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure students develop fluency and accuracy. For this part of the instructional day, students are taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to use language flexibly.

Systematic English Language instruction:
- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully

structured, purposeful and engaging interactions

- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
  o Are not likely to learn outside of school,
  o Will not be taught in any other content area, and
  o Are expected to use every day for academic and real life purposes.

4. The Importance of Practice for learning English

Which one of 4 key skills is the "Odd-One-Out"? Which one of these is different from the other three? The answer is speaking. The other three you can do alone, on your own, without anyone else. You can listen to the radio alone. You can read a book alone. You can write a letter alone. But you can't really speak alone! Speaking to yourself can be "dangerous" because men in white coats may come and take you away!!

That is why you should make every effort possible to find somebody to speak with. Where can you find people who can speak English with you? And how can you practice speaking when you are alone? At School: If you go to a language school, you should use the opportunity to speak to your teachers and other students. When you go home, you can still practice listening, reading and writing, but you probably can't practise speaking. If your teacher asks you a question, take the opportunity to answer. Try to say as much as possible. If your teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Don't worry about your mistakes. Just speak! Conversation Clubs: Many cities around the world have conversation clubs where people can exchange one language for another. Look in your local newspaper to find a conversation club near you. They are usually free although some may charge a small entrance fee. Shopping: If you are living in an English-speaking country, you have a wonderful opportunity. Practice speaking to the local people such as shop assistants or taxi drivers. Even if you don't want to buy anything, you can ask questions about products that interest you in a shop. "How much does

this cost?" "Can I pay by cheque ?" "Which do you recommend?" Often you can start a real conversation - and it costs you nothing! Even if you don't live in an English-speaking country, there are often American, British, Irish and Australian pubs in many large cities. If you can find one of these restaurants, you'll probably meet many people speaking English as a first or second language. Language is all around You: Everywhere you go you find language. Shop names, street names, advertisements, notices on buses and trains... Even if you are not in an English-speaking country, there are often a lot of English words you can see when walking in the street, especially in big cities. And there are always numbers. Car numbers, telephone numbers, house numbers... How can this help you? When you walk down the street, practice reading the words and numbers that you see. Say them to yourself. It's not exactly a conversation, but it will help you to "think" in English. For example, if you walk along a line of parked cars, say the number on each car quickly as you pass it. Test yourself, to see how fast you can walk and still say each number. But don't speak too loud! Songs and Video: Listen to the words of an English-language song that you like. Then repeat them to yourself and try to sing with the music. Repeat the words as many times as possible until they become automatic. Soon you'll be singing the whole song. Or listen to one of your favorite actors on video and repeat one or two sentences that you like. Do it until it becomes automatic. It's good practice for your memory and for the mouth muscles that you need for English.

Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. You cannot learn without mistakes. There is a saying: "The person who never made a mistake never made anything." So think of your mistakes as something positive and useful.
Speak as much as possible! Make as many mistakes as possible! When you know that you have made a mistake, you know that you have made progress.

4.1.Some Creative Writing Ideas for English Students

As English learners begin to develop language skills in listening, speaking, and reading, they also need to develop writing skills. Linguistic studies note that English learners will transfer language skills from their primary language to English (Odlin 1989), especially if similarities between English and the primary language exist and if students are substantially literate in their primary language. Research also indicates that integrating the four language skills (reading, writing, speaking, and listening) is crucial for English learners to develop the

ability to write effectively (Mangeldorf 1989). Reading is particularly important because it provides English learners with opportuni-ties to acquire grammar, expand vocabulary, gain increasing fluency with written texts, and improve speaking skills (Interactive Approaches to Second Language Reading 1988). Reading provides students with model sentence patterns and linguistic structures. However, improved writing does not neces-sarily follow from reading. For English learners to apply their knowledge of sen-tence patterns and linguistic structures, they must put into practice what they observe from reading by engaging in various types of writing. If these students are to become successful users of English, their integrated instructional program must include numer-ous opportunities to develop writing skills. Because English learners working at the advanced level of the ELD standards are also expected to demonstrate proficiency in the language arts standards, it is essential for teachers to use the two standards documents concurrently and to monitor students' progress on both sets of standards. There are many ways for English language students to practice using the English that they are learning in a useful and creative way. One fun way is through the various practices of creative writing. Creative writing allows an English language student to practice the English that they already know by actually using it to write a story. Here are some fun creative writing activities for you to enjoy.

