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**Thesis**

***LISTENING IN TEXTBOOKS FOR THE LOWER  
SECONDARY SCHOOLS***

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Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*  
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Jana Dvořáková

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## Abstract

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In this final work I deal with a topic of listening and listening comprehension at the lower secondary schools, especially fourteen or fifteen-year old pupils. The final work is divided into two basic parts - practical and theoretical. There are different subchapters connected with listening in the theoretical part. In these chapters, you can find a characterization of listening, what its importance in language learning is, the process of listening including the main stages, listening materials and which kinds of checking listening comprehension we know. Two subchapters deal with Framework Education Programme and Final Test NIQES for pupils at the end of lower secondary schools in the Czech Republic.

Practical part derives from specialized publications which are connected with listening. There are showed two main textbooks that are used at the lower secondary schools and I try to find out if the authors of the books prepare pupils for the Final Tests NIQES and language life in general.

*Keywords: Listening, Listening Comprehension, Lower Secondary Schools, Pupils at age 14 – 15, Textbooks for Lower Secondary Schools, Final Tests NIQES*

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# 1 INTRODUCTION

The topic of my final work is listening, listening comprehension and the typical textbooks which are used at the lower secondary schools in the Czech Republic. I focus especially on the 9<sup>th</sup> grade, which means 14-15 year-old pupils. I chose this topic because I suppose that people are afraid of listening. They cannot work with it, they do not understand, do not like listening exercises and are stressed. I felt the same when I was a child. I do not know if it was because of the teachers or because of the textbooks and types of exercises. These days, I do not think that listening exercises are stressful and I suppose that they can be interesting. This is the reason why I have chosen this topic.

Firstly, I would like to write about the theoretical background of listening. There will be showed why listening is important, different types of listening, examples of activities, the teacher's role, the ways to work with listening, how to recognise if the pupils understand and important documents connected with the listening.

Secondly, I would like to focus on two books often used at the lower secondary schools and learn how the authors of these two books work with pupils, which kind of listening exercises they use or how they help the teachers. There will be showed final tests NIQES which are typical for pupils at the end of lower secondary schools. Exercises in the books will be compared with the exercises from the final tests. How do the authors of the books work with pupils? Which list of exercises is used there? Can it be interesting for teenagers? Do they help the pupils to learn and understand English in general? Do they prepare pupils for the final tests at the end of lower secondary school? I would like to answer all these questions in my research.

Finally, I am going to describe the results and write commentaries and implications. I would like to add my own opinions about the books and teaching and learning foreign languages in the Czech Republic in general.



## **2 THEORETICAL BACKGROUND**

In this chapter, I would like to write about listening in general, about theoretical background for my topic. At first, I would like to mention what we mean when we talk about listening; the importance of listening, what the successful listening means and you can find also different stages of listening and examples of activities there. Important parts of this chapter are the types of listening and the teacher's role. At the end of the chapter, there are mentioned ways of checking listening comprehension and important documents connected with the listening at the lower secondary schools.

### **2.1 Listening**

What do teachers actually mean when they talk about listening as a classroom activity? There can be a lot of different answers. As Anderson and Lynch write, for some teachers, listening could be a complete 45 or 60 minute-long lesson on its own, they can use published materials specifically designed to practise the listening comprehension skill. We call this autonomous listening materials. For others, it could be only a part of a lesson based on a global language course book that includes the exploitation of recorded materials that are linked – structurally, functionally, thematically – with the current learning focus. We could call this ancillary listening materials. Anderson (1991) also says, that it was listening when: “The listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means” (p. 6).

Underwood (1990) writes: “Listening is the activity of paying attention to and trying to get meaning from something to hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. A speaker saying “You are late”, for example, may be wishing to convey any one of a range of meaning: simply stating the fact that you have arrived late, or complaining because he has

to wait, or expressing surprise because he did not expect you to arrive late. What the speaker means lies only partly in the words spoken, and you, as the listener, must recognize and interpret the other factors which are used to convey the message to you.” (p. 1).

Of course, listening has several different definitions and it depends on the teacher’s or pupil’s view. As was written in the first part, one way of understanding this term is to feel that listening is a whole 45 or 60 minute-long lesson and there is one topic which is studied via different activities. On the contrary, listening can be only one part of a lesson, only one task among many different exercises on other language skills. I suppose that it is used in each lesson because the teacher who speaks English talks to pupils and they have to listen and understand. So there is a lot of different answers for the question: What is counted as listening? And nobody can say what answer is the best.

Underwood also tries to explain why the listening and learning to listen to is so important. There are some views to listening but no one knows exactly how listening works or how people listen to and understand. It is a skill which seems to develop easily for the mother-tongue listening. The foreign language listening requires considerable effort though. Not only do students need to learn to use the structure of the language, but it is also its syntax, its phonology etc. that matters if they are to be able to listen successfully. They need to learn not only to understand what is meant by the words spoken, but also, and at the same time, to establish or elaborate the context which it relates to. They need to apply both their knowledge of the language system and their knowledge of the appropriate use of the language to communicate with other people. If the students do not learn to listen effectively, they will be unable to participate in the oral communication. Only to hear what a speaker says is insufficient for communication to occur. When nobody listens to a speaker or when a listener fails to understand the message, we say that communication has broken down. This does not mean that the message has not been heard (that the sounds have not been received). It means that the listener either has not been

paying sufficient attention or, whilst paying attention and trying to grasp the message, has not managed to understand it.

By learning to listen, then, we mean that we want the students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it and to respond to it. We want them to become involved and active listeners. So, it is more than only listening. Students can improve their listening skills – and gain valuable language input – through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's. What is more, both types of listening enable students to acquire good speaking habits as a result of the spoken English they absorb. Listening also helps to improve students' pronunciation.

Anderson and Lynch speak about the different ways in which the listener can process the incoming speech. They mention four main levels. At the beginning, the learner may not hear adequately what has been said. The speech may have been heard in strictly limited sense: the listener recognizes that he has been spoken to, but has no idea what the message contained in the speech was. Later – and this is presumably a common problem for the foreign listeners – the speech may contain words or phrases that the listener can hear adequately but is unable to understand because of serious problems with the syntax or semantics of the foreign language. In the next level, there are times when the listener is perfectly able to hear and understand the speaker but may have switched off consciously or unconsciously. In this sort of situation it is common to find ourselves allowing the incoming speech from our interlocutor to flow past us as a stream of sound which we make no attempt to process. At the end, there are those messages which the listener fully attends to fully and from which he tries to construct a coherent interpretation. This situation is one of the maximally cooperative listening, in the sense that the listener is both able and willing to play in the reciprocal activity of communication.

So after this subchapter we know what the listening means and how the learners can improve in listening. Next subchapter deals with basic types of listening.

## **2. 2 Types of listening**

There are few types of listening and we can divide them according to different criteria. One of them can be the aim of listening or we can say skills that are developed during the listening. As Harmer or also Scrivener mention, the exercises can develop and improve different abilities. We know listening for gist that means top-down listening where the learner tries to understand what is happening even if they cannot understand every phrase or sentence. They try to pick up key words and guess the meaning. Other type is listening for specific information where the learners get the specific questions or list of information that they should find in the text. One type of listening for specific information is also listening for details, where the learner has to listen carefully and find the important details (e.g. the directions where to go). Somewhere between listening for gist and listening for specific information there is a third type which is listening for general information. The listener should find more than only the main idea of the text but it is not necessary to find any important and specific information. Finally, we can also mention listening for language study or listening for acting out.

The different way to divide the types of listening is extensive and intensive listening. Language learners can improve their listening skill through a combination of both of these methods. They can be taught by extensive and intensive materials and procedures. It is really important to combine these two kinds of listening, as it provides a great opportunity to hear many different voices, acquire good speaking habits, absorb them and it helps to improve the pronunciation.

As Harmer writes, extensive listening is one of two main kinds of listening. Students are able to choose what they listen to and they do it voluntarily and for their pleasure. This kind of listening can have a dramatic effect on students' language learning and they can improve their language skills.

Extensive listening mostly takes place outside the classroom. It can be in the student's home, on student's computer or on personal MP3 players as they travel from one place to another. The motivational power usually increases when students make their own choices about what they are going to listen to. Materials for this kind of listening can be gained from many sources. Many available textbooks are now published with an added CD. This provides suitable sources of the listening material. Students can also download podcasts from a range of sources or they can listen to English language broadcasts online. An applicable web-page is for example [www.bbc.co.uk](http://www.bbc.co.uk), where it is possible to find authentic news from the UK and also a special section for students of English. Of course, authentic materials may cause some learning problems for students at lower levels. However, in his short text about listening, Quinn advises students not to worry if they do not understand everything. It is not necessary. Students should try to listen to the language, the stress, the accent and they can try to find, for example some specific information.

Each teacher who wants to work effectively with a group of students should make a collection of appropriate tapes, CDs or podcasts and clearly mark them according to the level, the topic and the genre of each material. It is sometimes hard to decide and choose the right level and suitable topics but it can be really demotivating for students in case of the unsuitable level. The teacher can have students perform a number of tasks. There are many possibilities, e.g. students can record their responses to what they have heard in a personal journal, or fill in report forms which we have prepared, asking them to list the topic, assess comments on cards which are kept in a separate comments box, add their responses to a large class listening poster or write comments on a student website etc. Students need to get reasons why to listen. These days, information technology is quite popular and if the students share their information with colleagues, they can feel they have contributed to the progress of the whole group. The motivational power of such feelings should not be underestimated.

According to Harmer, many teachers use audio material on CD or computer when they want to practise students' listening skills. It is the most common way

and it is called intensive listening – using the audio material. There are, of course, many advantages and disadvantages. Students can hear many different voices, not only their teacher's voice. It gives them an opportunity to listen to a range of different real people, different nationalities and accents. Also, there can be heard many different voices in various situations. The additional advantage is a rather cheap material. The teachers need only a CD and a radio or a computer. On the other hand, it can be sometimes hard to ensure that all the students can hear well because the classrooms are usually quite big with poor acoustics. Another disadvantage is that all students have to listen at the same speed. It can be difficult for some students because each of them has different needs. The teachers are also aware of certain disadvantages of intensive listening, but it is still the most common way of listening. What important issues should teachers bear in mind? They should always check the audio and the radio or the computer quality before the lesson. They should think about the place where the radio or the computer will stand because of the acoustics and echoes. The good quality of sound is really important for the listening comprehension. It is true that in the real life you cannot always have a good sound quality but it is easier because you can see the person who you communicate with and you can stop the conversation and repeat some parts when you need it. Students should be given the tasks before listening and the teacher should check if they understand all what they need. The first listening should be only to get acquainted with the text. Students need to replay the same text at least twice or three-times. With each listening they may feel more secure and they will understand more than they did previously. The teacher wants to help the students to understand so it is not a problem to replay the audio as many times as they want or to replay only some parts. It is only a listening practice.

As Harmer also mentions, there are some other ways of listening. Not only can the teacher use CD's, but also films, especially the scenes with longer dialogues, are useful. This kind of listening can be easier for students, they can better understand because they watch the situation. Of course, songs can be used during the lessons. It is usually motivating for learners, especially if they can listen to their favourite songs and get to know what the songs are about. I really liked it

at the grammar school and I suppose that the teacher can use it for the improvement of listening skills and the pronunciation, too.

