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On the Radio: Using Radio in ESL Classes

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ON THE RADIO
Using Radio in ESL Classes

Submitted in partial fulfillment
of the requirements for the Master
of Arts in Teaching Degree at The
School for International Training,
Brattleboro, Vermont

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THIS PROJECT BY MARY ANN BARNES
IS ACCEPTED IN ITS PRESENT FORM.

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ABSTRACT

Recent studies have brought about an increased awareness of the need for better listening comprehension skills among ESL students, and as a result there is heightened interest in the use of live language in the classroom. Radio is a highly accessible and versatile source of such, providing the student with a limitless supply of current language. This paper focusses on the use of radio as a live language tool. Included in the paper are a rationale for using radio; a description of the author's work with commercials, news and weather reports; specific lesson plans; guidelines for using radio as a teaching mode; and samples of student work.

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INTRODUCTION: WHY RADIO?

I have become aware of the difficulties ESL students encounter when trying to understand native speakers outside the classroom. All too often students complain that, although they are able to understand their teacher, they are unable to understand "normal" American speech. "Listening comprehension is one of the most important and fundamental of the four skills in language learning; yet, it is probably the least stressed skill in the language classroom."¹

Simon Belasco has been concerned about how poorly equipped language students are to deal with native speech. "There is a virtual chasm between the performance of native speakers engaged in a conversation and what a student expects a conversation to sound like."² Since the early 1960's, Belasco and others have been advocating the controlled use of "live language" in language classrooms as a means of improving listening comprehension. Belasco's early efforts met with little success; however, his premise has been resurrected in recent years, and ESL teachers are now assiduously incorporating live language techniques into their curricula.

¹Suzanne Herschenhorn, "Teaching Listening Comprehension Using Live Language," Teaching English as a Second Language, ed. Marianne Celce-Murcia and Lois McIntosh (Rowley, Ma.: Newbury House Publishers, Inc., 1974) p. 65.

²Simon Belasco, "The Plateau; or the Case for Comprehension; The 'Concept Approach,'" The Modern Language Journal, LI (1967), p. 86.

I've read with interest about work being done by Herschenhorn, Rost, and Johnson-Hafernik and Surguine, using the radio as a live language tool. Radio is accessible to virtually all ESL teachers. It exposes students to diverse forms of spoken English, helps to bridge the gap between the classroom and real life, and provides students with a means for independent study. Also, radio reflects American culture, values, and many aspects of daily life. This Independent Professional Project has grown out of work done with radio in my classes at the School for International Training and consists of descriptions of what I have done with commercials, news, and weather reports. I also include teaching suggestions and lesson plans, as well as samples of student work.

I hope this paper will serve to convey my genuine enthusiasm for working with the radio, and that it will help others to make the radio a part of their teaching.

RADIO COMMERCIALS

My work with radio commercials in ESL classes has always been met with enthusiasm by students of all levels. I'm very excited about the wide range of uses for radio commercials in language classrooms.

Commercials are a way of providing students with informal (and even non-standard) American speech, and they often contain idioms which can be absorbed into the students' everyday language. Radio commercials might even be viewed as capsules of American culture, as they so often contain common American proverbs, humor, and ethnic or regional accents. Radio commercials frequently expose widely-held American values, and the role of commercials in American society is also worth examining.

The use of radio commercials in the classroom can lead to role plays and other kinds of spontaneous speech situations, as well as to the students' creation of original commercials. Their short length permits repetition without losing student interest, and the artificial, exaggerated speech of radio commercials, often so annoying to native speakers, is a perfect vehicle for studying American intonation, easily lending itself to imitative intonation drills. The constant repetition of vocabulary and various grammatical structures, and the great redundancy of ideas found in radio commercials are of significant use in developing listening comprehension.

Procedures for using radio commercials in ESL classrooms will undoubtedly vary widely, depending upon the level and

particular needs of the class, the teacher's objectives and personality, the focus of the group, and the commercial itself. Therefore, it is not my intent to dictate a set of empirical standards, but rather to explain a bit about what I've done, to be used as a guide and taking-off place for other teachers.