Group Story

One really fun creative writing activity is actually done with a group of people. The people can either be in a room together or writing together via email or even by letters sent through traditional mail. Find some other English language students and a native English speaker who can read the story you and the other students are going to write. The students can make a list of possible story beginnings and vote on their favorite beginning to a story. Choose a certain amount of minutes for each person to write part of the story before handing the document to the next person to continue writing. For instance, one person begins writing a story that is "Once upon a time, " and continues writing for ten minutes. After ten minutes, the person passes the story to the next person. The next person continues the story however they choose and then passes the story to the next person ten minutes later. This continues until everyone has written or until an agreed upon amount of minutes. After the story is written, each student can take turns reading the part of the story they have written aloud if the people are in the same room. Another option is to ask the native English speaker to read it. Another

option is to give each person a copy of the completed story to read silently. A story written in this way can be very fun, because each person may write a special kind of way. For instance, one person may start a story about flowers, the next person might change the scene to a spaceship, and another person might change the scene to a romantic story taking place on a beach.

Write a news diary.

Another daily writing task that can work for people who would be bored by writing about their own routines in a diary is to write about the news that you read and listen to everyday. If you include your predictions for how you think the story will develop (e.g. "I think Hillary will become president"), this can give you a good reason to read old entries another time, at which time you can also correct and mistakes you have made and generally improve what you have written.

Online chat.

The closest thing to speaking for people who don't have the chance to speak English is online chat, as you have to think and respond quickly, and the language is short and informal just like speech.
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4.2. Reading

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a *receptive* skill - through it we *receive* information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

For all students, developing skills in reading English begins with a solid under-standing of the relationships between En-glish sounds and letters.the relationships between the spoken and written language. For the English learner those concepts are first developed through the recognition and production of English sounds. Students need to learn first those sounds that exist and then those that do not exist in their first language Students then are taught to transfer this knowledge to the printed language. As students develop knowledge of the corre-spondence between sounds and printed symbols, they also develop skills to deal with English morphemes (e.g., prefixes, suffixes, root words). Those word-analysis skills are

some of the building blocks stu-dents need to develop fluency in English and literacy skills. Native speakers of English are expected to recognize and produce all the English sounds by no later than first grade. This knowledge is then used in phonics instruc-tion when children learn to match the En-glish sounds with printed letters and use this knowledge to decode and encode words. English learners in kindergarten through grade two are to demonstrate proficiency in those English language arts standards pertaining to phonemic awareness, concepts about print, and decoding standards appropriate for their grade levels by the time they reach the advanced level of the ELD standards. Because the English–language arts stan-dards are essential for all students learning to read in English, English learners in grades three through twelve should be proficient in those standards related to phonemic aware-ness, concepts about print, and decoding no later than at the early intermediate level. Except where it is necessary for instruction to use nonsense words for teaching and assessing students, such as in phonemic awareness and early decoding instruction, care should be taken to ensure that students work with vocabulary and concepts that are meaningful and understandable to them. For kindergarten through grade two, the English–language arts standards pertaining to phonemic awareness, concepts about print, and decoding/word recognition have been incorporated into the ELD standards. Those language arts standards serve as signs of whether English learners are making appropriate progress toward becoming proficient readers. The ELD standards indicate the grade span in which students are to demonstrate proficiency, the language arts seastrand, and the number of the targeted language arts standard. Nonreaders of any age must move through the same sequence of skills when learning to read. Therefore, the instructional sequence for kindergarten through grade two should be used as a guide for English-language devel-opment and reading instruction at all grade levels. The instructional sequence for teaching phonemic awareness, concepts about print, and decoding skills is more specific in the kindergarten-through-grade-two span because the language arts standards for those grades focus primarily on developing literacy fluency. In grades three through twelve, students must greatly increase their content knowledge while learning English literacy skills. Older students with properly sequenced instruction may achieve literacy more rapidly than very young children do. In the ELD standards pathways are provided that enable students of all ages to build literacy skills. The language arts standards for grades three through twelve have linking ELD standards in each grade span that are designed to help