Other kind of intensive listening is live listening. It is a quite popular way of ensuring a genuine communication. It means that the teacher and/or visitors to the class talk to the students. This has of course some advantages. Live listening and speaking enable students to practise listening in face-to-face interactions and students can also practise listening “repair” strategies, such as using formulaic expressions, e.g. Sorry? Can you repeat it, please? I did not catch that etc., repeating some important points, using a rising intonation, or rephrasing. Learners can also influence the speaker’s speed of talking. Apart from the fact, that they can see who they are listening to, they can see all sorts of prosodic and paralinguistic clues. All these features of live listening can help the students to understand.

According to Harmer, live listening can take a few forms, e. g. reading aloud, storytelling, interview or conversations. Reading aloud is an enjoyable activity. The teacher usually reads aloud to a class. This allows the students to hear a clear spoken version of a written text and the teacher can use his/her acting talent. Storytelling can be also interesting for students. The teachers can tell stories which, in turn, provide listening material. There are many possibilities of tasks which can be connected with storytelling. Students can be asked to predict what is coming next, to describe people in the story or to make a comment on it in some other way.

Live interview is one of the most motivating listening activities, especially where the interviewee is a famous or favourite person for the students and where they themselves think up the questions. In such situations, students really listen for answers they themselves have asked for – rather than adopting other people’s questions. If it is not possible to invite any strangers to the lesson, students can act any famous person and try to imagine his/her answers.

## **2. 3 Stages of listening and listening activities**

As Underwood writes in her texts, there were three main stages of listening which I should mention. Sometimes, the teacher works only with one or two stages but I suppose that all three are important for the listening lesson. Further on, you can find some information below about activities in different stages, including examples.

### **2. 3. 1 The Pre-listening stage**

There are not many occasions when people listen to without having some idea of what they can expect to hear. For example, when you go to the check-in desk at the airport, you can imagine what the clerk will say. And when you meet an old friend, you probably know what the opening words of conversation will be. But when students sit in a classroom and the teacher says “listen to this”, students do not have any idea what to expect. Even if the sounds and the words they hear are familiar, they may still be unable to understand because they lack certain kinds of knowledge necessary for them to comprehend. Firstly, they do not know what the topic is or what the setting is or who the speakers are and what the relationship between them is. Secondly, even if the teacher has indicated what they are going to listen to – for example, two people talking about a particular topic – they may have insufficient grasp of the cultural framework in which the speakers will speak and therefore will have no idea what is meant, even if they can understand the words. It is rather unfair to put the students straight into the listening text. This makes it extremely difficult for them to use the natural listening skills of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. The better way is when, before listening, students are “tuned in” so that they know what to expect, both in general and for particular tasks. This kind of a preparatory work is generally described as pre-listening work.

Pre-listening work can be done in a variety of ways and often occurs quite naturally when listening forms are part of an integrated skills course. I suppose that when we plan lessons, time must be allocated for pre-listening activities and these activities should not be rushed. Students’ feelings are one of



the reasons. Listeners should not be afraid of listening and a pre-listening activity can help them. The teacher should make sure that the students know exactly what is required of them; it is an essential part of pre-listening stage. All the students should understand what they have to do before the teacher starts to play, read or speak the listening text. Not knowing can cause students to switch off and not attempt to do anything, and this in turn may distract those who are trying to perform the task.

Students find it helpful, when they are asked to identify a number of “items” or to note a number of points from the listening text. This way they know in advance how many items or points they are expected to find. This short information seems to help them concentrate on the task and, afterwards, to give them a comforting sense of having achieved the objective, which in turn acts as a motivating force on future occasions.

Sometimes, students are asked to give answers to questions. Teachers should specify whether very brief answers are satisfactory or whether more complete sentences are required. I think that in general, for the purposes of the listening skills development, it is better to accept the shortest possible answer: this shows whether or not the answer has been found and does not disadvantage the less able speaker or writer, who may have understood perfectly well but is not able to formulate a long answer. It is quite hard to write long answers, think about the meaning, grammar and listen to the next part of listening at the same moment. So it can be easier for students to write short answer and listen to next part.

Another important aspect of giving instructions, that Underwood mentions, is to ensure that, if a listening text is to be repeated a number of times, there is a clear and definite purpose for listening each time, and that all purposes are not declared at the first run through. For example, before the first playing of a listening text, the teacher can say: “We will listen now and fill in the chart”. Then he/she might suggest that the students compare answers with a partner. Then he/she could replay the text, or maybe only part of it, after saying “There seems to be some disagreement about....., so let’s listen again and check that part

carefully. Change your answers if you want to.” Then the teacher and students could have a brief discussion about what the answers are and what was actually said that indicated the answers. This could be followed by a third playing, introduced by “We all seem to have sorted it out now. Let’s just run through again to check and change anything we still have not got quite right.” The intention should be to help the students complete the various activities, to support them and encourage them, rather than to judge them and criticise them, as this will only reinforce any negative attitudes they may have towards listening work. They will have a better feeling about it and listening will not be their unpopular activity.

### **2. 3. 2 The While-listening stage**

What do we mean by while-listening activities? Underwood answers that while-listening activities are what students are asked to do during the time that they are listening to the text. As far as listening comprehension is concerned, the purpose of while-listening activities is to help learners develop their skill of eliciting messages from the spoken language. There are, of course, other reasons why students need to listen to the language that they study. One of the main reasons is being able to recognise how it sounds, the pronunciation of words, the stress, the rhythm, the intonation of the language. They can use what they hear as a model for their own speech.

Underwood also points out that it is really important for students to know how the language sounds in order to develop their listening comprehension skills (each language is different) so some early listening work focussed on this aspect is essential. It is really useful because it enables students to begin to appreciate such things as the differences which exist between the pronunciation of words when spoken within utterances and when spoken in isolation (e.g. the use of weak syllables in the continuous speech), and the stress and the rhythm of the language. In cases where students have already learned some English words but they have had very limited exposure to the spoken language, it is also important to make them aware of the relationship between the written word and its spoken form. When developing the skill of listening for comprehension is the main aim, the teacher should choose the while-listening activities very carefully. Activities

should not only test whether the listener understands or not. There is a place for the testing of the listening comprehension, but this should not be the purpose of every listening practise session.

When people listen in their own language, they are naturally engaged in anticipation, at both macro and micro levels, matching what is actually said with what they expect to hear. Native speakers are fluently interpreting the overall meaning of each utterance, which may not always be the same as the superficial meaning of the individual words. To help non-native listeners learn to apply these skills, which they have and use when listening in their own languages, the teacher should use listening activities which give them practise in prediction, matching and interpretation.

The macro level of prediction (i.e. deciding what, in general, is likely to be said) is one of the purposes of pre-listening activities, but at the micro level (i.e. deciding what words or ideas will follow immediately) prediction occurs at the while-listening stage. Sometimes, interpretation at the macro level is a post-listening activity when the overall meaning or interpretation of a message can be thought about at leisure. The teacher should think about that good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activities.

### **2. 3. 3 The Post-listening stage**

According to Underwood, post-listening activities embrace all the works related to a particular listening text which are done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself. The most common form of post-listening activity was, in the past, the answering of multiple-choice questions or open questions based on a spoken text. For long time, this type of exercise was almost the only kind of listening work done. It was a result of the type of questions used in public examinations when listening tests were first introduced. I think that it is a pity but many listening tests are still based only on this format so it is quite important for students, who have to take these

tests, to practise answering these kinds of questions. It is, however, quite a difficult activity and depends not only on the listening ability but also on reading skills (students have to read and understand the questions), writing skills (students have to write down the answers to the questions and they are often quite long) and memory (students have to remember what was said long enough to be able to produce the answers). To add to the difficulty, the questions are often written in such a way that they do not match the language of the listening text so the listener has to sort out both, the information and the language in order to produce the answers.

### **2. 3. 4 Listening materials and activities**

The teachers can find many and many different listening materials and activities for each stage of listening. It is only up to them what exercise or activity will be chosen. They should think about one important rule – the materials have to be interesting for students and should motivate them. The listening is quite hard for them so they should want to do it and be interested in it. As I wrote in previous part, there are three basic stages of listening and they are also connected with the kind of activities – pre-listening, while-listening and post-listening activities.

#### **Pre-listening activities**

Underwood writes that many different kinds of pre-listening activities can be used, some of these are clearly preparation for listening (e.g. reading about a topic), while others might appear to be no more than the setting up of the while-listening activity. Important is that students should be helped to focus on what they are about to hear. Sometimes, there is not a clear-cut point between a pre-listening activity and the while-listening activity which follows it.

Pre-listening work can consist of a whole range of activities, including: the teacher giving background information, the students reading something relevant, the students looking at pictures, discussion of the topic/situation, a question and answer session, written exercises, following the instruction

for the while-listening activity or consideration of how the while-listening activity will be done.

Each of these activities helps to focus the students' minds on the topic by narrowing down the things that the students expect to hear. It gives the learners an opportunity to gain some knowledge which will help them to follow the listening text. In addition, students will use the words which they will soon hear in the text. And it is important to remember that pre-listening activities are needed just as much when the teacher is going to speak or read the listening text, although the nature and extend of the activities may be different in this case.

See some examples of pre-listening activities in appendix 1.

### **While-listening activities**

While-listening activities are the main part of listening so they should be interesting. Students should feel they want to listen and carry out the activities. Part of the interest can stem from the topic, and the listening text should be chosen with the students' interests in mind. Many learners enjoy material with a local flavour rather more than texts set in some remote context. For this reason, the teacher should find shorter and more various exercises rather than a long and boring one. It makes the texts more familiar and motivating.

Underwood (1990) also speaks about the difficulty of these activities. "While-listening activities should be also things which most people can do! Failure here very rapidly leads to demotivation, and activities with potential "stickling points", where students are likely to get into difficulties, should be used very sparingly in the early stages. In time, of course, it will be necessary to include activities which present potential "sticking points", so that students learn not to be put off and to persevere in spite of the problems." (p. 46)

Scrivener (2005) points out that "the teacher should remember the broad distinction between different kinds of listening – to get a general overview of the main story or message of a conversation and to catch the specific details

such as names, numbers, addresses, etc. This can be reflected in tasks.” (p. 173). It can be used both together but it is better to divide these two kinds of listening into separate replays of the listening materials. Students can be overburden if they are asked to listen and write. As Scrivener (2005) also writes, “most tasks fall into one of these categories: take part in a conversation, answer questions, choose something in response to what you hear, pass on or take notes on what you hear.” (p. 175)

Ur (1994) recommends using of pictures and diagrams. “Picture-based activities are suitable on the whole for younger learners. Pictures used should be clear representations of objects, people and scenes whose description is more or less within the lexical range of the class. They should include enough detail and variation to allow for plenty of description and imaginative elaboration.” (p. 30)

See some examples of different while-listening activities in appendix 2.

### **Post-listening activities**

Post-listening activities embrace all the work that relates to a particular listening text and it is done after the listening is completed. Some of them are extensions of the work done at the pre-listening and while-listening stages and some of them relate only to the listening text itself.

There are many different ways of post-listening activities, e.g. problem-solving and decision making. It is a quite popular activity but it should have exceedingly long and complicated problems to solve. Others possibilities of post-listening activities are interpreting, role-playing, written work, form/chart completion, matching with a reading text, summarising, identifying relationships between speakers and many others.

See an example post-listening activities in appendix 3.