MAXWELL HOUSE COFFEE

In intensive English programs (such as the ten-week, 250-hour program offered to the International Students of English at The School for International Training), radio commercials are most effective when used for an hour or two each week. I like to use this one for Maxwell House Coffee as an introductory commercial at all levels. Here's a transcript of the commercial, followed by a sample lesson plan showing how I have used it with a class of low intermediates.

(Transcript)

R: When I started working at this bakery, my boss sounded like this;

B: Raymond, you're eating all the profits!

R: So one day I started bringing coffee to work -- Maxwell House Coffee -- and just to be sociable, I offered him a cup.

B: Mmmm, Raymond, this coffee is delicious!

R: Then he made me a deal. He said:

B: Raymond, you supply the coffee, I'll supply the cake!

Maxwell House is coffee that makes good friends. Good to the last drop, Maxwell House!

1. The lesson can begin with an open discussion about coffee.

(Do you drink coffee? What do you think of American coffee?)

Do the Americans you know enjoy drinking coffee?) I've found that my students have very strong opinions about American coffee!

2. At this point, I explain that the class will listen to a commercial for one brand of American coffee, and place several pre-listening questions on the board (eg., What is the name of the product? Who are the speakers? What do they think of the product?). I also assign one or two students to time the length of the commercial. The class then listens to the commercial twice, and answers and discusses the pre-listening questions.
3. I then play the tape again, pausing after each sentence or phrase to permit student completion of a cloze passage. The omitted words are at the discretion of the teacher; possibilities include omitting every fifth (or eighth or tenth) word, omitting words just before natural pauses, or focusing on specific vocabulary or grammatical structures. Completion of the passage is generally a group effort -- the students help each other and I supply assistance when it is needed.
4. The completed cloze passage is then examined by the class, and I bring any new grammatical structures (started working = began to work), vocabulary (bakery, boss, profits, sociable, deal, supply, drop), and idioms (to make a deal, to eat the profits) to the attention of the group. The "Mmmmm" sound is noted as a means of expressing pleasurable taste, and I remark upon the intonational patterns, noting the boss's change from anger to pleasure, and asking students to imitate his intonation in each utterance. I might play the tape again, before asking

the class to imagine the situation and comment about the characters (What kind of a person is Raymond? What do you think the boss looks like?).

5. Now I ask for volunteers, and the conversation is read aloud several times. Students usually enjoy this, insisting that they all have at least one opportunity to read, and sometimes even singing the jingle!

6. Next the commercial is examined again, this time as an effective means of advertising. Terms such as brand name, slogan, and jingle are introduced and identified, and the students discover that the product name is mentioned three times in this thirty second commercial. I ask the students to identify the audience for which the commercial has been written (in this case, the general adult population) and perhaps inquire about the basic desire to which the commercial has been designed to appeal (here, pleasure in taste).

7. The final step is one of student creation. The students are now thoroughly familiar with the commercial and are ready to write one of their own, substituting their names for Maxwell (e.g. Abdullah House Coffee, Maria House Coffee). I ask the students to work alone or in pairs, and present desired guidelines and limits (Please write a commercial of approximately 60 seconds. Please include a slogan, and state the name of the product at least five times.). The students then write, practice and perform commercials for their classmates, after which they can be discussed and corrected by the group. Many students enjoy recording and listening to their commercials as a final

reinforcement. (Please see the appendix for examples of student work.).

UNITED VAN LINES

Advanced level students enjoy the kind of humor displayed in this commercial for United Van Lines:

(Transcript)

United Van Lines presents Stiller and Meara.

S: Oh, Mom, I feel so guilty.

M: That's natural, darling -- a son should feel guilty.

S: Oh, Mom!

M: Your father and I slaved for years to give you the best things in life.

S: Mom, I gotta make a move.

M: Look before you leap, son.

S: I did, Mom. I called Betty Malone.

M: Betty Malone, Do I know her? Who are her people?

S: Mom, her people are United Van Lines.

M: She sounds like a gypsy!

