

UNIVERZITA KONŠTANTÍNA FILOZOFA V NITRE
PEDAGOGICKÁ FAKULTA

**EXERCISES AND ACTIVITIES FOR DEVELOPING
LISTENING COMPREHENSION IN TEACHING AND
LEARNING ENGLISH**

Diplomová práca

2012

Bc. Zuzana Mesárošová

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Študijný program: učiteľstvo anglického jazyka a literatúry (Učiteľské štúdium,
magisterský II. st., denná forma)

Študijný odbor: 1.1.1 učiteľstvo akademických predmetov

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Pedagogická fakulta

ZADANIE ZÁVEREČNEJ PRÁCE


Meno a priezvisko študenta: Bc. Zuzana Mesárošová
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Názov: Aplikovanie cvičení a aktivít pre rozvoj zručnosti počúvanie s porozumením vo vyučovaní anglického jazyka

Anotácia: Autor v diplomovej práci analyzuje rôzne druhy cvičení pre nácvik receptívnej zručnosti počúvanie a dá ich do súvislosti s fázami počúvania s porozumením. Zameria sa na očakávanie poslucháča, typy aktivít a cvičení, potrebu jasných inštrukcií a faktorov, ktoré ovplyvňujú aktivity pred počúvaním textu. Bude venovať pozornosť účelu aktivít a cvičení vykonávaných v priebehu počúvania textu a faktorov ovplyvňujúcich ich výber v priebehu počúvania, dôležitosť spätnej väzby. Zadefinuje účel aktivít vykonaných po počúvaní textu, faktory ovplyvňujúce ich výber a integrovanie ďalších zručností. V praktickej časti sa diplomant zameria na prieskum využitia cvičení a aktivít pre rozvoj zručnosti počúvanie s porozumením v praxi vyučovania anglického jazyka. Bude použitá metóda pozorovania a dotazníka.

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Abstrakt

MESÁROŠOVÁ, Zuzana: Aplikovanie cvičení a aktivít pre rozvoj zručnosti počúvanie s porozumením vo vyučovaní anglického jazyka. [Diplomová práca] / Zuzana Mesárošová. Univerzita Konštantína filozofa v Nitre. Pedagogická fakulta; Katedra lingvodidaktiky a interkultúrnych štúdií – školiteľ: PhDr. Božena Horváthová, PhD. Nitra: UKF, 2012.

Cieľom práce je zistiť aký je priebeh vyučovania zručnosti počúvanie s porozumením a aké aktivity sú používané v tomto procese. Porovnávame teóriu z literatúry so situáciami v reálnych triedach. Na dosiahnutie cieľa sme uskutočnili prípadovú štúdiu. Pozorovali sme žiakov na prvom a druhom stupni základnej školy. Pozorovania boli založené na zisteniach z kníh pre učiteľov. Po každom pozorovaní bol uskutočnený rozhovor s učiteľmi zameraný na priebeh hodiny a príčiny rozdielov, odpozorovaných v priebehu hodiny, v porovnaní s knihami pre učiteľov. Zistenia boli zhrnuté do tabuliek a následne analyzované. Zistili sme, že učitelia preferujú aktivity predpísane v knihách pre učiteľov. Zvyčajne ich nemenia a považujú ich za vhodné pre žiakov. Učitelia ďalej vysvetľujú že použitie aktivít, ktoré sú už pripravené v učebnici, šetrí ich čas. Príčiny zmien, ktoré sme spozorovali súviseli s jazykovou úrovňou žiakov a v priebehu niektorých hodín bolo potrebné aktivity zjednodušiť alebo pridať.

Kľúčové slová: aktivity, kniha pre učiteľov, učiteľ, počúvanie, žiak

Abstract

MESÁROŠOVÁ, Zuzana: Exercises and activities for developing listening comprehension in teaching and learning English. [Diploma thesis] / Zuzana Mesárošová. – Constantine the Philosopher University in Nitra. Faculty of education; Department of Language Pedagogy and Intercultural studies. – Adviser: PhDr. Božena Horváthová, PhD. Nitra: UKF, 2012.