## **2.4 Teacher's role**

The teacher is really important during listening lessons or tasks. As Harmer writes, the teacher needs to create students' engagement to listening and he/she needs to build up students' confidence by helping them listen better. It is more important than testing their listening abilities. So besides other things, the teacher's role is organiser, machine operator, feedback organiser or prompter. The teacher is an organiser usually before and during the listening. He/she needs to tell students exactly what their listening purpose is and give them clear instructions. One of the main responsibilities of the teacher is to build students' confidence through offering tasks that are achievable and texts that are comprehensible. The teacher should prepare not only tasks but also machine for listening, if they need it, the radio or the computer. The other teacher's role is machine operator. He/she needs to be as efficient as possible in the way we use the audio player. The right segment of tape or CD should be found before the beginning. Preferably it should be tested before taking it into class. Teachers should not waste time trying to make the right decisions or trying to make things work during the lesson.

The teacher is also a feedback organiser. When students have completed the task, they should get a feedback to check that they have completed it successfully. It is possible to start by comparing their answers in pairs and then ask for answers from the class in general. It is important to be supportive during feedback after listening if there are any negative results and the teacher wishes to sustain students' motivation.

Underwood (1990) shows some other views on teacher's role. She writes: "The role of teacher is being the support and guidance of learners. Students will naturally turn to their teacher when they find they are having difficulty in understanding spoken English and teachers will wish to assist in whatever ways they can." (p. 21) I totally agree with this statement. I suppose that this is the main of many teachers' roles during a listening lesson. Some other teacher's objectives are exposing students to a range of listening experience, making listening

purposeful for the students, helping students to understand what listening entails and how they might approach it or building up students' confidence in their own listening ability.

There are, of course, many objectives that the teacher should try to meet before and during the lesson. Underwood also mentions some of them. The teacher should choose the listening text and check that the activities are suitable, consider whether the listening work will fill the time available, think about visual aids, if he/she is planning live listening, he/she should practise reading it aloud. During the lesson, the teacher should be available to give help whenever it is needed, encourage the listeners to help each other, he/she should not treat the activities as tests, it is only practice of listening, give immediate feedback and of course make listening enjoyable. It seems that the teacher is really busy before and during the listening. I agree but the listening is usually hard for learners so they need an appropriate support from their teacher. He should also choose the right way of checking listening comprehension.

## **2. 5 Checking of listening comprehension**

In this subchapter there are showed types of exercises that can check the listening comprehension. In references about this topic, there are many types of division. I have chosen the one, which Ur used in her texts because of its clarity. The exercises give useful preparation for real-life listening or provide practice in some specific aspects that can be problematic for learners. There are mentioned four main categories of exercises according to type of response – listening and making no response, listening and making short response, listening and making longer response and the last is listening as a basis for study and discussion.

### **2. 5. 1 Listening and making no response**

In this type of listening exercises, students simply listen without necessarily making any overt response. It may be confusing that the learners listen to text and do not make any response. But there is one advantage they can listen to large amounts of spoken English. Of course, the teachers have to get ready to attract and hold student's attention to listening. It should not be difficult and it should be



interesting. If it is possible, it can be accompanied by graphic or written materials. It can give help in understanding.

Some exercises without response are: following a written text, listening to a familiar text, listening aided by visuals, informal teacher-talk or entertainment. Following a written text is quite frequently used at schools. The teachers read the story or it is played on the CD and learners follow the transcript in their books. It is useful for aiding reading and pronunciation but it has limited value for training in the listening comprehension. If we speak about listening aided by visuals, we can use pictures (the characters acting in the story, faces, the story settings, a short comic strip etc. ) or diagrams (such as maps, plans, grids, family trees etc.). Of course, an informal teacher-talk is a good practice of listening because the students do not think about it as listening and may accept it more naturally. It can be useful to speak about personal experience or opinions. There are many ways to use listening for entertainment, for example funny stories, songs, films and television programmes etc. We can use them for listening and response but also for listening without response. The learners can only listen and try to understand in their way and use them for entertainment.

### **2. 5. 2 Listening and making short response**

In this exercises, a minimal, usually non-verbal response is required to demonstrate understanding. There are many different types of exercises: obeying instructions, ticking off items, true/false exercises, choose the correct answer, detecting mistakes, aural cloze, noting specific information, pictures and maps, grids, family trees and graphs. I suppose that many of them do not need any other explanation so I will write only about some of them.

Obeying instructions is quite a good listening exercise, especially for children. It can be a physical movement, the teacher says the commands, as stand up, sit down, clap, jump etc. and the children do them. It can be also as a competition: who will be the first etc. I suppose that it is motivating for learners. Next variant can be picture dictation. It is also especially for younger learners but it can be popular among older students, too. The teacher dictates

the features of the picture and the learners are supposed to draw. Sometimes, it can be good fun.

There are also many possibilities for detecting mistakes. The learners can look for them in texts, stories, pictures etc. Aural cloze is not so enjoyable but it is quite frequently used in textbooks, the listeners' task is e.g. to complete parts of sentences. Noting specific information is also quite common, in this case, it is only a short, usually one-word answer. Pictures and maps, grids and graphs are usually funny and there are many ways how to use them, the learners can order them, mark them, name the features, fill the grids etc. It is only up to a teacher or the authors of textbooks how interesting and motivating tasks they prepare.

### **2. 5. 3 Listening and making longer response**

Listening and making longer response is a category where responses are more extensive and may involve reading, writing and speaking or some solving of problems. Common examples of these exercises are: repetition and dictation, paraphrasing, translation, answering questions (with longer answers), predictions, filling gaps or summarizing.

Repetition is frequently used in textbooks. It is useful for pronunciation but it does not have much value for listening comprehension. Paraphrasing is about small changes in the sentences, the listeners only rephrase the sentence. I suppose that it is also not so valuable for listening comprehension.

Predictions can be enjoyable or interesting activities. The learner hears only one part of sentence, story or situation and they guess the end. They can guess only one sentence or longer part. I believe that especially younger listeners have good imagination and may come up with many possibilities.

### **2. 5. 4 Listening as a basis for study and discussion**

In this category, listening takes its place among other skills used. Such tasks are fairly demanding on language fluency and tend to be rather complex. They are not so often used in my target groups of pupils so I only mention some examples

of exercises: problem-solving, jigsaw listening, interpretative listening or evaluative and stylistic analysis.

## **2.6 Testing listening**

In students' life, there is sometimes a situation when they are tested for listening skills. It is usually during some exams, they want to pass an International English Language Exam or they need a certificate from the English language etc. The most important exam for pupils in the Czech lower secondary school is usually the final test NIQUES at the end of the 9<sup>th</sup> grade that also contains the listening part, of course. I will write about this test in detail in the next subchapter.

It is only natural that pupils and students need to prepare for each exam. But how can they be prepared during the lessons? How can the books help them with practising? What should the teacher know and what ought to be his advice to the pupils? To what extent is it the responsibility of a teacher to get his learners ready for an exam? This information can be found in the book *How to teach for exams* where Burgess and Head (2005) advise what is important for teaching listening for exams and I find out that their text is quite interesting and can be useful. They speak about students and their experience with listening exams: "Students often experience listening exams as difficult. It is therefore important that classroom listening practice allows them to enjoy a high level of success and build their confidence from the start. An important aspect of preparation for listening tests include developing awareness of the tasks involved, and knowing what to expect in the exam. With this in mind, some teaching ideas and approaches follow, along with sample lesson tasks which show how these work in practice." (p. 82)

I assume that the pupils should get lots of practice before the exam, but also the teacher should build up their confidence by making sure that they are armed with strategies which are likely to lead to success. There is information that the pupils should know. They should know how long the exam is, how many tasks they have to do, what the various tasks are like, what sorts of answers they will be

expected to give, how often they will hear the recording or where the exam will take place and how it will be conducted.

The teacher should put pupils wise to the reading rubric at the start of each section. The context and the tasks are usually established by means of this rubric. They should read through carefully and make sense of the task. Students need to learn the importance of it. There are also certain skills and strategies which relate directly to the exam and should be developed before the exam. One of them is prediction. In the exam, students can listen to some typical conversation, e. g. At the doctor's, in the railway station, in the shop etc. and in this situation they can predicate what the people can say. It is the reason why pre-listening activities are suitable because the listeners can make some idea about what the listening will be and their predicate helps them with understanding.

Next important point is focusing on key information. Many listeners want to understand every word of the recording and if they do not catch one word, they are totally lost. In addition, the memory is not unlimited so they should try to find only the information that they need rather than to focus on the meaning of whole listening. Many people perceive listening exams stressful. So it is important to develop strategies for dealing with stress. It can be good to start with easy listening. The students do not feel so strange and it can show them that they can understand in some cases. The level can be higher during the next lesson but they know the feeling of success. Of course, there are special pieces of advice for people who are often stressed by exams or important situations, as deep-breathing, muscle-relaxation etc. I suppose that the most important is the practising... if the students know what they expect and they did the similar exercise many times before, they do not have any reasons for feeling stressed or not to being successful.

Burgess and Head give the list of 14 points that students should follow: "Before the test starts - 1. Have the right documents and equipment. 2. Get there in plenty of time. 3. Wait quietly and relax.

In the exam room. 4. Do what the invigilators tell you to do. 5. Read the instructions and the questions. 6. Do not speak once the recording has started. During the test. 7. Note down key words and phrases. 8. If you miss an answer, go on to the next question. 9. Focus on missed answers the second time you hear the recording. 10. Use context and memory to help you work out any answers you missed. 11. Do not leave questions unanswered. 12. Check your spelling and grammar. 13. Transfer your answers. 14. Breathe a sigh of relief!” (p.97)

### **2. 6. 1 Final Test NIQES at the end of the 9<sup>th</sup> grade**

In the Czech Republic, all pupils at the end of the 5<sup>th</sup> and the 9<sup>th</sup> grade have to complete the final tests. It is only a two-year old project of NIQES (National system of assessment of education in the Czech Republic, it cooperates with Czech State Inspection and European Union). It should help to get to know the level of pupils' knowledge from Czech, Mathematics and one foreign language, which means English for most pupils. They can choose English, German or French. Pupils' result can help them during the entry exam to the grammar schools. These days, the tests are still only as a trial version; the specialists from NIQES develop them and try to find the best version. But some grammar schools cancelled the exams and take up the students only according to their results, others give the students with a good result from this test some extra points.

I would like to write about the test from English. The pupils can choose two alternatives – the easier and the more difficult. I have not found how they should decide what alternative they want but I suppose that the teacher can help them to decide because the schools usually get some special information before the testing. They can also find the model of these tests so they can consider what level is better for them.

I also found the model of tests from English and tests that the pupils wrote last year. Both tests (the easier and more difficult test) are quite short, there are only 23 questions. It is divided to five parts – listening (5 questions), reading (2 questions), grammar (6 questions), vocabulary (6 questions)

and conversation (4 questions). The time for completing these questions is 45 minutes (one lesson).

Both tests consist of the same listening so it is not different for pupils with lower and higher level of English. It is a 1 minute-long conversation of two friends. The pupils' task is complete 5 questions, usually about the names, jobs and the main topic of the conversation. The instructions are in Czech, they can hear it twice and they are advised to concentrate on the text and after that complete the questions. I suppose that it is not difficult, there are used only basic phrases, elementary vocabulary and the speakers speak quite slowly.

After two weeks (approximately) all pupils get their result, they can see their scores and the comparison with other pupils in the class, the schools and in the whole Czech Republic. The directors of schools also can see what level of knowledge is connected with their level and compare it with the other schools.

One example of this test is showed in Appendix 4.

