

Using Constructivist Approach in Improving Listening Comprehension to A Sample of Preparatory Year Students in AL-Taif University

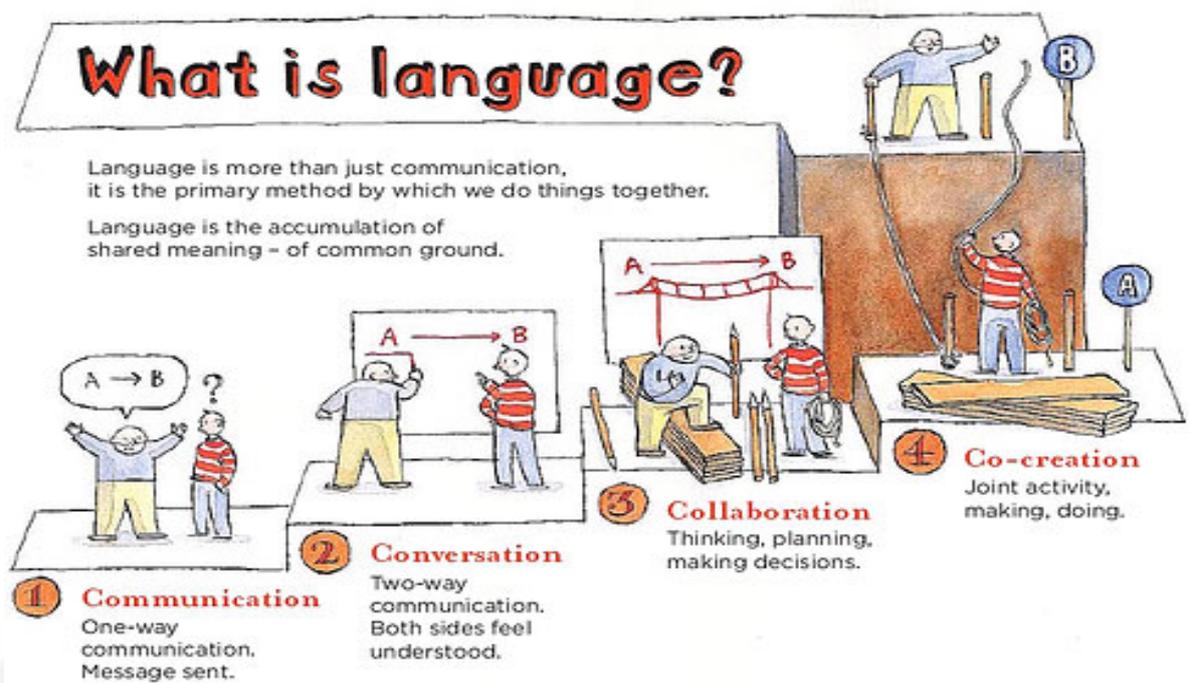
Prepared by:

Khadra Abdelsalam EL-Azrak

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المؤتمر الدولي الأول لكلية التربية "التربية... آفاق مستقبلية" في الفترة من 23-26 جمادى الآخرة 1436هـ - 12-15 أبريل 2015م بمركز الملك عبد العزيز الحضاري

Introduction



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Focus on Listening

Researchers found that of the total time spent on communication, **listening takes up 40-50 %**, speaking, 25-30%; reading, 11-16%, and writing about 9%. (Gilkjany, 2011, 977)

- Listening is a vital and undeniable component of acquiring and mastering a language. (Hassani, 2014, 715), (Bozorgain & Pilay, 2013, 105).
- Through listening, language learners internalize linguistic information without which they can not produce language.



Listening Comprehension

Listening comprehension is regarded theoretically as an active process in which learners concentrate on selected aspect of aural input, form meaning from passages, and associate what they hear with existing knowledge. It is consisted of the following skills, **grammatical knowledge**, **discourse knowledge**, and **sociolinguistic knowledge**.

The Problem of the Study

- Suppose that a teacher gives students instructions for a listening exercise, plays the CD, checks students' answers, and finds that most students couldn't answer any questions, and the ones who tried, their answers were incorrect. Certainly, This is students' reaction:



Consequence



Which component?



Approach

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Through Observations...

- After many observations, it was found that all the previous components shared with some part, but the greatest one was **the approach**, which is traditional that considers listening skill as receptive not reciprocal, passive not interactive!, and basically teacher-centered not learner-centered!

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What can help?

Therefore, changing perception of listening from a “receptive skill” to a “reciprocal” one necessitates adopting **a constructivist approach** to listening task.

The central premise of constructivism is that learners create or construct new understanding by actively build upon **prior knowledge and experiences.**

- This is built upon the ideas of Ausubel, Piaget, and Vygotsky.

