

Research Proposal of Pavlos Koutsoliakos for the preparation of a PhD Thesis in the Department of Philology of the Faculty of Philosophy of National Kapodistrian University of Athens.

Proposed PhD thesis title:

"The improvement of listening skills in conjunction with appropriate narrative techniques in primary school"

Theoretical and conceptual framework – Research Ratio

The main purpose of the language course in primary school is defined as follows:

“The teaching of the language course in primary school aims to develop the ability of students to handle with competence and confidence, consciously, responsibly, effectively and creatively the written and spoken word, in order to participate actively in their school and wider society.”

(National Curriculum for Primary and High school)

By analyzing this purpose, they are defined as the main axes of conquest of the cognitive content and communication, the oral speech and the written word. Observing the specialization of the objectives of the oral speech, we can see that "The student is gradually exercised in order to be able to: set in motion mechanisms of auditory and response readiness (listen, speak, does not getting away of the subject). Monitors various forms of spoken word and participates accordingly. ».

Additionally we can mention that the skill of effective listening is essential for the process of continuous learning, improvement of the ability to teamwork, development of management and negotiation , and the enhancement of emotional intelligence. Understanding the importance of listening as defined as "a process of recruitment, manufacture of meaning and response in spoken word to verbal and non-verbal messages" (A.Ergeneli)

So, it makes sense to ask ourselves: How much is it possible for a student to sound effective in the teaching process?

Since we can listen and understand from 125 to 250 words per minute, while at the same time we can think of 1000-3000 words per minute, research has shown that:

- 75% of what we hear is lost because we are either distracted or think about other things, we hear
- Only 20%-25% of what we hear are held back and remember
- Less than 2% of people effectively recruit school education through the listening process

In addition, we can mention that listening as a process is distinguished in 3 main types as they meet in the educational process:

- Passive listening
- Selective listening
- Active listening (Keneth A. Welsh)

But what should be the appropriate approaches to improving the student as an active listener?

In fact, when it has been observed that 70% of oral communication is either misinterpreted, understood or distorted, distorted or simply not heard and elude. (A.Ergeneli)

Surely, the importance of the appropriate way of storytelling and technical approach on the part of the teacher is not overlooked so that the successful combination of listening – narration (transmitter – receiver) achieves effectively and clearly the objectives of teaching.

One of the many definitions of the narrative is that: "The narrative is defined as the interactive art of using words and actions to represent the elements and images of a story or subject in a way that spurs the imagination and interest of the listener." (National Storytelling Network).

However, in addition to conveying knowledge, cultural values, attitudes and values, the narrative is used by people in their efforts to align themselves with the environment and understand human existence. Above all, the narrative is used as a fun medium support the interest, pleases and energizes the listener audio visually. However, despite its recreational role, the narrative has been widely applied to education as a primary means of education in the respective education systems and has been very concerned with educational research. According to Matthews (1977), the way in which the learning object is codified and presented, as well as any kind of information, significantly affects people's ability to memorize and recall it in the future.

Narration is a very important tool at all levels of education, as it has been shown to increase the spoken and improve the written speaking skills of learners, while at the same time enhancing skills of critical thinking, analysis and synthesis of information. More specifically, the narrative (including the creation and listening and understanding of a story) leads the learner to practice complex communication skills through content building, information processing and the extraction of meaning. Telling an understandable story may be the best way to learn, remember, and reproduce scientific ideas.

So, by focusing on the spoken word in primary education and the close relationship of storytelling – listening during the educational process, can we identify the appropriate techniques that improve the skill of effective listening in combination with modern narrative techniques?

Sources of inspiration

The above framework of reflections and references was, for me, at the first level, the reason to deal with and observe the relationship of listening and narrative as the main factors of cultivating the spoken word and their direct connection with the achievement of the teaching objectives in primary education.

On the second level as a teacher with 20 years of experience in teaching, in primary school, the gradual difficulty in listening effectively to students in relation to any teaching subject matter has always been the subject of concern. At the same time, the finding of a lack of weighted activities to improve listening skills in combination with similar narrative techniques.

Research question – Objectives of research

The main research question is as follows: "Can the subject matter of an oral instruction be recruited effectively and satisfactorily through appropriate narrative techniques to students with exercised listening skills?"

The research cases accompanying the question are summarized in:

- It is assumed that the narrative method of teaching is effective for the conquest of knowledge
- It is assumed that the combination of effective listening and narrative techniques leads to the maintenance of mastered knowledge for a long time

Methodology

The above objectives will be achieved through both existing methods of research, qualitative and quantitative. In other words, in a first stage conclusions are drawn after a study of evidence and in a second of the conclusions will be drawn after interviews and the use of questionnaires.

In this case, a recording of all the education based on both Greek and global literature. Accordingly, all narrative methods as well as all elements and similar techniques that make up the modern narrative in education as presented respectively in Greek and foreign education will be recorded.

At the same time, educational material for each elementary school class based on the promotion of students' acoustic skill will be designed and applied by the researcher, combined with appropriate narrative techniques. The collection and evaluation of the questionnaires will concern sections of pupils of varying abilities from all primary school classes as well as their teachers.

Data Collection and Research Site

- Library of the National Kapodistrian University of Athens
- Library of the Institute of Education of London University
- School unit of primary schools of The College of Athens

Indicative bibliography – Articles

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