S: No, Mom, Betty Malone is the information service provided by United Van Lines to help people when they're moving.

M: This Betty Malone, she'll take care of you like I do?

S: Mom, the Betty Malone moving consultants help you to move anywhere in the world.

M: Will she boil your shirts?

S: She helps you to relocate by finding out about utilities, schools, places of worship, recreation facilities.

M: This Betty Malone sounds like a smart cookie.

S: She is, Ma. United Van Lines knows it's tough making a move and they're there to make it easy.

M: Easy? It's easy to leave your parents who love you?

S: Mom, I gotta leave. I'm 48 years old.

M: You're not too old to hit!

S: I'm going Mom. It's time you and Dad had a room of your own!

Wherever you're going, make it nice going. United. We're in the yellow pages.

Due to its length and complexity, this commercial would probably not be appropriate to use when introducing radio commercials to the class. The following is a procedure I've used with advanced groups.

1. I play the commercial for the group once or twice, ask the students for the name of the product, and ask them to tell me whatever they can about the situation.
2. I then play the commercial again, pausing after each sentence or phrase to permit student completion of a cloze passage. Students are encouraged to work together on this and I provide assistance only when it's absolutely necessary.
3. Next the class and I discuss any new vocabulary or idioms together (guilty, slave, leap, gypsy, boil, worship, smart cookie, etc.). I remark upon the proverb, "Look before you leap," and note the non-standard syntax in the sentence, "This Betty Malone, she'll take care of you like I do?"
4. The students are then given a set of comprehension questions to answer orally or in writing.
 - a. Who are the speakers?
 - b. Who is Betty Malone?

- c. What is the name of the company?
- d. What is the conversation about?
- e. How old is the son?
- f. Give four adjectives which describe the mother.
- g. What does the Betty Malone service provide?
- h. Why does the son feel he should move?
- i. Where can I get more information about Betty Malone?
- j. Who is a smart cookie? What does this expression mean?

5. Next the students practice reading the commercial aloud in pairs, followed by several pairs reading to the entire group. I encourage the students to be dramatic and to imitate Stiller and Meara's intonation.

6. This is followed by a structured discussion period. I ask the students to imagine that they have never been in the United States before, and know nothing whatsoever about Americans or American life. Using this commercial as the sole source of information, what assumptions can be made about the American culture? How do these assumptions relate to what the students feel they really know?

AUDIENCE

Students are sometimes surprised by the specificity with which advertisers direct commercials toward a particular audience. A look at the following Porcelana Hand Cream commercial shows us that it is a product designed to remove age spots and sun freckles from the skin; its advertisers seek to reach that portion of the mature female population which has enough leisure

time to worry about age spots and enough money to afford the \$9.50 per jar price. When asking students to identify the audience of a commercial like this one, I first have each student attempt to picture a person he thinks might buy the product -- a television figure, a well-known personality, an imaginary character or a real acquaintance. The students can share these impressions with each other, comparing and contrasting characteristics, and perhaps even developing a "compiled consumer", after which they can move on to examining the commercial itself for specific elements that would appeal to the buyers they have created. Work with a commercial for a product such as Porcelana leads to discussions about the roles of Youth and Beauty in the American culture.

(Transcript)

Janie: Calm down!

Alice: Tabby's first visit to the vet, Janie?

Janie: Uh-huh.

Alice: Ooh, she scratched me!

Janie: Let me see, Aunt Alice.

Alice: Don't worry, it's hardly noticeable, dear.

Janie: Hmm, good.

Alice: Just wish I could say that about these age spots on my hands.

Janie: Try Porcelana, like Mom did.

Alice: I thought those age spots of hers were fading away.

Janie: Mmm-hmm.

Alice: I'm getting some. I have to look my best for my trip.

Nar.: Porcelana works on age spots, sun freckles, and those brown spots that can come during child-bearing years. Just rub it in. Watch those spots start to fade. Porcelana medicated cream helps to lighten brown patches and spots. Actually works to bring back your natural skin tone in just six weeks. Porcelana: Available at cosmetic counters in selected stores.

