DEVELOPING LISTENING COMPREHENSION SKILLS IN 5TH GRADE EFL STUDENTS THROUGH THE USE OF PREDICTABLE BOOKS

María Del Pilar Londoño Buriticá
Licenciatura En Lengua Inglesa
Universidad Tecnologica de Pereira
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PRESENTATION OVERVIEW

- Relevant definitions
- Purpose of the study
- Research questions
- Literature review
- Methodology
  *context, participants, data collection methods, researchers’ role.
- Data collection methods
- Instructional design
- Findings and discussion
- Limitations of the study
- Research and pedagogical implications
- Conclusions
RELEVANT DEFINITIONS

- Listening
- Predictable book
- Language chunks
- TPR (Total Physical Response)
- Comprehensible input
- Affective Filter Hypothesis
- **LC**: Listening Comprehension
- **NA**: Natural Approach
- **LTM**: Long Term Memory
- **STM**: Short Term Memory
PURPOSE OF THE STUDY

To implement strategies to develop listening comprehension inside the classroom through the use of a big predictable book.
RESEARCH QUESTIONS

- How can predictable books be used effectively in a listening practice instructional program for a group of 5th grade public elementary school students?

- What challenges are involved in the design and implementation of such a listening practice instructional program?

- How can such a program impact 5th grade EFL students’ listening skills?
LITERATURE REVIEW

The crucial role of Listening Comprehension (Vandergrift 2007)

Krashen’s theories emphasise Listening
Terrel and Krashen (1983)

The use of L1 in the L2 classroom

Learning language by chunks
Fang (2009)
Linse (2007)

Developing listening skills through a Predictable book
Gonzales (2010)

Learning vocabulary through TPR
Asher J (1971)

Visual aids
Curtain and Dahlberg 2004

Audio file Story
Harmer (1998)
Primary public school located in the urban area of Pereira.

The school does not have professional English teachers; there are practitioners from the English Teaching Program of the Universidad Tecnologica de Pereira (UTP).
METHODOLOGY

- Qualitative research
- 37 students of 5th grade Elementary
- Age: 10-12 years old
- Boys: 47%
  Girls: 53%
- Researcher role
  Observer- Teacher
Data Collection Methods

- Interview (1)
- Observation (3)
- Field notes
- Video (4 sessions)
INSTRUCTIONAL DESIGN

Lesson plan

Developing listening thought predictable book

Big book

Lesson /3 parts

- Pre-Listening
- Listening
- Post-Listening

Marvin K. Mooney
Will you
PLEASE
go
NOW!

by Dr. Seuss
• **PRE- LISTENING**
  - Pre teaching vocabulary
  - TPR Activities – Warming up

• **LISTENING**
  - Read aloud Predictable Book

• **POST-LISTENING**
  - Audio file (native pronunciation)
  - pictures organization.
Get on your way!
Please, Marvin K!
You might like going
In a Zumble-Zay.
FINDINGS
AND
DISCUSSION
TPR activities served as useful prelistening technique.
• The use of visual aids facilitated vocabulary recognition.

• Games were a useful strategy for reducing anxiety and introducing and practicing grammar structures in an enjoyable way.
• The use of a predictable book and audio file story facilitated students’ listening comprehension.

• The use of a predictable book helped to focus students’ attention on the listening task.

• Asking questions after reading aloud helped to confirm students comprehension.
• Students demonstrated comprehension by organizing pictures.
Students reproduced English sentences from the story in a public event.
Limitations of the study

- Not interview.
- I could not find any predictable books with large print.
- Some of them were teenagers.
Pedagogical Implications

- Listening Activities should be brief.

- Use the first hours of the day to apply L.A.

- Pre-teach vocabulary before reading a story aloud.

- Teachers lower students’ anxiety through games and songs.
RESEARCH IMPLICATIONS

It would be interesting to analyse…

- Possible differences in boys’ and girls’ responses to these kinds of activities.

- Advantages and disadvantages of doing listening activities during the early hours of the school day as opposed to later.
Conclusion

- TPR activities, games and visual aids were useful techniques for presenting vocabulary.

- I found that students could comprehend and reproduce the story.

- The use of a predictable book helped to focus students’ attention.

- The use of a predictable book and audio file facilitated students listening comprehension.
Marvin K. Moosey, I don't care how.
Marvin K. Moosey, will you please
GO NOW!
Thanks for your attendance!!