students achieve proficiency in their grade-level language arts standards by the time they reach the advanced level of the ELD stan-dards. Students at the advanced level in ELD are expected to demonstrate proficiency in the language arts standards for their own grade and for all prior grades. One reason for incorporating the language arts standards for kindergarten through grade two into ELD standards is to clarify a point: Kindergarten and first-grade students at the advanced level in the ELD standards are also expected to be proficient in the language arts standards for their grade level. No limited-English-proficient student is expected to learn the language arts standards beyond his or her grade level

As the English learner recognizes and produces the sounds of English, the student is simultaneously building vocabulary. Learning new labels for concepts, objects, and actions is a key building block for the integration of the language. The pathways in the English-language development (ELD) standards lead to the achievement of fluent oral and silent reading. Those pathways are created by building vocabulary and are demonstrated through actions and spoken words, phrases, and sentences and by transferring this understanding to reading. The successful learning of a second language requires that the instruction of students be highly integrated to include all language skills and challenging activities that focus on subject-matter content (Brinton, Snow, and Wesche 1989). Therefore, at the higher proficiency levels, the student is asked to apply knowledge of vocabulary to literature and subject-matter texts and achieve an appropriate level of independent reading. At the lower ELD proficiency levels, reading materials should be at the student's developmental level. Grade-level reading materials should be used with students working at the advanced level. In addition to demonstrating proficiency in the ELD standards, students at the advanced level must also demonstrate proficiency in the English–language arts standards at their own grade level and at all prior grade levels.

Some Creative reading Ideas For English Students
- **Read English language magazines**. Like books, if you can read two versions of the same magazine (Newsweek in your language and in English, for example), that could make understanding it much easier.
- **Read English language entertainment guides**. Nowadays most big cities in the world have an English language magazine and/ or online guide to the movies, plays, exhibitions that are on in the city that week. Reading this in English is not only good value, but it could also

guide you to places that English speakers are interested in and where you might hear some English spoken around you.

- **Start your own English language blog**. Even for people who don't have to write in English, writing can be a great way of properly learning the kind of vocabulary you need to describe your own life and interests, and of thinking about how to stop making grammar mistakes. The problem most people have is that they don't know what to write about. One traditional way to make sure you write every day in English is to write an English diary (journal), and a more up to date way of doing this is to write a blog. Popular topics include your language learning experience, your experience studying abroad, your local area, your language, or translations of your local news into English.
- **Read the whole thing with no help**. Although using a dictionary has been shown to help with both short term and long term learning of vocabulary, the fact that using it slows reading down can stop some people reading in English at all. Reading a whole book quickly through just for pleasure from time to time will help you remember how fun reading in another language can be.
- **Read and learn everything**. At the opposite extreme, it can be hard work but very satisfying to get to the end of a book knowing that you have learnt every word in it. See other tips on this page to make sure it is a book that is easy enough to do this with and to ensure that the vocabulary you learn is useful.

4.3. Listening

Everyone knows that there are four skills in learning a language, namely listening, speaking, reading and writing. They are always related in terms of usage, and speaking is viewed by learners as the most desirable skill in face-to-face communication in the globalization era. However, what is the answer to the following questions?

- What do you have to do before you can speak?
- What does a child learn before he talks?
- What do we do before chatting?