(Doorbell rings)

Janie: Coming! Aunt Alice! How was the trip?

Alice: Marvelous! Oh my word, look at how Tabby's grown!

Janie: And look at your hands, Aunt Alice. That Porcelana really works.

Nar.: Porcelana. Just rub it in. Watch brown spots start to fade. Use only as directed.

PRONUNCIATION AND INTONATION

Commercials frequently contain examples of non-standard (and even non-native) English as well as regional accents and intonational patterns, providing interesting material for the advanced student of English. Students can take mimeographed transcripts and mark them for deviations in pronunciation or intonation as they listen to various commercials phrase-by-phrase in class or in the language lab; the students can then discuss their findings with their teacher, imitating marked patterns and perhaps comparing a few words or phrases with other samples. Some of my students studied the pronunciation differences between Frank Perdue and the announcer in this commercial focusing on the words "tender", "Perdue", "parts", "roaster", and "chickens."

(Transcript)

Ladies and Gentlemen, Mr. Frank Perdue:

F.P.: Folks, if you think your chicken dishes are good now, wait until you taste them with my Delicious oven stuffer roaster parts. The difference between these parts and ordinary chicken parts is really something. First, they're more delicious because they come from a more delicious breed of bird to begin with. My big oven stuffer roaster. It's carefully bred and carefully fed to be tender and juicy like no mere chicken. But the best part about my roaster parts is that they're twice as plump as ordinary chicken parts, which means your family gets to enjoy more moist delicious meat. So, if you want to make better chicken dishes, don't settle for ordinary chicken parts. Try my extraordinary Perdue oven stuffer roaster parts. And you'll never go back to serving paltry poultry dishes again!

Ann.: Perdue Roaster parts come with his money-back guarantee. It takes a tough man to make tender roaster parts. Perdue -- on sale at all Freeco Supermarkets.

STUDENT-PRODUCED COMMERCIALS

After working with professional commercials as illustrated by the preceding transcripts, cloze exercises, and discussion of advertising elements and their effects on audience appeal, the students are ready to create their own commercials. In classes at various levels, I have had students work individually, in pairs, and in small groups. The following procedure is one which can be readily adapted for use with any class level. (Please see appendix for samples of student work).

1. Assign students to create a one minute radio commercial advertising a product. Encourage them to be imaginative.
2. Have the students gear their commercial to appeal to a specific audience.
3. Remind the students to repeat the name of the product a

sufficient number of times.

4. Give students thirty minutes to compose the commercials.
5. Correct and record the commercials (the teacher may choose to have the students rehearse beforehand for intonation and pronunciation practice, depending on class level.)
6. Have the class listen to the commercials and discuss their effectiveness. Student(s) can decide whether or not they would buy or use the advertised product.
7. Follow up activities include correction of student's pronunciation and intonation.

ADDITIONAL TECHNIQUES

Teachers who wish to make work with radio commercials a regular part of their classes will want to explore a wide variety of techniques for their use. Pre-listening dictation can be a welcome change of pace from transcripts or close exercises and is particularly effective with one voice, narrator-type advertisements. I simply dictate the commercial to the class, reading each sentence three times and allowing sufficient time between each repetition for the students to repeat, write, and check their work; the sentences can then be corrected, read aloud, and examined, all before the commercial is actually heard. Lower level students in particular find this valuable, as they feel they can obtain more of a hold on the material before encountering the rapid speech of the taped commercial.

Paraphrasing is a technique in which students are asked to listen to a taped commercial and then put as much of it as

possible into their own words, either orally or on paper. The number of times the tape should be played depends on the level of the class -- for a thirty second commercial, most beginners will require 5 or 6 hearings accompanied by a transcript, whereas advanced students can listen without a transcript and may only need to hear the passage 2 or 3 times.

Many commercials can be followed up by role plays, giving students necessary practice in spontaneous speaking. A change of identity sometimes enables a student to shed inhibitions and to use the language with a freedom he would not ordinarily have. As other follow-up activities, students can poll Americans as to their opinions or uses of various products, check stores for product prices and availability, and look through newspapers and magazines for advertisements corresponding to radio commercials they've heard in class.

