

# **DEVELOPING LISTENING COMPREHENSION SKILLS IN 5<sup>TH</sup> GRADE EFL STUDENTS THROUGH THE USE OF PREDICTABLE BOOKS**



María Del Pilar Londoño Buriticá

Licenciatura En Lengua Inglesa

Universidad Tecnológica de Pereira

November 2012

# 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 5<sup>th</sup> 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  
Nation, P (2003)

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)

# CONTEXT

- 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 Tecnológica 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

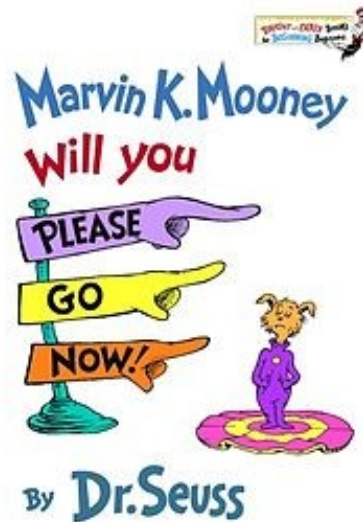
- Interview (1)
- Observation (3)
- Field notes
- Video (4 sessions)

# INSTRUCTIONAL DESIGN

Lesson  
plan

Developing listening  
thought predictable book

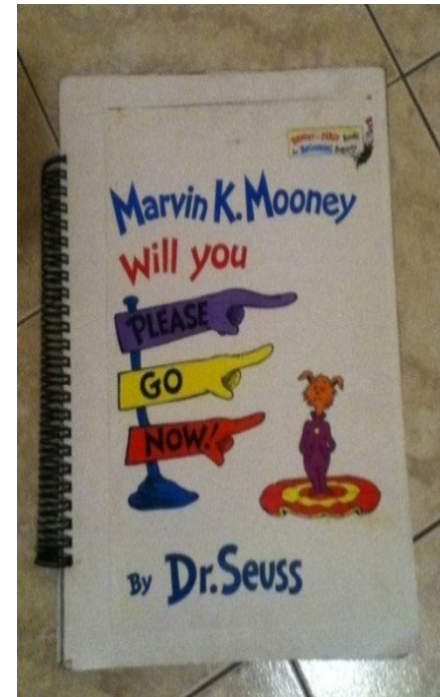
Big book



Lesson /3 parts

- Pre-Listening
- Listening
- Post- Listening

- **PRE- LISTENING** →  
Pre teaching vocabulary  
TPR Activities – Warming up
- **LISTENING** → Read aloud Predictable Book
- **POST-LISTENING** → Audio file (native pronunciation)  
pictures organization.



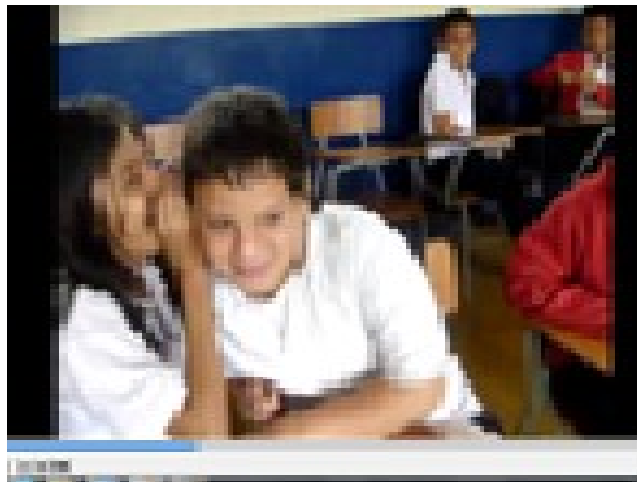



# **FINDINGS AND DISCUSSION**

- 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.