The aim of work is to find out what the procedure of the teaching listening comprehension is and what activities are used in this procedure. We compared the theory from the literature to real class situations. To reach the aim we used a case study. We observed learners in primary school education and in secondary lower education. Our observations were based on activities found in the teacher's books. After each observation we interviewed the teachers to find out what lesson procedures were applied. We also wanted to discover what the reasons for all the differences between the procedures in the classes and in the teacher's books were. To summarize our findings we created tables and described them. We found out that teachers had preferred activities from the teacher's books and usually had not changed them. The teachers considered them to be suitable enough for the learners. They also explained that using pre-designed activities from the books saved their time. Changes we observed were related to the proficiency level of the learners. In some lessons it was necessary to simplify activities or to add some more.

Key words: activity, teacher's book, teacher, listening, learner

INTRODUCTION

We have chosen this thesis because we are interested in methodology of teaching English language. To study teaching listening comprehension helps us to learn how to organize listening activities and which activities are suitable for the learners of different proficiency levels. In our work we describe levels of the proficiency according to Common European Framework of Reference. Our aim is to find out what the procedure of teaching listening comprehension is in primary school education in the learners proficiency levels of A1 and A2. We want to know what activities are used in teaching listening comprehension and how the teachers modify and change the listening activities from the teacher's books. To reach our aim we at first have studied the literature related to our topic and we have chosen the information which is useful for our research. In the theoretical part we describe position of the listening skill in the process of foreign language learning and main approaches to the listening. We define the two main types of the listening which include intensive and extensive. We focused on intensive listening because in the classes we observed the English language was taught through this type of listening. In the process of the teaching listening comprehension many sources can be used. They all have positives and negatives as we describe and characterize in this thesis. Because the lessons are organized by teachers we also describe roles of the teachers in the teaching listening skill.

We describe the procedure of teaching listening comprehension activities which is recommended in the literature. Many authors divided listening into three main stages. In our work we want to find out how are the lessons organized in real classes. For each of the stages different activities are used. In the first pre-listening stage activities are organized to introduce the topic or vocabulary. In the while-listening stage the aim of all activities is to check the comprehension of the learners. In the last post-listening stage the activities are based on the knowledge of the previous stages and are applied in new activities. We want to find out which activities are used in each of the stages. Because the information which we search for is different in each lesson and for each class, we want to reach our aim through the case study. The information we have collected can be useful for the other teachers. In this case study we can see in reality what activities are used in the teaching listening comprehension, how the learners react and what can be done to make the listening activities better and more interesting for the learners.

1 THEORETICAL PART

1.1 Listening skill in language learning

A considerable amount of literature has been published about listening skill. These studies describe listening skill as important part of learning foreign languages (FLs). Wilson (2008) demonstrates that position of the listening skill among four key skills (listening, reading, speaking and writing) has changed. In the past the FL was taught mainly by reading and translating. Listening skill was suggested as main key skill in the second half of the 20th century by research studies of sociology, anthropology, and languages. Other theories which helped to change position of listening skill and put it in to the centre of learning of FL are audiolingualism, behaviourism and Krashen's input hypothesis. Richards (2008) also sees that main changes to listening skill are based on cognitive psychology which emphasizes top-down and bottom-up processing, role of prior knowledge and schema in understanding.

1.1.1 Bottom-up and top-down processing

As mentioned above there are studies which revealed two main approaches to listening: bottom-up and top-down processing (Brown, 1977; Richards, 2008; Harmer, 2007). They describe principles of these processes, explain which abilities of learners they develop and what exercises are suitable to develop listening skill according to approach to it.