NEWS AND WEATHER REPORTS

Students in our ESL classes often complain that it's difficult for them to keep abreast of what's happening in the United States and in the world at large. For this reason, I've made radio news and weather a regular part of my teaching. Working with news and weather in class helps students gain the confidence to start listening on their own, and daily work with the news results in steady progress in listening comprehension, expanded vocabulary, and heightened interest in current American affairs. Various types of news can be heard on the radio, including international, national, state and local reports, news commentaries (such as those given by Charles Osgood and Harry Reasoner), sports, and weather. (In addition, there are business and agricultural reports, of use primarily in E.S.P. classes.)

Many different techniques can be employed when using news and weather reports in the classroom. Cloze passages provide listening practice and lead to completed transcripts which can be studied for grammar and content. Pre-listening questions help the student to focus his attention, and post-listening questions check his comprehension. Reported speech exercises (What did the announcer say? He said that...) ensure student comprehension by requiring the student to "rework" the material; paraphrasing exercises do much the same thing and take the process one step further by asking the student to retell or rewrite the material in his own words. Class debates and student compositions enable students to voice their own opinions and to

internalize language as they get much-needed practice in speaking and writing. Any of these techniques might be successfully used with this sample segment from a national news report:

(Transcript)

The campaign in NH winding down, the primary is tomorrow. Senator Edward Kennedy is upbeat as ever about his chances, despite polls giving Mr. Carter a 2 to 1 lead. (Kennedy's voice)... 'I've been reading all of the polls during this past week and I'll tell you I remember reading the polls up in the State of Maine, and they said we were 20 points behind up there, and then when they finally did the counting, we ended up even steven, and I'm glad to be an underdog... Just remember the United States Hockey Team -- they were underdogs and they pulled it out. And we're gonna do it tomorrow!' As for the Republicans, George Bush stayed home in Texas, while most of his opponents continued to blast him for their exculsion from the Bush-Reagan debate last Saturday night."

Kennedy's speech provides us with a storehouse of idiomatic English, and advanced students can study his distinctive regional accent and dramatic intonational patterns.

News editorials and commentaries presented by newscasters and individuals of public renown (such as Harry Reasoner, John Lindsay, and Ralph Nader) frequently spark heated classroom discussion and can lead to student production of similar statements, such as the following, written by an advanced student.

(Transcript)

(Ladies and Gentleman, a commentary from Andreas Guenther:))

In my opinion, nuclear energy is an extremely dangerous supply of power. People don't really know a lot about it and even scientists say there is more to learn, but current research shows that there are many problems

involved with nuclear power. Sure, it's cheap and modern, but wouldn't we prefer to live? I am very surprised that Americans remain so unaware of the potential dangers of nuclear power, especially after the terrible accident that occurred a few months ago in the State of Pennsylvania, U.S.A. And here in Vermont we are so near a nuclear power plant, the Vermont Yankee Plant. Shouldn't we think about this? I think people today need to consider other choices, such as solar energy. This is Andreas Guenther for WSIT news. (The preceding commentary does not necessarily reflect the views or opinions of this radio station.)

Weather reports give students much-needed practice in rapid number recognition, and everyone finds the weather report helpful in planning activities for the day or weekend. The reports should be used in the classroom for a few minutes every day, and a class glossary can be developed and added to on an almost daily basis. Students become very interested in the weather and enjoy making their own predictions, as well as disputing those of the local meteorologists. This transcript and its accompanying glossary illustrate the vast and special nature of Weather Talk.

(Transcript)

51 in Central Park, 11 Celsius, humidity 56%. It's cloudy now, but look for diminishing cloudiness tonight with patchy fog developing. Low temperatures in the low 40's. Tomorrow becoming mostly sunny, with high temperatures in the mid to upper 50's.