Naturally, children begin listening to their parents when they are babies. They are often greeted, spoken to and admired without any response expected. Though nobody knows if the baby understands the spoken words, the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production may be incomplete at first,

but successful at last. That leads to speaking skill which is quite applicable to daily conversation.

In learning English, listening can help improve speaking considerably. Although it is the first of all skills, it is neither the easiest nor the most meaningless. We need to hear various types of English repeatedly and continuously if we want to communicate properly, meaningfully and naturally.

Why is listening good?

1. When listening, we are reviewing a lot of English usage such as vocabulary, grammatical structures, intonation, accent and our own interpretation.
2. We can learn new words and expressions by hearing them frequently.
3. Besides the English revision, general knowledge from news, features, or even advertising spots is certainly beneficial for regular listeners.
4. We can imitate what we hear and apply it with great confidence.
5. Listening can be a good "hobby" while we do other things such as cooking, ironing, exercising, relaxing etc. In other words, we have no wasted time at all.
6. Listening is also a great way to train our attention.

How can we listen to English?

Nowadays, radio cassette recorders are household appliances, but we often overlook their radio function. We can experience English language radio programs almost anywhere in the world. They are usually picked up on FM bands and aired particularly for foreigners. Short wave radio programs are another option. Two of the most easily found English language broadcasters are the BBC and Voice of America. Today, you can even access them by internet. You'll find some useful links for listening to the radio by internet, including "News in Easy English"

Some Creative listening Ideas for English Students

- **Sign up for a regular English tip**. Some websites offer a weekly or even daily short English lesson sent to your email account. If your mobile phone has an e-mail address, it is also possible to have the tips sent to your phone to read on the way to work or school. Please note, however, that such services are not usually graded very well to the levels of different students, and they should be used as a little added extra or revision in your English studies rather than as a replacement for

something you or your teacher have chosen more carefully as what you need to learn.

- **Follow your intensive course up with an extensive course**. The more time you can spend studying English the better, but studying periodic intensive courses with a few hours of study a week in between is probably better value for money than any other system as it gives your brain time to subconsciously learn and start using the new language you have learnt before you introduce the next new "chunk" of language.

- **Listen to MP3s**. Although buying music on the internet is becoming more popular in many countries, not so many people know that you can download speech radio such as audio books (an actor reading out a novel) and speech radio. Not only is this better practice for your English than listening to English music, from sources like Scientific American, BBC and Australia's ABC Radio it is also free.

- **Listen to English music**. Even listening to music while doing something else can help a little for things like getting used to the natural rhythm and tone of English speech, although the more time and attention you give to a song the more you will learn from listening to it again in the future.

- **Watch English films with subtitles in your language**. Again, this is not as good practice as English language films with English subtitles, but is more relaxing, can be easier to find suitable DVDs for, and is also possible with VHS.

- **Record your own voice**. For people who don't have much or any correction of pronunciation from a teacher, recording yourself and listening back makes it easier to hear whether you are really making the English sounds that you are trying to or not.

- **Buy a speaking electronic dictionary**. Although most electronic dictionaries are not as good as paper ones for the amount of information they give you about each word, some of them have the very useful function of saying the word with the correct pronunciation.

- **Learn your electronic dictionary vocabulary list**. Most electronic dictionaries also have a button which you can push to see the last 30 or more words you looked up. By deleting words you decide are useless or you have already learnt from this list, you can use it as a "to do list" of words to learn that you can look at several times a day in the train etc.

- **witch operating system to English**. Changing the operating language of your mobile phone, video recorder etc. to English can be an easy way of making sure you use the language everyday.