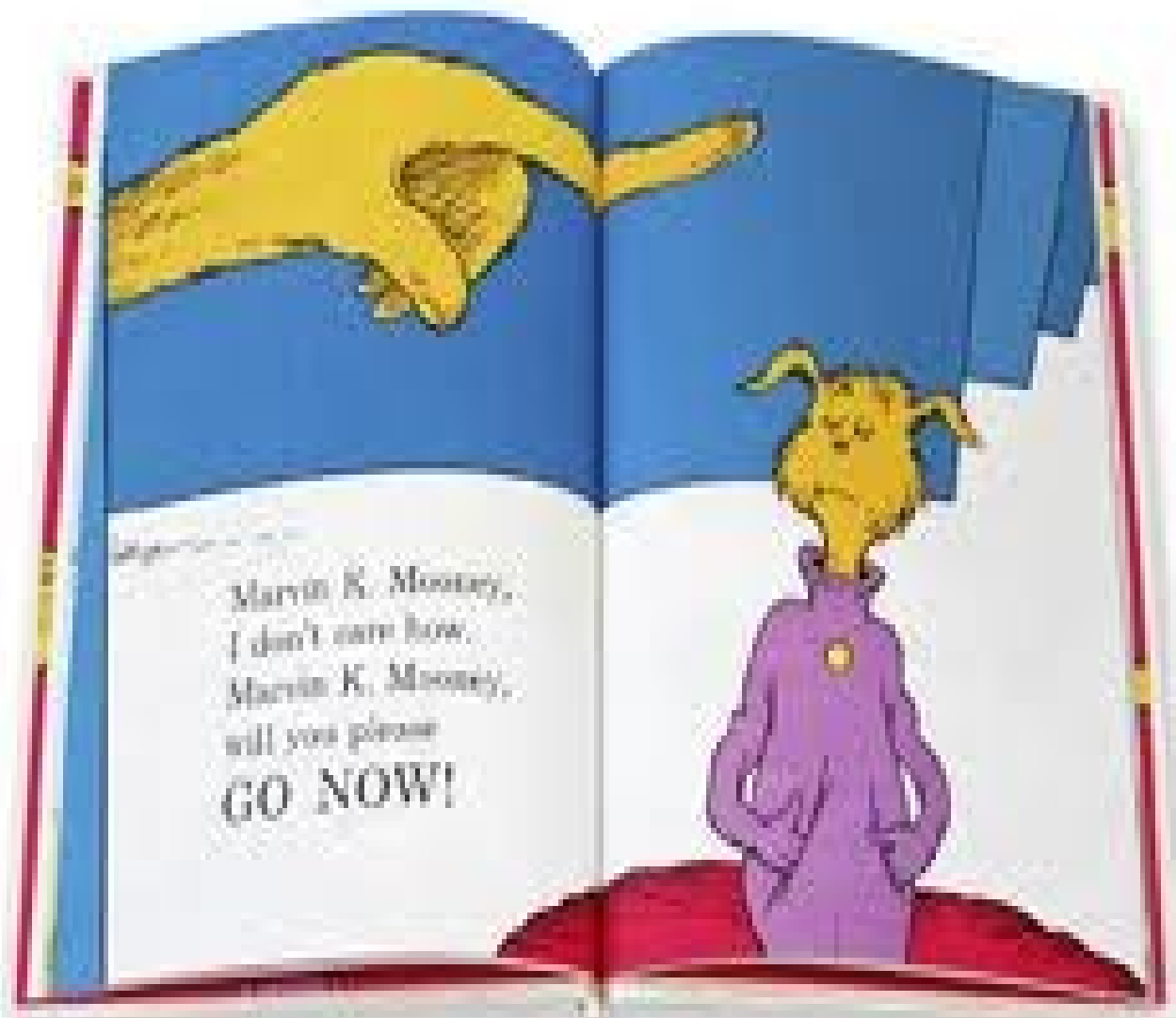
## RESEARCH IMPLICATIONS

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.





**Thanks for  
your  
attendance !!**