Celsius: (adjective.) The official name for the Centigrade scale.

humidity: (noun.) Water in the air; air moisture.

cloudy: (adjective.) Full of or covered with clouds

a cloud

to (verb.) diminished, diminishing. To make smaller;
diminish: to become smaller or less.

patchy: (adjective.) not even or equal, covering an area only partially.

fog: (noun.) a collection of moist air particles.

mid: (adjective.) middle, central.

Radio news and weather reports provide us with an ideal vehicle for examining register in the English language. Beginning level students can concentrate on perceiving the difference in formality between the cultivated tones of WQXR's Robert Sherman and the raucous hype of WABC's Cousin Brucie, while their more advanced counterparts analyze why and how such a difference is achieved. I had a group of my students compare two reports of the same news event, paying strict attention to speed, pacing, vocabulary and intonation. (The event was Duke Ellington's funeral and the students were both surprised and intrigued by how differently it was reported by Mike Maus of WNBC and Jeremy LePoint of WBLS.) First I organized the class into two teams, each assigned to make a careful study of one report. The students were then paired (one from each team, each pair with a cassette recorder and copies of the reports) to compare and contrast the reports, after which findings were pooled and discussed. Although this was a time-consuming activity, the students felt that it was extremely valuable. Teachers using this strategy should attempt to find reporters with noticeably different styles and should keep selections very short to avoid student frustration.

Even beginning-level students can benefit from and enjoy working with radio news and weather, and students of all levels can produce their own newscasts. Here is a simple procedure to follow for the creation of student newscasts in the classroom.

1. Have students work individually, in pairs, or in small groups.
2. Have each student or group of students select a news category (weather, sports, international news, etc.) and write a one-minute report.
3. Give students 15 to 30 minutes to compose their reports.
4. Compile all reports into one on brown paper.
5. Correct the spelling and grammar mistakes as a group.
6. Have students practice reading the report for pronunciation and intonation.
7. Have students record the newscast.
8. As a follow-up activity, the newscast can be mimeographed and given to each student. You can then play the tape in lab, as students listen and follow along on their papers.

Provided that a language laboratory or small cassette players are available, students can concentrate independently on radio news. Here is a procedure that can be given to students along with a 60 second taped news segment, and completed as a homework assignment. Teachers should make certain that their students are familiar with the process of marking stress and intonation patterns.

1. Listen to your tape twice. Write down any important words that you can remember. Do you know what the announcer is talking about?
2. Listen to your tape two more times. Write a short summary of it in your own words.
3. Next make a transcript of the tape. Listen to each sen-

tence and write exactly what you hear. Stop and repeat the tape as many times as you need to. Leave a blank if you don't know a word. Check your work when you have finished.

4. Now write a paragraph telling me what the announcer said. Begin the first sentence with, "The announcer said that...". Begin other sentences with "He said that...", "He told me that...", "He also reported that..." and similar forms.

5. Please select one sentence from the taped segment. Copy the sentence on your paper and listen to it carefully. Mark the sentence for stress and intonation. Repeat the sentence many times and try to sound exactly like the announcer. When you come to class tomorrow, I will ask you to say the sentence for me.

We are all so aware of the need for students to take what happens in the classroom home with them, and use it -- and perhaps one of the most valuable aspects of using radio news in the language classroom is that it can spark students to start listening to the radio on their own. Many of my students have become avid radiophiles and it is certainly gratifying to hear a student say, "Yes, I know. I heard it on the radio."

APPENDIX

I. STUDENT COMMERCIALS BASED ON THE MAXWELL HOUSE COFFEE COMMERCIAL

Willi House Coffee

Liz: I had been spring house cleaning all day long when a visitor came, my friend Jane.
 Jane: Hi, how's it going?
 Liz: Oh, not too good!
 Jane: Here, I have Willi House Coffee. It'll give you new energy.
 Liz: Willi House Coffee?
 Jane: Yeah. Take a break, take it easy, drink Willi House Coffee.
 Liz: Mmmm, this coffee is my new favorite!
 Both: Take a break, take it easy, drink Willi House Coffee.
 --created by Willi Minder

Tavitino's Coffee

The best coffee in the United States! One spoon of Tavitino's Coffee can give you 36 cups of coffee, and you don't need to make more coffee during the day, because Tavitino's Coffee is always fresh and delicious. When you go to the supermarket, don't forget to buy Tavitino's coffee, because if you don't drink a cup of Tavitino's Coffee before you go to work, you will die.