Richards (2008) explains that a basis for understanding a message in bottom-up listening is an arriving input. Comprehension starts with obtained information. Comprehension in this process is a result of decoding. The basics for bottom-up processes are grammatical competences and vocabulary of the listener. Learners exercise their ability to identify phrase and clause separations, key words, changes in discourse, relationship connected with grammar in key elements in sentences and use stress and intonation to recognize functions of word and sentence. Such types of activities are dictation, cloze listening, multiple-choice questions after a text and similar activities that need close and detailed recognition, and processing of the input. Bottom-up listening requires from the listeners to recognize pronouns in a statement, time, positive or negative statements, order of the words, important words and mistakes in the text.

In contrast with principles of bottom-up listening are principles which work in top-down listening. According to Richards (2008) they are based on the background knowledge. This knowledge can be represented by previous knowledge about the theme of discourse,

situational or contextual knowledge. In comparing with bottom-up processing which goes from language to meaning, top-down processing goes from meaning to language. In top-down listening students use key words to understand the text, deduce from the text, search reasons and effects. There are many activities which include top-down listening in which students use their previous knowledge. They can produce questions they think are going to hear about a topic and then listen if they are responded, summarize things they know and things they would like to know about the topic and then listen, search for the key words mentioned in the talk. Other types of the activities are based on guessing where activity can be divided in parts. Students read one speaker's part and try to guess other speaker's part, before they listen and evaluate, or students listen to a part of the story and produce the end, before they compare endings, or learners read headlines and try to guess what happened, then they listen to whole story and compare. Brown (1997) defines several features of experiences which create a familiar knowledge. To understand a text we need to know who speakers are, what are their attitudes to topic and to listeners. We also need to know time and place, genre and the topic which is going to be spoken.

As we can see these two main approaches to listening are very different and both have their place in teaching listening skill. We cannot say which one of them is better or worse. It is necessary to combine the two of them to support the students' understanding of the text. Sometimes student need to know the main idea of the text, sometimes it is necessary to know the details to comprehend. Both approaches require previous knowledge of the words which are mentioned in the text. It is impossible to achieve understanding in the top-down or bottom-up processing without the previous knowledge. (Harmer, J.2007)

1.1.2 Intensive and extensive listening

In teaching listening we can use many sources and many of them are available outside of the classroom. Harmer (2007) identifies and describes the two main types of listening activities: those which are organized in school with teacher - intensive listening and those which student do in their free time – extensive listening. It is very useful to combine both type of listening because time of lectures is limited and listening outside of the school is very useful for learners.

a) Extensive listening

Extensive listening happens usually outside of the classroom. It has many advantages because students acquire vocabulary, grammar and choose what they

want to listen to. Extensive listening expands students' language, vocabulary and makes better their comprehension skills. The opportunity of choosing is very motivating. Students should be motivated and should have a reason why to listen. Teacher should explain benefits of extensive listening and help students to choose suitable material suitable for their level. Material for extensive listening is nowadays available in many places. There exist books with CDs, TV and radio programmes, tapes or the Internet.

b) Intensive listening

In intensive listening takes place in the classroom and is controlled by the teacher. Intensive listening exercises draw attention on the language. Exercises can be designed to learn phonological, grammatical, lexical or discourse features of the language. Intensive listening is accompanied by tasks. (Rost, M. 1990) As Harmer (2007) writes learners have to know the aim of the listening activity and it is up to teacher to organize the listening activity and lead students through them. Teacher should build confidence of the learners and give them task which they are able to do and comprehend. Intensive listening in the class is based on two main sources - taped material or live listening. Both sources have their advantages and disadvantages. Taped material contains different voices, characters and situations what brings pleasure to students. Other positives of such material are availability and transportability. On the other hand tapes require good acoustics in the room what can be a problem in common school conditions. Next problem is that speed of the speech is given and students cannot influence or adjust it. For understanding it is necessary to replay tape more times. Even though the negatives associated taped materials they are very frequently used. The problems are difficulties mentioned above are easily predictable and it is possible to keep away from them. Teacher should know the tape and adjust classroom and activities to avoid problems. Different source of intensive listening is live listening. Great benefit of such listening is that students can interact with a speaker and ask for clarifications. Live listening includes activities such as reading aloud, story-telling, interviews or conversation. It is enjoyable and educational, but is should not replace tapes.