## **2. 7 Important documents connected with learning foreign languages**

There are a few documents connected with teaching and learning foreign languages that can help teachers or learners. Some of them are international, some of them only Czech. In this subchapter, there will be showed important points from two of them, The Czech Framework Education Programme and The Common European Framework of Reference for Languages.

### **2. 7. 1 The Czech Framework Education Programme**

The Czech Framework Education Programme for Elementary Education (*Framework Education Programme for Elementary Education*. Praha: Výzkumný ústav pedagogický v Praze, 2007.) is a very important document for all Czech lower secondary schools. It was published in 2007 and in 2010 there were changed some small details and some parts were added (they are not

connected with learning languages). It was prepared by VÚP and many specialists helped.

At the beginning of this document you can find the definition of it and the explanation of System of Curricular Documents. Next parts deal with the each educational area and the pupil's aims. One part of the main educational areas is of course, foreign language. It is in one area together with the Czech language. There is explained why the knowledge of a foreign language is important and which points it should get to pupils: "Foreign Language and Second Foreign Language contribute to understanding and discovering facts transcending the experience mediated by the mother tongue. These fields provide an active language basis and the prerequisites for the pupil's communication within an integrated Europe and the world. The mastery of foreign languages helps reduce language barriers and thus increase the individual's mobility both in his/her personal life and in his/her further study and future career path. It makes it possible for the pupil to learn about the differences in the lifestyles of people in other countries and their different cultural traditions. Moreover, it promotes an awareness of the importance of a mutual international understanding and tolerance and creates the conditions for the cooperation of schools on international projects. The requirements for foreign-language education specified in the FEP are based on the Common European Framework of Reference for Languages, which describes the various levels of the language proficiency. Education in the field Foreign Language is aimed at attaining the Level A2, whereas education in the field Second Foreign Language is aimed at attaining the Level A1 (as described in the Common European Framework of Reference for Languages)." (FEP, 2007, p. 18)

The document and the part that deals with the foreign language is quite large and many texts do not relate with my topic so I found only parts where the topic listening appears. It is especially in the part that is called Expected Outcomes, which means the main targets of pupils. In stage 2 (6 – 9<sup>th</sup> grade, that is group for my research), the pupil shall: "understand the content of simple text in textbooks and of authentic materials using visual aids, understand simple and clearly articulated utterance and conversation, make himself/herself understood in a

simple manner in common everyday situations” (FEP, 2007, p. 25). The used topics should be home, family, housing, school, hobbies, sport, healthcare, eating, town, clothing, shopping, nature, weather, man and society and travelling.

I was quite surprised because I have found only this points that connected with listening. In spite of the largeness of the document, there are only few parts about listening and understanding. I suppose that the listening should get more attention.

### **2. 7. 2 The Common European Framework of Reference for Languages**

The second important document is The Common European Framework of Reference for Languages (The Common European Framework of Reference for Languages. Cambridge: Cambridge University Press, 2011.). It is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the Council of Europe and its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. This document divides the learners of foreign languages to six basic levels. The levels are A1 - Breakthrough or beginner, A2 – Waystage or elementary, B1 - Threshold or intermediate, B2 - Vantage or upper intermediate, C1 - Effective Operational Proficiency or advanced and C2 - Mastery or proficiency. The CEFR is also a quite large document so I found only information about the level that is important for my research – especially A2 and the part that is connected with listening.

In general, according to CEFR (2011) the A2 learner can: “understand sentences and frequently used expressions related areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (p. 24) There is the chart, where we can find the aims from individual levels and language skills.



In listening, the A2 learner should be able to “understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). He should catch the main point in short, clear, simple messages and announcement.” (p. 26).

I suppose that this document is useful for teachers because we can also find the different types of listening and pupil’s aims in each type. The listening is divided into: listening to public announcement, listening to media, listening as a member of a live audience, listening to conversation of native speakers and listening to overhead audience. If the pupils practise listening to public announcement, they should be able to catch the main point in short, clear, simple messages and announcements, understand simple directions relating to how to get from X to Y, by foot or public transport. If they listen to audio media, they should be able to understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. In case of listening to native speakers, they should be able to generally identify the topic of conversation when it is conducted slowly and clearly articulated. In the part of listening as a member of live audience, there are not showed any aims, it is only for higher levels.

I think that the CEFR is more useful and clearly written for teachers and learners than the FEP and there can be found more important information. Of course, the FEP is about elementary education in general and CEFR is only about foreign languages so it can be the reason for it. I suppose that all teachers should work with these documents and try to use the information from it.

The chapter 2, called Theoretical background showed the main and important theoretical aspects of listening. Others chapters are more practical, in chapter 3, called Methods, there are mentioned the methods that were used for the research.

### 3 METHODS

As it was mentioned, the topic of the research is textbooks which are used at the lower secondary schools, especially exercises for listening. In this chapter, there will be showed which methods were used for my research.

It was necessary to use two methods – questionnaire and analysis. In the first place, I had to elicit what books are typically used at the lower secondary schools. So at the end of January 2013 I sent a short questionnaire (see Appendix 5) regarding this topic by e-mail to twenty-five schools in Pilsen and surroundings and fifteen schools in Karlovy Vary and small towns around. It was only lower secondary schools (not any special language schools) that I asked for cooperation. Five of them had a special programme for foreign languages but as I found out, the pupils have only 2 or 3 extra lessons of the foreign language.

In the second place, I found two books which are mostly used at the Czech lower secondary schools. In these books, I focused on listening exercises. I used analysis of these books. I set criteria of the research: components of the books and types of exercises of checking the listening comprehension. I analysed the main components of books – the student's book with CD, the workbook and the interactive CD, the teacher's book and the webpage. There are also DVDs and Project itools but I did not contrive to get them so I did not integrate them to the research. I studied the kind of exercises, how many types of activities for each type of checking listening comprehension are used, the motivation for listening and learning to listen. I also tried to learn if the level of exercises agrees with the true level of pupils' (at the typical lower secondary school) knowledge of the language. Another question that I wanted to answer is whether the books are connected with the points from The Czech Framework Education Programme and The Common European Framework of Reference for Languages.

Eventually, I compared the type of exercises in both books with the exercises in the final test NIQES for pupils in the 9<sup>th</sup> grade at the lower secondary schools.

I wanted to know if the books and the listening activities help the students to prepare for the tests or if the teachers need to find other materials.

These were the methods used. The results of the whole research together with my commentary are showed in the next chapter.

## 4 RESULTS AND COMMENTARY

This chapter is one of the most important parts because it contains the results of my research that is the topic of my final thesis. As I wrote in the previous chapter, I had sent the short questionnaire to forty schools. I got the answer from thirty-three schools. I put the data that I got into the small chart and diagram.

<b>BOOK</b>	<u>Project 3</u>	<u>Project 4</u>	<u>Angličtina pro 9. r. ZŠ</u>	<u>New Headway Elementary</u>
<b>Number of schools using the book</b>	18	9	4	2

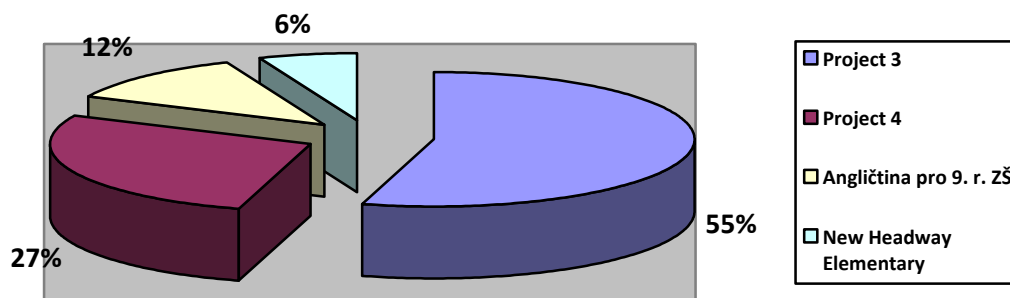


Diagram 1: What books are used at the lower secondary schools?

**I could see that the most used books are Project third edition** by Tom Hutchinson (Hutchinson, T. (2008). Project third edition 3. Oxford: Oxford University Press. and Hutchinson, T. (2008). Project third edition 4. Oxford: Oxford University Press.) **and Angličtina pro 9. r. ZŠ** by M. Zahálková (Zahálková, M. (2000) Angličtina pro 9. r. ZŠ. Praha: SPN). I had planned to write about two most used books but after this short research I changed my mind. The reason for this change is the fact that the book called Project is used at 27 schools and only 4 schools use the book by M. Zahálková. So I suppose that I cannot say that the textbook from M. Zahálková is one of the two most used books in the Czech lower secondary schools.

It is quite surprising that in different schools are used different volumes of the textbook Project. Because of this fact, I decided to write about 3<sup>rd</sup> and 4<sup>th</sup> volumes, of this book instead of the book by M. Zahálková.

As I said, 27 teachers/headmasters answered that they use the Project – 18 of them worked with the 3<sup>rd</sup> volume, 9 of them worked with the 4<sup>th</sup> volume. So I would like to focus primarily on the 3<sup>rd</sup> volume. After that I would compare it with the 4<sup>th</sup> volume and find some improvement and different points.

#### **4. 1 Project 3**

Tom Hutchinson (2008), the author of Project said: “Project is a five-level English course which starts from beginner level and is based on the principle of creating interest in young minds through motivating topics which brings English to life” (final page). Each level of Project consists of a Student’s book with a CD, Workbook pack with an interactive CD-ROM, Teacher’s book, Project itools, a DVD and the webpage with exercises. At the end of the Project 3, the pupils should have, according to CEF (Connecting Europe Facility) the level A2. So we can say that most of the Czech pupils finish the lower secondary school with this level of English language because not many schools work with the Project 4. There is the level A2/B1.

One of my criteria was the components of the Project so I have divided the results by each component. The **webpage** is interesting and the learners can find there some exercises, especially for grammar. They cannot practise listening exercises there. **The workbook** is also without listening exercises but pupils can find them on the **interactive CD-ROM**.

##### **4. 1. 1 CD-ROM**

I suppose that it can be useful and motivating for learners because they use the computer every day and they like the work on it. So they can use it for learning English. There are five main parts – Grammar, Vocabulary, Situations, Culture and Games. The Grammar and Games are totally without listening. In the part called Vocabulary, the learners can practise pronunciation of the new

words through listening to them. The part called Situations is quite interesting because there are twelve exercises, the learners' task is to complete the short dialogue and after that, they should listen to all conversation. At the end, they can listen to and speak (they imagine that they are one of the speaking people). It is not so valuable for developing listening skills but I suppose that it can be interesting for teenagers and useful for pronunciation.

The next part is Culture. There are also twelve exercises; half of them are completing the text connected with the culture of the GB, the USA and English speaking countries. The second half are videos. The learners watch the short, about one-minute-long video and complete the exercise. We can find there only three different types of exercises for checking the listening comprehension. All of them are from the group listening and making short response: Watch the video and click on the word that you hear, Watch the video and choose the correct answer from three possibilities, Watch the video and choose if the answers are true or false. I put the data that I got from the CD-ROM to the small chart and diagram.