Tavitino's Coffee is better than other coffees. Don't forget to buy it in all the stores!

--created by Constantino Colindres
 and Gustavo Fiallos

II. COMMERCIALS PRODUCED BY BEGINNING LEVEL STUDENTS

Cappucino

Cappucino is good in the morning and in the afternoon. Cappucino is good for life. If you try Cappucino once, you will never leave it. If you drink Cappucino, you won't die. Cappucino is for life forever. Drink Cappucino all the time! Don't forget -- Cappucino.

--created by Aref Muftah El-Abbar

X-Car

This is X-Car. X-Car is cheaper. X-Car is more comfortable. You must buy X-Car. If you buy X-Car, we will pay \$500. If you drive X-Car, you will have a wonderful life. You must buy X-Car!

--created by Musa Demircan

III. COMMERCIALS CREATED BY INTERMEDIATE LEVEL STUDENTS

Disco Time After Shave

Sally: Mmmmm, John, you smell so good.
 John: Thanks. That's my new scent. Disco Time After Shave.
 Sally: Disco Time After Shave? I love it! Why don't you wear it all the time?
 John: If you like it, I will, Sally. Disco Time After Shave makes me feel clean and fresh. Hey, let's go dance now!
 Narrator: Disco Time After Shave. The new scent. Disco Time. In lemon and lime.

--created by Maria Restrepo

Breeze Soap

Breeze -- the best soap in her bathtub!
 My skin was so dry and rough. Then I bought Breeze -- the best soap in her bathtub! Now I feel clean and smooth. I am a new woman. Breeze is not expensive and it has all the best ingredients for your rich skin. You can find Breeze everywhere. Buy Breeze today, before it's too late. Don't forget -- Breeze -- the best soap in her bathtub. Breeze!

--created by Adcnay Genovese Filho

IV. COMMERCIALS PRODUCED BY ADVANCED LEVEL STUDENTS

Happy Hair Shampoo

Jingle: Hap hap hap hap happy hair
 hap hap hap hap happy hair
 Yesterday my hair was limp and oily. I didn't know what to do. Then my friend visited with her thick, shiny hair. I asked her how she got it.
 "It's easy," she said. "Try Happy Hair."
 "What's Happy Hair?"
 "Happy Hair is the new shampoo that changed my life. It makes my hair clean, shiny, thick and bouncy."
 "That's the shampoo for me."
 I tried Happy Hair and it changed my life, too!
 Thick and bouncy hair can be yours today with Happy Hair. Try Happy Hair today.
 repeat jingle-

--created by Beatrice Kolb and Daniela Schaerer

Bugs Away Insect Repellent

ZZZZZZZZZZZZZZZZZZ
 ZZZZZZZZZZZZZZZZZZZ
 ZZZZZZZZZZZZZZZZZZZ

C: Ouch! Oh Oscar, these mosquitoes are driving me up the wall.

O: They don't worry me. I use Bugs Away.
C: What's that?
O: Bugs Away is the new multi-faceted insect repellent
specially designed to keep those annoying bugs away.
C: Does it work?
O: Does it work? What a question! Of course it does.
Insects hate Bugs Away.
Narr: Don't let Bugs bug you. Get Bugs Away today.
--created by Camille Abou-Zeid
and Jamil Hadla

CONCLUSION

In this paper I have stated the need for improved listening comprehension skills in ESL students and the benefits of the use of live language in language classrooms. I've expressed my opinion that the radio is a readily accessible, varied and limitless source of such live language. Radio can be used with tremendous success in ESL classes and can serve as a bridge between the classroom and real life.

I've written about my work with radio commercials, news and weather reports. I hope to explore other areas in the near future. I don't presume my work to be definitive, nor do I claim to be an expert; I only hope to provide other language teachers with a few ideas and a jumping-off point.

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