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Ausubel



“If I had to reduce all educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly.”

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Piaget



“ The principal goal of education is to create people who are creative, inventive, and discoverers. The second goal is to form critical minds which can verify.”

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Lev Vygotsky
(1896-1934)

- Children construct their knowledge
- Development can not be separated from its social context
- Prior conceptions and new concepts are interwoven
- Language plays a central role in mental development

What to do?

In designing constructivist listening activities, there is an important need to **ascertain prior knowledge**, use **relevant information**, help learners close the gap in cognitive ability found in the zone of proximal development (ZPD) , (**scaffolding**), and transmit of expert knowledge to a novice in a gradual manner via specific processes (**cognitive apprenticeship**).

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Questions of the Study

- Therefore, the questions of the study are:
- - What is the effectiveness of using constructivist approach in improving listening comprehension to a sample of preparatory year students at AL-Taif University?
- This question generates the following questions:
- - What is the effectiveness of using constructivist approach in improving grammatical knowledge skill?
- - What is the effectiveness of using constructivist approach in improving discourse knowledge skill?
- - What is the effectiveness of using constructivist approach in improving sociolinguistic knowledge skill?

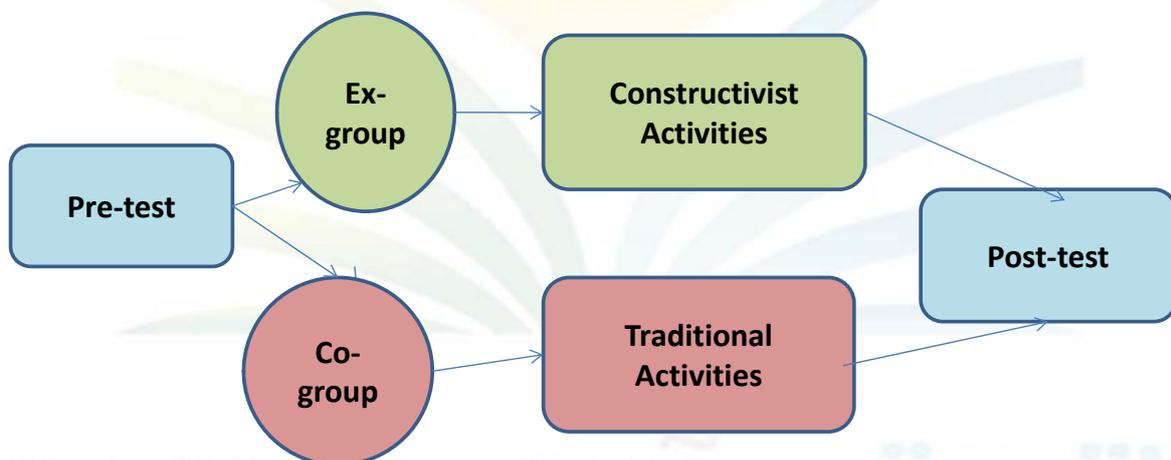
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Study Hypothesis

- - There is no significant differences between the experimental group (which has been taught using the constructivist approach) and the controlled group (which has been taught using the traditional approach), in grammatical knowledge.
- - There is no significant differences between the experimental group (which has been taught using the constructivist approach) and the controlled group (which has been taught using the traditional approach), in discourse knowledge.
- - There is no significant differences between the experimental group (which has been taught using the constructivist approach) and the controlled group (which has been taught using the traditional approach), in sociolinguistic knowledge.
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- - There is no significant differences between the experimental group (which has been taught using the constructivist approach) and the controlled group (which has been taught using the traditional approach), in the total mark of the listening comprehension test.

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Study Method



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Results of the Study

- The results show that there is an improvement in listening comprehension skills, also, there are significant differences between the experimental and the controlled group in listening comprehension sub-skills scores and the total scores.

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Study Suggestions

- In the light of study findings, there are some suggestions :
- - Designing training programs for teachers about using learning strategies that improve listening comprehension.
- - Training English teachers to design learning activities that are based on constructivist approach.
- - Assessing listening comprehension as an essential part of assessment.
- - Conducting a study about the relation between listening comprehension and reading comprehension.
- - Designing instructional program that is based on the constructivist approach and studying its impact on learning English language skills.

Khadra Abdelsalam AL-Azrak

- Has Bachelor of Education, English Department, Alexandria University, Egypt.
- Has CELTA accredited from Cambridge University.
- ESL teacher at IGIT, Taif University.
- ESL teacher at AL-Baha University, Preparatory Year.
- Participated in many workshops, and conferences in Sultanate of Oman, and in Kingdom of Saudi Arabia.

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