We can see that extensive and intensive listening have many advantages for learners. In teaching foreign language it is important to listen to foreign language

not only in the classroom but also outside of it. Such approach helps us to make better our knowledge of foreign language, culture and world around us, to be more self-confident and able to communicate. In the next part we are concentrated on the intensive listening which takes place on the classroom.

1.2 Sources of intensive listening

There is a large amount of literature describing variety of sources suitable for intensive listening skill and demonstrating positives and possible problems which they can bring. In the following lines we can see short brief of sources which are used in teaching listening skill which are divided in live listening and taped material. We can see their characteristics and how to work with them to help learners to comprehend according to Wilson (2008) and Underwood (1989)

Live listening

1.2.1 Teacher talk

Teacher talk represents the most frequent and valuable form of input in the lectures. There are included frequent daily expressions and questions (e.g. What did you say? Can you see it?) and prepared material like texts and visuals which the teacher is reading or speaking about. Advantages of the teacher talk are that a teacher can control speed of his speech, repeat and explain whatever makes troubles to learners, he assimilates input needed to motivate listeners. (Underwood, M. 1989) Teacher talk consists of several types of input. Wilson (2008) describes the three types of the input:

- ***Planned input***

There is an example: When teachers need to tell something important to learners (information about test) and use foreign language, listeners listen carefully, because they have interest in information. Many teachers prefer using mother tongue in such situations but it is a good opportunity for listening input. To be sure learners understand the teachers can check key information from the students.

- ***Semi-planned input***

This type of input is represented by prepared pedagogical series. The aim of semi-planned input is to practice listening skill and new language. There are some examples:

- Photos – teachers bring photos and talk about them

- Firsts – teachers talk about important things in their life and listeners make notes about it
 - Childhood anecdotes – brainstorm activity, words are written on the board, teachers choose words from the board and use them in the anecdote, learners say what words the teacher used
 - Chat show – making interview with students in front the audience (other students who takes notes)
 - Biographies – teachers are used as cultural resources and they build lesson around the topics they talk
- *Spontaneous input*

This type of input is not prepared and is influenced by real situations in the classrooms. It consists of words of supporting, statements, comments.

From the studies of Wilson (2008) we can summarise that all types of input have their benefits and it is up to teachers how they combine them. Talk of the teachers is a source of listening which is available during the whole lesson. Students can see body language, ask for explanations and probably they feel comfortable because they know the persons who are talking. Teachers can help students to comprehend their input in many ways. Learners should know before listening what they are going to listen. It is easier for them to comprehend a speech and a text when they know something about the text. During the teachers' talking their speech should be clear, in right volume and rate. The teachers should use their voice to emphasize important points. They should be clear in changing topics and when they talk story they should be chronological. To support students' understanding teachers can summarize and paraphrase main ideas or details and use visuals. Language which teachers use should be suitable to the proficiency level of the students, to their vocabulary and culture. Listening activities should be also interactive and students should be active during the listening. Students should have time to react and ask questions.

1.2.2 Student talk

As Wilson (2008) mentions, students talk is other source of live listening in the classroom. In his study he shows that students are able to communicate, read and speak and cooperate with their classmates in many topics. These abilities help them to improve their speaking

and listening skills. Their abilities of course depend on their level of proficiency. It is not easy to get students to pay attention to their speaking of their classmates and listen to them. When we want to support our students to listen to each other we can use activities like:

- **Jigsaw tasks** with an information gap – students work in groups, each member has a part of a story or a picture, they describe their parts to their group and together they create a whole story.
- **Reporting back** – students report what was said, it is necessary to give them clear instructions what their task is
- **Making a presentation** – students present something needed for other students to make decisions

Wilson (2008) also finds that some teachers declare that such types of activities included pair or group work are not good because students listen to mistakes made by other students which are bad model. Other issue is that students have tendency to use native language and it is impossible for teachers to monitor the learners. Despite all this negatives student talk has many positives. Students learn mistakes as well as useful language. This issue of using mother tongue is usually caused by lack of motivation. Using of mother tongue in classroom can be eliminated by motivating the students. Other problem with monitoring learners is typical for teachers who want to control every stage of a lesson. When teacher are fluency- oriented, preferring communicative approach to teaching, such control is not possible. In the classrooms all students should feel save all time and they should not be afraid to experiment with new language. These arguments demonstrate that student talk is very useful in teaching listening and when the teachers are educated in methodology of teaching they should not have problem to avoid or eliminate problems.