<b>The type of exercise</b>	<u>... click on the words that you hear</u>	<u>... choose the correct answer</u>	<u>True/False</u>
<b>How many times are they used?</b>	3	1	2

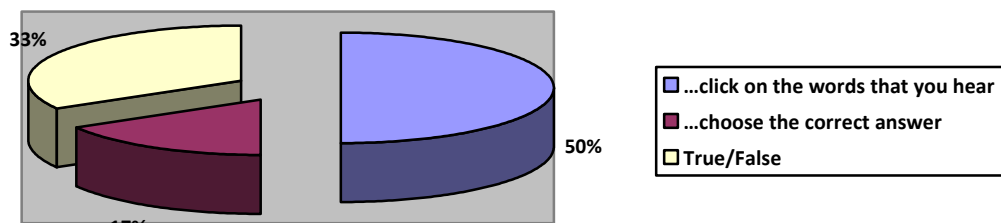


Diagram 2: Types of exercises for checking listening comprehension used on CD-ROM

#### **4. 1. 2 The student's book**

It is divided into 6 basic chapters; the topics are: My life, The future, Times and Places, London, Experiences and last chapter is called Problems. Each chapter consists of a few parts: Part A, Part B, Part C, Part D that are connected with the particular topic, Culture where the pupils can learn some important or interesting information about the UK, the USA, English speaking country or English habits, English across the curriculum, Revision of the new grammar and vocabulary and last part is Your project that give the children some task for their specific project.

In the student's book, there are not any whole-lesson listening exercises but there are quite many individual listening tasks. They are often connected with practising of some other language skills, e. g. listening with reading or speaking are usual combinations. In the whole book, there are 277 exercises and 60 of them use the practising of listening skills. It means 21,6% of all exercises. All listening exercises or parts of the chapter that contain listening are marked by a symbol of a red circle with white headphones.

One component is also the teacher's book that is the guide for teachers. I found there the detailed information and instructions for the exercises. It contains an introduction outlining the rationale and structure of the student's book, complete lesson notes with keys for all the activities in the student's book and tapescripts for all the listening activities, photocopiable communicative activities and also tests – one for each student's book unit plus three larger revision tests. There is a unit overview for all units, one part of it is listening (e.g. Unit 1, Listening – identifying items, sequencing information, Unit 2, Listening – listening to identify whether information is given or not etc.). Each listening activity is also marked by a symbol of a circle with headphones. There are given extra information and an instruction for listening, the advice for teachers, pre-listening activities and some post-listening revision ideas. I suppose that it can be useful for teachers and their role is so important during the lessons because the learners do not find much information or many instructions in their student's book. The only thing that I miss is the time management. I think that

there could be showed the time demand. It could be useful for teacher, especially the young ones who do not have much experience.

Types of activities for checking the listening comprehension used in the student's book are showed in one summary, chart and diagram.

The types of exercise are all from the group Listening and making short response. We can find there 60 listening activities.

- **Read and listen to the text/the story** – it is used **14 times**. Pupils should read and listen the text (a monologue or a dialogue) or a one-page story in comics. One or two questions about the main idea of the story are added to this kind of exercises. This is listening for gist. I suppose that most of the texts are quite long for pupils at this level of English and it has to be relatively hard to concentrate to all the story or information. I would give the teachers a piece of advice to divide the text into few shorter parts and add some tasks or questions.
- **Listen and write your short answers** – this activity is used **10 times**. The learner listens to questions or to a short text and write short answers for questions (2 times they do not read the questions, 8 times they can read the questions in the book).
- **Listen and match the names/words with the pictures** – this type of activity is used **9 times**. The listening is usually about a few people or objects. Listeners' task is to match people's name with the pictures. It is a good exercise because the pupils do not have to understand all the words but only find the main idea. It can be motivating for them.
- **Listen and complete the chart** – the pupils' task is to complete the small chart about some people... their job, address, what he/she did etc. It is used **8 times**.
- **Listen, read and answer the questions** – it is similar to the first type of activity but there are more questions. The listener has to find specific details. It is used **5 times**.



- **Songs – listen to the song and complete it with the words/put the parts in the correct order** – we can find there **4 songs** with this type of activity. The songs can be interesting for listeners and they can sing if they want. Only facts that I would change is the songs. They are not famous and I cannot imagine that the 14 or 15-year-old teenager are interested in these songs. I would give them some present songs because they would want to know what they are about.
- **Listen and choose the correct answer** – it is usually an exercise that is connected with a picture or again a short text. There are 3 – 6 questions and pupils should choose the right answer from two possibilities. It is used **3 times**.
- **True/False exercise** – it is used only **twice**. The listeners listen to a short text and answer if the statements are true or false.
- **Listen and find the missing words and Listening and correct order of the pictures** – each of them is used only **once**.

We can also find there activities that are marked as listening but they are not valuable for listening skills. Listen and repeat – it usually deals with pronunciation of the new vocabulary or an important part of English pronunciation. Some examples are short vowels, diphthongs, consonants etc. I suppose that it can be useful for practising pronunciation. Also listen and check is only because of pronunciation or post-grammar exercise. Pupils' task is to complete the right forms of a verb, put the sentences in the correct order etc. and after that they should listen and check it.

I put the data to the chart and diagram.

<b>The type of activity</b>	<b>How many times is the activity used?</b>
Read and listen to the text/the story	14 x
Listen and write your short answers	10 x
Listen and match the names/words with the pictures	9 x

Listen and complete the chart	8 x
Listen, read and answer the questions	8 x
Songs	4 x
Listen and choose the correct answer	3 x
True/False exercise	2 x
Listen and find the missing words	1 x
Listening and correct order of the pictures	1 x

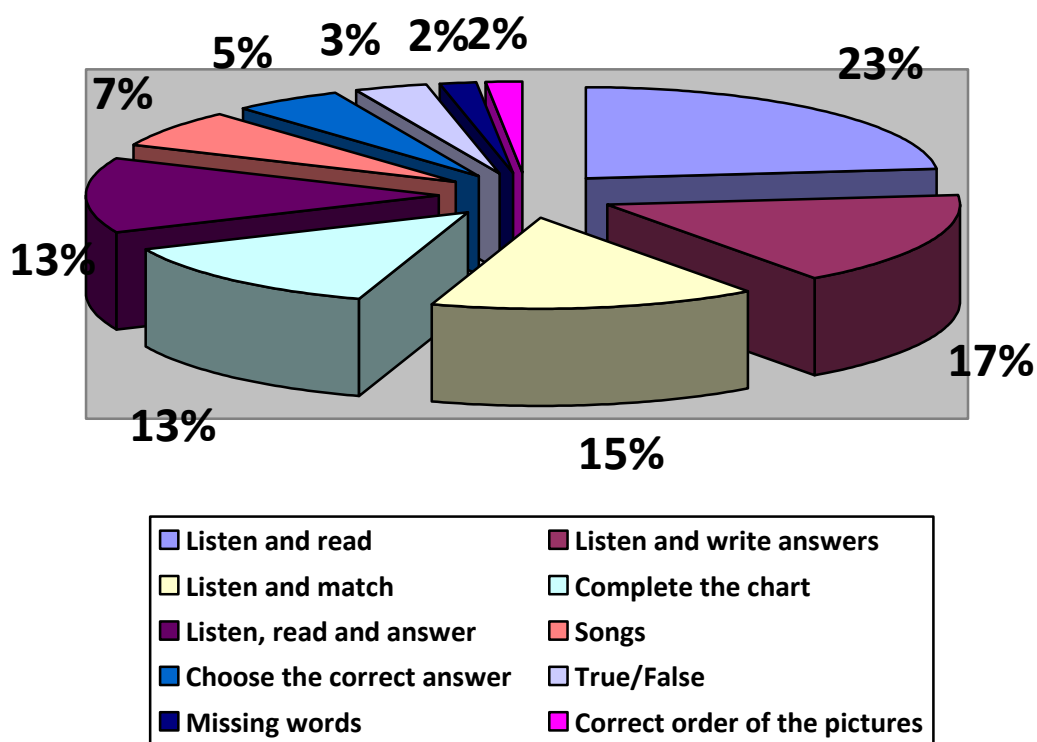


Diagram 3: Types of exercises used in Project 3 (Student's book)

The Teacher's book contains also the tests. In the tests for each unit, there are not any listening activities but there are also three **revision tests** and there is one listening exercise in each of them. In the first one, there is a small chart. The learners listen to recording about three people and complete the basic information about them. In the second revision test, there are ten pictures

and listeners listen to a short story and put the pictures in the correct order. In the last revision test, there is a True/False exercise with ten statements.

As you can see, In Project 3, we can find many different listening activities; the authors try to develop listening skills in many ways. The most common activity is Listen and read (23%), the second most frequent is Listen and write answers (17%) and the third is Listen and match (15%). There are 10 different types of listening exercises. The Project 4 is similar to Project 3 but there are some small differences which are showed in next subchapter.

## **4. 2 Project 4**

Project 4 is similar to Project 3, the components are the same - The Student's book with a CD, The workbook pack with an interactive CD-ROM, The Teacher's book, itools and a webpage. **The webpage** is the same as for Project 3, the learners can find there some exercises, especially for grammar. There is no possibility to practise listening exercises though. **The workbook** is also without listening exercises but pupils can find them on the **interactive CD-ROM**.

### **4. 2. 1 CD-ROM**

The structure is the same as in Project 3. There are also five main parts – Grammar, Vocabulary, Situations, Culture and Games. In the part called Culture, there are also twelve exercises, half of them are completing the text and the second half are videos. The learners watch the short, about one-minute-long video and complete the exercise as in Project 3. We can find there the same three different types of exercises for checking listening comprehension but in a different rate. All of them are from the group listening and making short response: Watch the video and click on the word that you hear/things people talk about, Watch the video and choose the correct answer from three possibilities, Watch the video and choose if the answers are true or false.

I put the data that I got from the CD-ROM into the small chart and diagram.

<b>The type of exercise</b>	<u>... click on the words that you hear</u>	<u>... choose the correct answer</u>	<u>True/False</u>
<b>How many times are they used?</b>	2	2	2

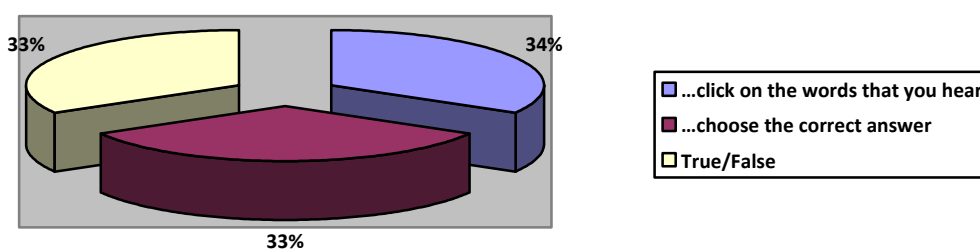


Diagram 4: Types of exercises for checking listening comprehension used on CD-ROM

#### 4. 2. 2 The Student's book

It is also divided into 6 basic chapters; the topics are different: The world of work, Style, Living in the past, Fitness and Health, Imagination, fame and fortune, Working together and our world. In my opinion it is a little bit pity that only a few schools use this book because the topics can be better and more interesting for teenagers than the topics in Project 3. The structure of different units is the same, there are parts: Part A, Part B, Part C, Part D that are connected with the particular topic, Culture where the pupils can learn some important or interesting information about the UK, the USA, an English speaking country or English habits, English across the curriculum, Revision of the new grammar and vocabulary and last part is Your project. Only the symbol for listening exercises is different, it is a small black cassette.