Strategies and Applications for listening and speaking

The listening and speaking standards for English learners identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English. Teachers must use both the ELD and the English language arts standards to ensure that English learners develop proficiency in listening and speaking and acquire the concepts in the English language arts standards. English learners achieving at the advanced level of the ELD standards should demonstrate proficiency in the language arts standards at their own grade level and at all prior grade levels. This expectation means that by the early advanced ELD level, all prerequisite skills needed to achieve the level of skills in the English language arts standards must have been learned. English learners must develop both fluency in English and proficiency in the language arts standards. Teachers must ensure that En-glish learners receive instruction in listening and speaking that will enable them to meet the speaking applications standards of the language arts standards.

4.4. Some Creative speaking Ideas For English Students

To motivate students, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. As Peck (1978), cited in Celce-Murcia (2001), states "Activities need to be child centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to". Also, Peck (1978), cited in Celce- Murcia, outlines some points that the teacher should consider in the activities: a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of activities.

A superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom.

5. Method

This research has been done to develop knowledge on The Impact of English Language Development (ELD) on English learning. The purpose of this research is an applied research. How to collect data from the research project, is a descriptive Survey. It aims to assess the awareness about English Language Development (ELD).

6. Sample

The statistical is community that in which are observed English Language Development (ELD) and teaching is in compliance with these standards. With a random sample of 200 individuals were selected to answer questions. from this number 159 questionnaires were completed and analyzed.

7. Data collection and Analysis tool

Using data collection tools in the investigation is different, because the data collection tool to the subject, purpose and research design depends. Basis points in the method of research tools are such as: interviews, library studies and questionnaires were used for data collection. A questionnaire to identify the score of listening, speaking, reading, and writing is designed with Likert Scale that the Likert Scale is a five point scale that by SPSS software has been analyzed. In this study, has been used statistical analysis of a specialized SPSS software And Independent sample Test was used to check Hypothesis.

7.1.Validity of questionnaires

Validity means that we are measuring what we want to measure. There are a number of types of validity including: **1.** Face Validity - whether at face value, the questions appear to be measuring the construct. This is largely a "common-sense" assessment, but also relies on knowledge of the way people respond to survey questions and common pitfalls in questionnaire design; **2.** Content Validity - whether all important aspects of the construct are covered. Clear definitions of the construct and its components come in useful here. **3**. Criterion Validity/Predictive Validity - whether scores on the questionnaire successfully predict a specific criterion. For example, does the questionnaire used in selecting executives predict the success of those executives once they have been appointed; and **. 4.** Concurrent Validity - whether results of a new questionnaire are consistent with results of established measures.

To increase the validity of research were reviewed the research literature from the library of theses and research papers and several books. After interviews with managers and experts, research variables are identified and questionnaire was prepared. Finally questionnaire was reformed with faculty advisors consultation. We Ensure that respondents understand the questions in the questionnaire does not have a problem with the final questionnaire it was distributed.

7.2. Reliability of estimates of questionnaire

Reliability means the consistency or repeatability of the measure. This is especially important if the measure is to be used on an on-going basis to detect change. There are several forms of reliability, including:**1.**Test-retest reliability - whether repeating the test/questionnaire under the same conditions produces the same results; and**. 2.**Reliability within a scale - that all the questions designed to measure a particular trait are indeed measuring the same trait.

Questionnaire reliability is measured using Cronbach's alpha. value 0.83 has acceptable.

8.Analysis of data

To check hypothesis, is used the hypothesis H_0 and H_1 hypothesis that expression as follows

$H_0: \mu_f = \mu_m$

$H_1: \mu_f \neq \mu_m$

H_0 :There is no significant difference between the mean of scores the students.

H_1: There is significant difference between the mean of scores the students.

This table has two columns of data. one column is for equal variance and one column is for unequal variance. If Sig for Levene's Test for Equality of Variances is more than the value 0.05 we conclude that the variances are equal. So, we should use the column that we assume equal variances and vice versa. For The study of compared mean in two groups, if the sig foe Independent Samples Test is less than 0.5, indicating that is significant differences in the two groups. And we can conclude that Classes with ELD standards are a positive impact on student scores in English test.