1.2.3 Guest speakers

According to Wilson (2008) guest speakers bring in to the class many positives. To see and hear speech of someone real and new is interesting for learners and can break stereotype in classroom listening activities. The guest speakers can be persons who come from abroad or other teachers. To invite native English speakers is an excellent opportunity how to bring authentic, real-time conversation in the class. Other guest speakers can be a teacher, or a person who is able to speak in English about something interesting for learners. To invite someone new into the class has many positives because it brings new stimulation, new

faces and voices, outside real world is connected to the world in the classroom and learners can hear about different culture.

Before guest speakers come to the classroom, the teachers have to prepare students for this situation. Role of the teachers is also important even though they are not the main speakers. Teachers should present guest speakers, introduce the persons, and inform about what they are going to talk about. Students should know the theme about to be discussed and the teachers should help learners to prepare their questions for the guests. During discussion teachers should observe learners, make notes where the students have problems to comprehend. After discussion students and teachers summarize the themes which were discussed, problems and new vocabulary. Teachers can also give opportunity for discussion in the class about the theme.

Studies by Wilson (2008) reported positives and negatives of the live listening. One great benefit of live listening is that students can influence listening process and interact. Students can ask questions immediate. They can ask for repetitions or explanations. There is an interaction between the listeners and speakers. Other benefit of real speakers is that students can see them and their body language. These benefits help them to comprehend the meaning of text. Live listening, when the sources are teachers or students, is very easy to organize. There is direct contact and students are usually not afraid to ask when they do not understand. Guest speakers are new persons and it is possible that students do not feel as comfortable as when they listen to persons who they know. To invite guest speakers is more complicated then organize lesson with teacher or student talk. Such procedure requires longer preparation. There are still positives because guest speakers break stereotype and bring outside world in to the class.

Taped material

1.2.4 Textbook recordings

There are many reasons why to use textbook recordings. They usually consist of many types of recording such as news, interviews, stories, jokes, songs, situational dialogues, discussions etc., so students can listen to different types of the texts. Learners can listen to different accents and speech in different speeds. Recordings can be replayed and the texts are the same with no changes. Students cannot see the speakers so they have to concentrate

on the listening. It is a good way how to prepare students for listening to radio or telephone conversation in real life. Most of the textbooks contain transcripts of the recordings, where students can see parts where their problems occur. All this benefits help the teachers and save them a lot of work. (Underwood, M. 1989) Wilson (2008) describes problems of the textbook recordings. He writes that textbook recordings are type of listening material which is not learner-centred and their themes are not modern. Student cannot choose what they want to listen, because it is chosen by the authors of the textbooks. Other problem of the recordings is that they sound unnatural and the themes are not contemporary. These facts can be true but on the other side it is up to teachers how they organize the lessons. They can omit topics which are not interesting for the students or make boring topic more attractive.

1.2.5 Television, video and DVD

Listening to different people and their voices makes lessons more realistic. Students may have problems to comprehend to the text with no visual support. Great advantage of these media is that they connect benefits of recordings, visibility of the speakers' lips and body language. (Underwood, M. 1989) In the studies of Harmer (2007) we can find other positives of these media. They are contemporary, authentic and include information from real word. These media can be controlled by the teachers and recordings can be paused or separated into smaller parts. To help learners to understand and to learn something teachers can prepare challenging tasks, pick up useful words or give students worksheets. As Wilson (2008) writes even though positives these media have also disadvantages which are connected with proficiency level of the language, difficulties with culture and they require more complex preparation of teaching series.