There is, of course, the guide for teacher. It contains an introduction outlining the rationale and structure of the student's book, complete lesson notes with keys for all the activities in the student's book and tapescripts for all the listening activities, photocopiable communicative activities and also tests – one for each student's book unit plus three larger revision tests. There is a unit overview for

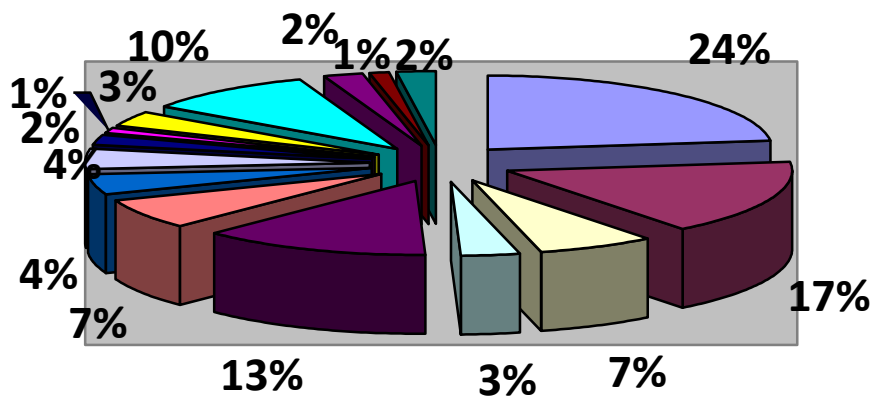
each unit, but contrary to Project 3, there is not so often mentioned listening. It is only in the Unit 1 (listening to a talk). Each listening activity is also marked by a symbol of a circle with headphones. There are given extra information and instructions for listening, the advice for teachers, pre-listening activities and some post-listening revision ideas.

In Project 4, the student's book, there are 210 exercises and 91 of them are listening activities. It means 43,3%. That is more than in Project 3. The types of exercises are all from the group Listening and making short response. The types of activities are similar to Project 3 - **Read and listen to the text/the story** – it is used **21 times**, **Listen and write your short answers** – this activity is used **15 times**, **Listen, read and answer the questions** is used **12 times**, **What happened next? Listen and check your ideas** – it is not used in Project 3, it is connected with a story and learners guess the end. After that they listen to the right version. It is used **9 times**, **Songs – listen the song and complete it with the words/put the parts in the correct order** – we can find there **6 songs** with this type of activity, **True/False exercise** – it is used **4 times**, **Listen and choose the correct answer** is used also **4 times**, **Listen and complete the chart** - it is used only **3 times**, **Complete dialogue** is not used in Project 3. There is a short dialogue and the listeners complete short parts, it is used **3 times**, **Listen and find the missing words** is used only **twice**, **Listen and match the headings to the correct paragraphs** also only **twice** and also **Listen and underline different parts** only **twice**. There are two activities that are used only **once**, **Listen and order words** and **Listen and tick the issues that are mentioned**. We can also find other activities that are marked as listening but they are not valuable for listening skills. It is Listen and repeat and Listen and check.

I put the data to the chart and diagram.

The type of activity	How many times is the activity used?
Read and listen to the text/the story	21 x
Listen and write your short answers	15 x

Listen, read and answer the questions	12 x
What happened next?	9 x
Listen and match	6 x
Songs	6 x
Listen and choose the correct answer	4 x
True/False exercise	4 x
Listen and complete the chart	3 x
Listen and complete the dialogue	3 x
Listen and underline different parts	2 x
Match the heading to the correct paragraphs	2 x
Listen and find missing words	2 x
Listen and order words	1 x
Listen and tick the issues that are mentioned	1 x



Listen and read	Listen and write answers
Listen and match	Complete the chart
Listen, read and answer	Songs
Choose the correct answer	True/False
Missing words	Correct order of the words
Complete dialogue	What happened next?
Headings	Ticking
Underline different parts	

Diagram 5: Types of exercises used in Project 3 (Student's book)

The Teacher's book contains also the tests. In the tests for each unit, there is not any listening activity but there are also three **revision tests** and there is one listening exercise in each of them. In the first one, there is a true/false activity with 8 statements. In the second revision test, the listeners match the names with the pictures. In the last revision test, there is again a True/False exercise with 8 statements.

To sum up, I have found during the research that Project 4 has more exercises than Project 3. There are also more types of activities, we can find there 15 different types. The most common is the same as in Project 3, it is Listen and read (24%), the second frequent is Listen and write short answers (17%) and the third is Listen, read and answer the questions (13%). I suppose that the topics are more interesting for teenagers. Both books use many different ways how to develop pupils' listening skills and the authors of these books try to prepare listeners for the live listening. Of course, the teachers' role is very important.

#### **4.3 The textbooks and The Czech Framework Education Programme**

I suppose that both these books help the pupils to gain knowledge that is prescribed in The Czech Framework Education Programme. As I wrote, the pupil shall: "understand the content of a simple text in textbooks and of authentic materials using visual aids, understand simple and clearly articulated utterance and conversation, make himself/herself understood in a simple manner in common everyday situations" (FEP, 2007, p. 25). The used topics should be home, family, housing, school, hobbies, sport, healthcare, eating, town, clothing, shopping, nature, weather, man and society and travelling. These topics are covered in the books and they practise listening quite often. I am not sure if the exercises are of the appropriate kind but it should at least help the pupils to understand the simple text in textbooks and it is one of the main goals mentioned in The Czech Framework Education Programme.

#### **4. 4 The textbooks and the Final Tests NIQES**

As I wrote at the beginning, I wanted to find out if the textbook used in the lower secondary schools help the pupils to prepare for the final tests. I should say that I expected a little bit different kind of listening exercises in the final test. There are only five questions and only one short listening. I do not expect any difficult tests that are really hard to complete but I am not sure if this test (or I should say these five questions about basic information) need a preparation or any help. I could see that the textbooks contain the same type of exercise as in the final test so the main goal is served. It means that the answer to one of my main questions (Do the textbook help the pupils to prepare for the final tests) is yes, they help them.



## 5 IMPLICATIONS

In this chapter there are mentioned three main parts: limitation of the research, implications for teaching and a few suggestions for further research. I would like to sum up the results of my research and implications, explain why this research cannot be generalized too much and discuss problems and weaknesses that were discovered in the process of doing the research.

Of course, my research cannot be generalized for all the Czech Republic. I suppose that I can say that it is valid for Pilsen and Karlovy Vary because I sent my questionnaire to schools from this area. Unfortunately, not all headmasters answered me so I had to work only with 33 schools. So there is the possibility, that in different parts of the Czech Republic, there are used different books.

In the further research, I would work with more schools, for example from north and south of the Czech Republic and put the data together. If I did the same research again, I would try to get all components of the book. I did not get the DVD and I suppose that it could be also interesting and suitable for the research.

I found out that the authors of books used a lot of different exercises but they also repeat them often. The books prepare the pupils for the final test well enough so it is good information for teachers. They do not have to find different materials for the test because the activities in the book are sufficient for the preparation. On the other hand I would advise teachers to use the Teacher's book carefully because there are many good ideas, much advice and it can be really useful for them. Especially for younger teachers that do not have much experience. I suppose that they should work with the CD-ROM, if they have opportunity to use it at school. If not, they should at least recommend it to pupils or give them some homework from it. These days, the computers are everywhere and children and young people like it so the teacher should use the opportunity to teach English via the CD-ROM. I am sure that the students would like it.

I wrote that the teachers do not have to use any other materials for preparation to final tests NIQES but I think that they can use them in different situations. As I wrote in the chapter about theory, there are many, many different activities that can be applied during the lessons. The students like something new so the teacher can change the activities and work with different materials. I suppose that the teacher's role is really important during the lessons. They should motivate the learners and they should show them that English is interesting. They have much bigger opportunity to prepare funny lessons than for example a teacher of Mathematics or History. However, my opinion on teaching languages in the Czech Republic is not so good but I hope that it will change in future years. I suppose that the textbook Project can help teachers to prepare good lessons.

## CONCLUSION

It is the listening, listening comprehension and the typical textbooks that are used at the lower secondary schools in the Czech Republic, especially for the 9<sup>th</sup> grade, which means 14-15 year-old pupils that is the topic of my final thesis.

At the beginning, I wrote about the theoretical background on listening. There were showed why the listening is important, different types of listening, the teacher's role, the ways how to work with listening, how to recognise if the pupils understand and some examples of activities. A short part was about the testing and the final tests at the end of 9<sup>th</sup> grade at the lower secondary schools.

Later, I focused on two books often used at lower secondary schools, Project 3 and Project 4 and I wanted to find out how the authors of these two books work with pupils, which kind of listening exercises they use, how they help the teachers. I found the answers for my questions. There are many different activities for listening, the books use listening often and prepare the pupils to the live listening. Of course, there could be more different types of exercises, we know many other activities that can be motivating for teenagers but each teacher can add these materials to their lessons. The books also help to pupils to prepare for the final tests but the final tests are quite easy and they contain only five questions connected with listening so it is not so hard to prepare for these tests.

Finally I sum up my research and implications for teachers. In conclusion I should say that the teachers' role is really important in lessons of English and in listening activities, too. Everything depends on their stance on it, their preparation and their help to pupils to learn listening. Some teachers have never worked with the books in good way and the book can be the best. On the other hand, a good teacher can work with a worse textbook and prepare an interesting lesson. I hope that students will like listening and will not be stressful any more.

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# APPENDICES

## Appendix 1 – Examples of pre-listening activities (according to Underwood)

THE PRE LISTENING STAGE

### 5.8.1 Looking at pictures before listening

This activity can be used when students are not able to read English, but does not, of course, have to be limited to that situation.

Students are asked to look at a picture (or pictures). You may want to assist by checking that the students can name the items which will feature in the listening text. This can be done by question and answer or by general or group discussion. Giving long lists of unknown words and long explanations should be avoided as this does not help the students to listen naturally.

Pre-listening 'looking and talking about' is an effective way of reminding students of lexis which may have been forgotten (or perhaps never really known) and of focussing attention on the topic to be listened to.


In the following example, discussion in pairs gives the students a chance to hear and use some of the language they will meet in the dialogues they subsequently hear.

**EXAMPLE**

**2**  
Work

**1 People at work**

**Task 1**  
Look at these photographs of people at work. What do you think they are saying? Discuss your answers in pairs.



The example shows a page from a textbook. On the left, there is a large number '2' with the word 'Work' underneath it. To the right, there is a section titled '1 People at work' with a sub-section 'Task 1'. The task instruction says: 'Look at these photographs of people at work. What do you think they are saying? Discuss your answers in pairs.' Below the text are three small black and white photographs. The first shows a woman in a shop talking to a customer. The second shows three people in a kitchen. The third shows two men in an office setting.

From Rob Nolasco *Listening (Elementary)*, page 8. Oxford University Press 1987

35

5.8.5  
Reading through  
questions (to be  
answered while  
listening)

Many listening activities require students to answer questions based on information they hear. It is very helpful indeed for the students to see the questions before they begin listening to the text. Not only do they then know what they have to seek from the text, but they also benefit from the reading itself, as explained in 5.8.4, above. In addition, the type of question asked gives an indication of the kind of thing that is likely to be heard. The students' task is made more difficult if the list of questions is jumbled, as their expectations of the order of presentation will not be met.

In this particular example, the questions follow the order in which the answers will be found in the listening text. They are also evenly spread, so that students need to listen carefully throughout.