9.Evaluation hypothesis
9.1. Evaluation The first hypothesis

H_0 :There is no significant difference between the mean of scores in listening.

H_1: There is significant difference between the mean of scores in listening.

Table 1: Independent Samples Test for listening

		listening	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.096	
	Sig.	.757	
t-test for Equality of Means	t	-.574	-.583
	df	158	85.966
	Sig. (2-tailed)	.047	.041
	95% Confidence Interval of the Difference ── Lower	-.26414	-.26241
	Upper	.14512	.14339

According to the test table, sig for Independent Samples Test is less than 0.05, and then we can conclude that there is significant difference between the mean of scores in speaking and we can conclude that Classes with ELD standards are a positive impact on student listening scores.

9.2. Evaluation The second hypothesis

H_0 :There is no significant difference between the mean of scores in speaking.

H_1: There is significant difference between the mean of scores in speaking.

Table 2: Independent Samples Test for speaking

		speaking	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.096	
	Sig.	.757	
t-test for Equality of Means	t	-.574	-.583
	df	158	85.966
	Sig. (2-tailed)	.037	.041
	95% Confidence Interval of the Difference ── Lower	.16414	.16241
	Upper	.24512	.24339

According to the test table, sig for Independent Samples Test is less than 0.05, and then we can conclude that there is significant difference between the mean of scores in speaking and we can conclude that Classes with ELD standards are a positive impact on student speaking scores.

9.3. Evaluation The third hypothesis

H_0 :There is no significant difference between the mean of scores in reading.

H_1: There is significant difference between the mean of scores in reading.

Table 3: Independent Samples Test for reading

		reading	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.096	
	Sig.	.757	
t-test for Equality of Means	t	-.574	-.583
	df	158	85.966
	Sig. (2-tailed)	.027	.033
	95% Confidence Interval of the Difference ── Lower	.26414	.26241
	Upper	.28512	.34349

According to the test table, sig for Independent Samples Test is less than 0.05, and then we can conclude that there is significant difference between the mean of scores in speaking and we can conclude that Classes with ELD standards are a positive impact on student reading scores.

9.4.Evaluation The fourth hypothesis

H_0 :There is no significant difference between the mean of scores in writing.

H_1: There is significant difference between the mean of scores in writing.

Table 4: Independent Samples Test for writing

		writing	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.096	
	Sig.	.757	
t-test for Equality of Means	t	-.574	-.583
	df	158	85.966
	Sig. (2-tailed)	.013	.0251
	95% Confidence Interval of the Difference ── Lower	.14414	.11241
	Upper	.15662	.13445

According to the test table, sig for Independent Samples Test is less than 0.05, and then we can conclude that there is significant difference between the mean of scores in speaking and we can conclude that Classes with ELD standards are a positive impact on student writing scores.

Conclusion

To ensure each student's success, schools must offer instruction leading to proficiency in the language arts standards. Instruction must begin as early as possible within the framework of the ELD standards. To ensure that all English learners achieve proficiency in the language arts standards, teachers must concurrently use both documents: the English–language arts standards and the ELD standards. When English learners reach the advanced level of the ELD standards, they must also be able to demonstrate proficiency in the language arts standards for their current grade level and all prior grade levels. Students at the advanced level of the ELD standards must use grade-level texts; however, students working at lower levels should use reading materials appropriate for their developmental levels. To ensure e that English learners become proficient in both the ELD and the language arts standards, teachers must use the two standards docu-ments concurrently and provide instruction leading to proficiency in the language arts standards at a level no later than the inter-mediate level of the ELD standards .Through this research, I learnt about many strategies that help to promote speaking in the young language learners' classroom, and it gave me an opportunity to implement the use of songs and puppets to enhance students' speaking skills. The data collected seem to support my assumptions that using songs and puppets would have a positive impact on students' spoken production, and would increase students' confidence in acquiring the language, and would improve their speaking skills.

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