### EXAMPLE

#### 2. Telephone call – a rush job

- a) You will hear a telephone call received by Midland International Transport, a firm of hauliers based in Coventry. Read the following questions through before you listen, and then answer them after hearing the conversation to be sure that you have understood all the details.
- i) Which company does the caller, Mr. Daniels, represent?
  - ii) Why does Mr. Daniels' firm require a rush job?
  - iii) Why does his firm require delivery by a specific day?
  - iv) What factors does Mr. Samson think will increase the cost of the delivery?
  - v) Why does Mr. Daniels say that he will contact the French supplier?

### TRANSCRIPT

SAMSON: Good morning, Midland International.

DANIELS: Morning. Is that Mr. Samson?

SAMSON: Speaking.

DANIELS: It's Tom Daniels here, from Coventry

Engineering.

SAMSON: Good morning, Mr. Daniels, what can we do for you?

DANIELS: It's a rush job, I'm afraid. We need some machine parts from France. Our supplier in Paris let us down at the last minute.

SAMSON: I see. When would you need them by?

DANIELS: This Saturday. We need to fit the parts on the machine this Saturday so that we can get on with production from Monday. Do you think you can do it?

SAMSON: Well, let's see . . . Today's Thursday . . . I could send a driver off tonight . . . It can be done. But we'd have to send an empty lorry over there as we are rather short of time. Couldn't you have someone in France put the parts on a ferry so that we could collect them at the dock?

DANIELS: No, we've had enough trouble already.

We'd rather know exactly where the parts are. We can't afford another mistake. Now, can you do it?

SAMSON: Well, I suppose so, but I can't give you a definite idea of the price at the moment. We'd probably need to send a thirty-five foot trailer, both ways perhaps, on the most expensive ferry crossing. It'll be above our usual rates. . .

DANIELS: We'll talk about the cost afterwards. The main thing is to get those machine parts here by Saturday, or the cost in lost time will be much higher. I can imagine what our Production Manager would say. Now, I'll get on to the suppliers to make sure the parts are ready for despatch and they've got their documents organised, and then I'll give you a ring back to tell you where to find their depot and give you the other details you need. . .

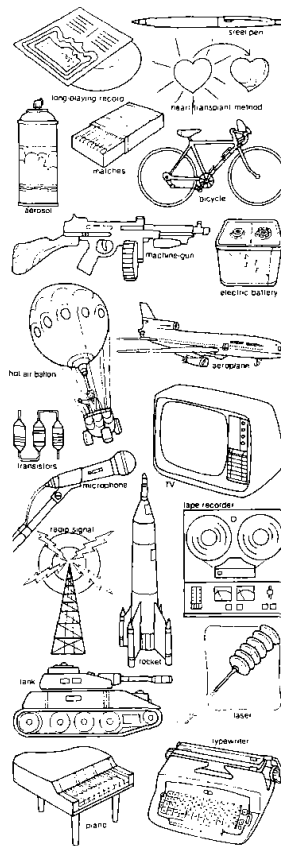
From M Poté, D Wright, A Esnol, G Lees, R Soutieux *A Case for Business English Student's Book*, page 24; transcript from *Teacher's Book*, pages 18–19. Pergamon 1985

In this example, the information is presented in jumbled order, and so students need to move up and down the printed list quite rapidly. A shorter list would be needed for lower level students.

**EXAMPLE**

**Exercise 16** Do you know when these things were invented or discovered? Write your answers in Column A – then listen to the tape, and write the correct answer in Column B. It's not easy!

A	B
1700	
1710	piano
1720	
1730	
1740	
1750	
1760	
1770	
1780	
1790	steel pen/ matches/ balloon
1800	
1810	
1820	
1830	
1840	
1850	
1860	
1870	
1880	
1890	
1900	
1910	
1920	
1930	
1940	
1950	
1960	
1970	
1980	



**TRANSCRIPT**

... an Italian, Bartolomeo Christofori, invented the piano in 1709, and seventy years later, in 1780, the steel pen replaced the traditional quill pen. The 1780s saw the introduction of matches into Britain; these were well known in China, but this was the first time they had been seen in the West.

The Montgolfier brothers flew the first air balloon in 1783, and the early 1800s saw the invention of the electric battery. A form of machine-gun was invented in the early 1860s, and the first efficient typewriter was produced in the late sixties. An important invention, the microphone, appeared in 1877. This was to have a great effect on modern communications, as was Sturley's safety bicycle, built in the early 1880s. Marconi sent the first radio signal in 1897 and the tape recorder, which wasn't really a tape recorder, because it used wire, not tape, appeared two years later in 1899.

The Wright brothers became famous with their newly-developed aeroplane, which first flew in 1903, and during the First World War, the tank was produced in 1914. Television made its appearance in 1926, although the technology used in television had been known for the previous forty years. The rocket appeared six years later, in 1932. The aerosol was invented in 1941, and the transistor in the mid-forties, just before the first long-playing record, which appeared in 1948. Scharlow and Townes produced the first laser in 1960, and in 1967 Dr Christian Barnard made medical history by transplanting the first human heart.

From Steve Elsworth *Count Me In*, page 21; transcript from page 38. Longman 1982

## Appendix 2 – Examples of while-listening activities (according to Harmer and Underwood)

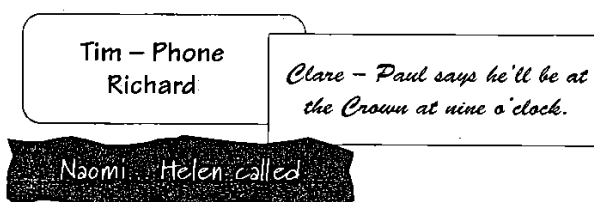
LISTENING

<b>Example 3:</b> Telephone messages	Activity: taking messages
	Skills: predicting; listening for specific information
	Age: teenage
	Level: elementary

Although most textbooks have audio material to accompany their various lessons, there is no reason why teachers should not record their own tapes with the help of colleagues and other competent speakers of the language, provided that they take care to use a decent microphone and to record the voices as naturally as possible. This will allow them freedom to create material which is relevant to their own students' particular needs.

This sequence shows the kind of thing that teachers might have their colleagues help them with – they can get them to play the parts of the occupant of the house and the three callers.

The sequence starts when the teacher asks students the kind of short messages people might leave for members of their family if they take phone calls while they are out. The messages are often quite simple, e.g.



Students are told that they are going to hear three phone conversations in which the callers leave messages for people who are not in. They are told that Mrs Galloway has three daughters, Lyn (19), Eryn (17) and Kate (13). They are all out at the cinema, but three of their friends ring up and leave messages. All the students have to do is to write the messages which Mrs Galloway leaves for her daughters.

This is what the students hear:

MRS GALLOWAY: Hello.

ADAM: Hello. Is Lyn there?

MRS GALLOWAY: No, she's out at the moment. Who's that?

ADAM: This is Adam. Any idea when she'll be back?

MRS GALLOWAY: About ten, I think. Can I give her a message?

ADAM: No ... er, yes. Can you tell her Adam rang?

MRS GALLOWAY: Sure, Adam.

ADAM: Thanks. Bye.

MRS GALLOWAY: Hello.

RUTH: Can I speak to Eryn?

MRS GALLOWAY: Is that Ruth?

RUTH: Yes. Hello, Mrs Galloway. Is Eryn in?

MRS GALLOWAY: No, Ruth, sorry. She's at the cinema with her sisters.

RUTH: Oh. Oh that's a pity, ummm ... could you ask her to bring my copy of Romeo and Juliet to college tomorrow?

MRS GALLOWAY: Your copy?



6.4.2  
Which picture?

Students hear a description or a conversation and have to decide, from the selection offered, which picture is the 'right' one. The most common pictures used are drawings/photos of people or scenes, indoors or out of doors. This is an activity where the level of difficulty can be changed both by the degree of similarity or contrast between the pictures and by the level of sophistication of the description/conversation.


There are many examples of straightforward identification activities, but this one is more demanding and depends on the students interpreting what they hear and matching it with the pictures.

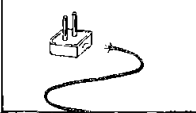
**EXAMPLE**

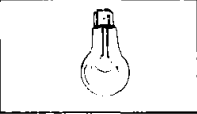
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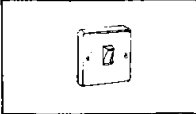
**Listening**

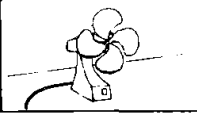
What electrical fault are these guests complaining about?

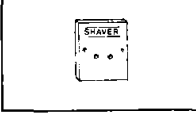
A 


B 

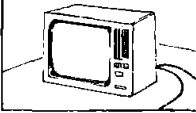
C 

D 

E 

F 

G 

H 

**TRANSCRIPT**

<ol style="list-style-type: none"> <li>1. I can't get my shaver to work. I think it's the socket.</li> <li>2. Could you have someone replace the light bulb in my room?</li> <li>3. The plug's come off the bedside lamp. Could you get someone to fix it?</li> <li>4. Look I'm absolutely sweltering in that room. When are you going to do something about the A.C.?</li> </ol>	<ol style="list-style-type: none"> <li>5. I'd love to look at the telly, but I'm not getting any picture.</li> <li>6. I can't turn the light off. The switch is faulty.</li> <li>7. That fan is supposed to rotate, isn't it? Well, it won't.</li> <li>8. The lamp flex is worn and you can see the bare wires. That's very dangerous.</li> </ol>
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From Shiona Harkness and Michael Wherly *You're Welcome!* Unit 24; transcript from Teacher's Book, page 23; Edward Arnold 1984

6.4.4  
Putting pictures in  
order

A number of pictures are presented to the students. The aim is to arrange the pictures in the correct order according to the listening text. Generally the ordering can only be done by numbering each picture, because most exercises of this kind are done from books. It is important not to have too many pictures (up to five or six) and to have a series which cannot be put in order easily without listening at all. However, there is no reason why pre-listening work cannot revolve around speculating on the likely order and then if by chance some students get the pictures sorted out before they listen, the actual while-listening stage becomes a matching exercise.

**EXAMPLE**

Part 3

A B C  
D E F

1 2 3 4 5 6

19

**TRANSCRIPT**

Jenny was out for a walk one day when she came to a gate in a fence. 'I wonder,' she said to herself, 'where this leads to?' She went through it and immediately came face to face with a very fierce-looking dog. It made her nervous.

'Does your dog bite?' she asked the boy who was standing beside the dog. 'No, it doesn't,' he replied. Jenny leaned forward to pat the dog on the head.

'Nice doggie,' she said. But the dog immediately jumped at her and, as she ran for safety towards a tree, it ran after her, growling, and tore a piece of cloth from her coat. 'I thought you said your dog didn't bite,' she said to the boy as she hung from a branch of the tree. 'That's right,' he replied. 'It doesn't. But this isn't my dog.'

From D H Howe and G McArthur *New Access Listening*, page 19; transcript from page 119. Oxford University Press, Hong Kong, 1984

## Appendix 3 – Example of post-listening activities (according to Underwood)

THE POST-LISTENING STAGE

7.4.10  
Establishing the  
mood/attitude/  
behaviour of the  
speaker

This activity is similar to the one above in that it depends on the listener interpreting what is said, rather than just looking for the overt meaning. It is not just the words that are important but how they are spoken. A comment such as 'You're so kind' can be spoken with varying stress and intonation to show that the words are spoken sincerely/sarcastically/fawningly/etc. The loudness/quietness of a voice might indicate anger or sorrow, excitement or boredom. Variations in delivery often have the same significance across many languages, or groups of languages, but this is certainly not always so, and the types of misunderstanding which can occur through non-recognition of the underlying meaning, as opposed to the surface meaning of the words spoken, can be significant.

As students' command of the language increases and their listening confidence develops, their perception of meanings which may be hidden behind words can be heightened by post-listening discussion of what was actually meant and how the listener can know this.

Again, authentic material is best for this kind of activity, and, if the students can handle it, a fairly free discussion should follow, based on one or two questions from the teacher, e.g. 'Do you think they all *really* support the plan? How do you know?'

At a lower level, some practice can be given using more specific questions, e.g. 'Is Peter angry?', or charts to fill in followed by brief discussion of how the students reached their decisions.

In this example, the activity follows a listening text consisting of interviews between David Freeman, a chat-show host, and a group of actors and actresses.

### EXAMPLE

3

And what about the interviewer, David Freeman?

- a) How does he get his guests to talk?  
Does he ask a lot of questions?  
Does he talk a lot himself?  
Does he talk about himself very much?  
In your opinion, does he talk too much?  
too little? too quickly?


b) Which of these adjectives would you use to describe him?

amusing	interesting	stimulating
boring	interested in people	vain
bossy	lively	warm
friendly	precise	well informed













From Donn Byrne *The David Freeman Show Student's Book*, page 17. Modern English Publications 1985

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**Appendix 4** - Example of the Final Test NIQES for pupils of the 9th grade – the easier one

 Národní systém  
inspekčního hodnocení  
vzdělávací soustavy

**Náhradník Náhradník 9.A**  
(Testovací klíč: PGAEJXR)

Počet správně zodpovězených otázek 		Počet nesprávně zodpovězených otázek 		
0		23		
Poslech  	Čtení s porozuměním  	Gramatika  	Slovní zásoba  	Konverzace  
0/5	0/2	0/6	0/6	0/4

Obecná škola

## Otázka č. 1

Úloha poslechové části - odpověz na základě informací v úryvku.

Jaké je zaměstnání ženy vystupující v rozhovoru?

- |   |                        |
|---|------------------------|
| A | a receptionist         |
| B | a sales representative |
| C | a computer programmer  |

## Otázka č. 2

Úloha poslechové části - odpověz na základě informací v úryvku.

Jak se jmenuje žena v rozhovoru?

- |   |       |
|---|-------|
| A | Judy  |
| B | Jane  |
| C | Julie |

## Otázka č. 3

Úloha poslechové části - odpověz na základě informací v úryvku.

Co studuje muž vystupující v rozhovoru?

- |   |            |
|---|------------|
| A | psychology |
| B | physics    |
| C | biology    |

## Otázka č. 4

Úloha poslechové části - odpověz na základě informací v úryvku.

Jak přibližně starý byl muž, když se vrátil do USA?

- |   |              |
|---|--------------|
| A | 7 years old  |
| B | 17 years old |
| C | 10 years old |

## Otázka č. 5

Úloha poslechové části - odpověz na základě informací v úryvku.

Odkud žena z rozhovoru pochází?

- |   |                   |
|---|-------------------|
| A | the United States |
| B | Canada            |
| C | France            |

## Otázka č. 6

## The Blue Whale

The blue whale is the largest type of whale, and it is also the largest animal that has ever lived on Earth. Its body is nearly 30m long and it weighs about 160 tons. It is interesting that the females are a bit larger than the males. Blue whales live in all the oceans of the world, except for the polar seas. They are fast swimmers and they can also dive – nearly as deep as 500 m. A whale mother gives birth to one young every 2 – 3 years. The baby is about 6 – 7m long and weighs about 3 – 4 tons, but it can gain up to 90 kg a day. Blue whales feed only on krill. An adult blue whale can eat up to 40 million krill in a day. Blue whales produce very loud sounds of a low frequency to communicate with each other over very long distances. Blue whales are endangered animals. Many countries try to protect them, but a few countries, such as Norway and Japan, continue to hunt them.

Označ všechna tvrzení, která platí.

- |   |  |
|---|--|
| A | Blue whales are very good divers.  |
| B | Blue whales eat almost everything, except for krill.   |
| C | The baby whale weighs about 90 kg.   |
| D | Blue whales can communicate and their loud, low-frequency sounds can travel for many miles underwater. |

## Otázka č. 7

## The Blue Whale

The blue whale is the largest type of whale, and it is also the largest animal that has ever lived on Earth. Its body is nearly 30m long and it weighs about 160 tons. It is interesting that the females are a bit larger than the males. Blue whales live in all the oceans of the world, except for the polar seas. They are fast swimmers and they can also dive – nearly as deep as 500 m. A whale mother gives birth to one young every 2 – 3 years. The baby is about 6 – 7m long and weighs about 3 – 4 tons, but it can gain up to 90 kg a day. Blue whales feed only on krill. An adult blue whale can eat up to 40 million krill in a day. Blue whales produce very loud sounds of a low frequency to communicate with each other over very long distances. Blue whales are endangered animals. Many countries try to protect them, but a few countries, such as Norway and Japan, continue to hunt them.

Označ všechna tvrzení, která platí.

A	Blue whales live in the polar seas.
B	The males are a bit smaller than the females.
C	No animal larger than the blue whale has ever lived on Earth.
D	Japan and Norway try to protect the blue whales.

## Otázka č. 8

Doplň správně následující větu.

*Anne is only five but she \_\_\_\_\_ already read very well.*

A	can
B	must
C	may
D	should

## Otázka č. 9

Doplň správně následující větu.

*I didn't like the film. I thought it was very \_\_\_\_\_.*

A	bored
B	bore
C	boring
D	bores

## Otázka č. 10

Doplň správně následující větu.

*I've never \_\_\_\_\_ to the USA.*

A	been
B	went
C	being
D	going

## Otázka č. 11

Doplň správně následující větu.

*Where \_\_\_\_\_ you live when you were a child?*

A	have
B	do
C	were
D	did

## Otázka č. 12

Doplň správně následující větu.

*I \_\_\_\_\_ with you.*

A	am not agree
B	am not agreeing
C	don't to agree
D	don't agree

## Otázka č. 13

Která věta je správně?

A	Did she get the job?
B	Did she got the job?



## Otázka č. 14

Přiřaď čísla zájmen, která patří do jednotlivých vět.

1 - Who ; 2 - How many ; 3 - When

	Zadání	Správně	Zodpovězeno
A	_____ does the show start?	3	
B	_____ are you waiting for?	1	
C	_____ languages do you speak?	2	

## Otázka č. 15

Přiřaď čísla slov opačného významu.

1 - hate ; 2 - drop ; 3 - forget ; 4 - lose ; 5 - save

	Zadání	Správně	Zodpovězeno
A	catch	2	
B	find	4	
C	spend	5	
D	love	1	
E	remember	3	

## Otázka č. 16

Která spojka nebo spojovací výraz patří do následující věty?

*He worked hard, \_\_\_\_\_ he passed all his exams.*

A	however
B	but
C	because
D	so

## Otázka č. 17

Která spojka nebo spojovací výraz patří do následující věty?

*He speaks French well \_\_\_\_\_ he lived in France for many years.*

A	but
B	although
C	because
D	so

## Otázka č. 18

Doplň správně následující větu.

*My grandfather \_\_\_\_\_ me to swim.*

A	taught
B	learnt
C	showed
D	made

## Otázka č. 19

Zapiš anglicky jedním slovem, co popisuje následující popis.

*The celebration of the day on which someone was born.*

A	Zodpovězená hodnota
	žádná hodnota

## Otázka č. 20

Vyber nejvhodnější reakci na následující větu.

*We're from Tokyo.*

A	What a pity!
B	Yes, please.
C	Here you are.
D	How interesting.

## Otázka č. 21

Vyber nejvhodnější reakci na následující větu.

*See you tomorrow!*

A	It doesn't matter.
B	I can't see.
C	Don't be late!
D	That's all right.

## Otázka č. 22

Přiřaď větám čísla od 1 do 6 tak, jak by věty utvořily smysluplný rozhovor, který by mohl mít nadpis *Checking-in*.

	Zadání	Správně	Zodpovězeno
A	Good morning. Can I have your ticket, please?	1	
B	Here you are.	2	
C	Thank you.	6	
D	Here 's your boarding pass. Have a nice flight.	5	
E	Yes, this suitcase and this bag.	4	
F	Thank you. Do you have any baggage?	3	

**Otázka č. 23**

Přiřaď ke každé otázce nebo větě číslo nejvhodnější z následujících reakcí.

Thanks! Same to you.  
Of course I can. No problem.  
I´m afraid not. It´s a bit cold.

	Zadání	Správně	Zodpovězeno
A	Bye! Have a good weekend!	<b>1</b>	
B	Is it OK if I open the window?	<b>3</b>	
C	Can you help me with this exercise?	<b>2</b>	

## Appendix 5 – The questionnaire for English teachers/headmasters of schools

Dobrý den, paní učitelko/ředitelko,

jmenuji se Jana Dvořáková a jsem studentkou pedagogické fakulty ZČU v Plzni. Ráda bych Vás požádala o krátkou pomoc s diplomovou prací. Vybrala jsem si téma poslechu v učebnicích pro základní školy (Listening in the textbooks for the lower secondary schools), a proto bych od Vás ráda touto cestou získala informaci o tom, jakou učebnici používáte v hodinách angličtiny 9. tříd na Vaší škole. V diplomové práci nebudu uvádět název Vaší školy, budu pracovat pouze s údaji o učebnici.

Stačí mi krátká odpověď, pouze typ učebnice, event. díl a vydání. Vybírat můžete z následujících možností:

- Project 3 (3<sup>rd</sup> edition)
- Project 4 (3<sup>rd</sup> edition)
- New Headway Elementary
- M. Zahálková – Angličtina pro 9. r. ZŠ
- Way to Win
- Jiná – uveďte, prosím, jaká

Předem moc děkuji za odpověď a pomoc,

Se srdečným pozdravem Jana Dvořáková

## SHRNUTÍ

Dvořáková, Jana, Západočeská univerzita, Pedagogická fakulta, Duben 2013, Poslech v učebnicích pro druhý stupeň základních škol. Vedoucí diplomové práce: Mgr. Danuše Hurtová

Ve své diplomové práci se zabývám tématem poslechu na základních školách, především u žáků devátých tříd, tedy ve věku 14 – 15 let. Práce je rozdělena na dvě základní části – teoretickou a praktickou. V teoretické části najdete podkapitoly, které se zabývají poslechem, je zde charakterizován pojem poslech v obecné rovině, uvádím, jak moc je poslech důležitý, fáze poslechu, dále jsou rozváděny materiály k poslechu a způsoby kontroly porozumění. Dvě podkapitoly se zabývají rámcovým vzdělávacím systémem a závěrečnými testy NIQUES pro žáky devátých tříd, které jsou nyní v České republice pravidlem.

Praktická část se zaměřuje na učebnice, které jsou používány na základních školách. Jsou zde uvedeny dvě hlavní publikace, které jsou porovnávány. Smyslem výzkumu je zjistit, jak používané učebnice pracují s poslechem, jaké druhy cvičení používají, jakým způsobem ověřují porozumění, zda jsou pro žáky užitečné a hlavně, zda je připravují v oblasti poslechu k závěrečným testům NIQUES a do života cizích jazyků obecně.

*Klíčová slova: Poslech, Porozumění, Základní školy, Žáci devátých tříd, Učebnice anglického jazyka, Závěrečné testy*