1.2.6 Songs

Students enjoy music because it is connected with emotions and feelings. To use songs in teaching listening skill brings this feelings and emotions to the class. Songs are funny and motivating for the learners. They have many advantages related to development of language skills. They connect entertaining and learning process. (Harmer, J. 2007) This view is supported by Wilson (2008) who writes that songs contain usually rhymes which help listeners in guessing of words, choruses repeat the same words which give students several opportunities to comprehend. Songs contains ideas, voices and accents which are brought into the class. Teachers can support positive atmosphere in the class when they

allow students to bring their own songs. Songs have also all advantages like taped material including possibility to be repeated.

1.2.7 The Internet

Wilson (2008) says that there exist many useful pages which contain listening texts, questions, answers and explanations. Students can do listening exercises alone and can repeat what they need to listen. On the Internet can be found recordings or videos where the speakers can be seen. Disadvantages of the computers are that there are no interactive, you need to have knowledge how to use them and computers are not in each class.

In the classes learners can hear speakers from many sources. All of them have many positives and bring pleasure and different forms of the language into the classes. We can see that media in which the speakers can be seen or live listening have common benefit. When students see persons who are talking they can see their body language and gestures. Such visual support helps learners in comprehension of the speech. Listening material without this benefit such as songs or tapes are also very useful. There are many reasons why to use them. When students listen to a text without visual support, they are concentrating only on their ears. Listening without visual prop improves their ability to recognize words and the meaning from the spoken language.

1.3 Roles of the teacher

We can see that there are many sources which can be used in teaching listening skill. From the previous lines we can see that teachers are very important in learning process and their roles are irreplaceable. They organize whole teaching process and design lessons. Roles of the teachers are described by many authors. Harmer (2007) identifies four main roles of the teachers in teaching listening skill:

a) *organiser*

Teachers tell students what is the aim of listening activity, support their confidence and listening ability, they give advices how to avoid troubles.

b) *machine operator*

Teachers should know where is a part which is going to be listened, when to stop and make a pause.

c) *feedback organizer*

Teachers check how tasks were completed. Students can compare their answers in pairs or in groups and then teacher can check answers in the class.

d) *prompter*

Teachers can prompt students to listen to texts several times to comprehend the texts and specific language.

Underwood (1989) complements these roles and gives us more detailed view on the role of the teachers. Her studies report that main role of the teachers is to plan and organize the lesson:

e) *revealing learners different listening experiences*

This is achieved by using variety of listening texts which contain different form of spoken language (formal, informal, spoken by native or foreign speakers and in different rate).

f) *making listening meaningful for the students*

It is suitable to use exercises and tasks which are connected with students' real life and situations outside of the classrooms.

g) *helping learners to comprehend what is the aim of the listening and to choose a right way how to approach it*

This means to explain to students the processes of listening

h) *Helping learners to be more self-confident in their own listening ability*

For students it is important to be successful. The role of the teachers is to do such activities in which learners have chance to be successful.

Studies of Harmer (2007) and Underwood (1989) show that in the teaching listening skill very important the teachers are. They are one of sources of the listening and their main role is to organize the lesson. This role includes many smaller but important roles. Teachers decide what is going to be listened, what activities are going to be done by the learners, support the learners and built their confidence. The teachers also work with technology and equipment. Preparation of listening lessons is a process which consists of several steps which we describe in the following lines.

1.3.1 Stages of the planning listening work

One of the main roles of the teachers in teaching listening skill is to prepare listening work. Underwood (1989) offers us description of this role. This role consists of many stages which can be divided into two groups – preparation before the lesson and role of the teachers during the lesson. When the teachers prepare listening work they have to think about many things like material, level of the learners, time and they have to prepare to react on unexpected situations.

Before the lesson

When the teachers are preparing listening activities they should think about the whole process of the listening lesson and make decisions how to organize it. There are mentioned many activities and decisions which teachers have to think about before the lesson.

a) Select listening text

b) Insure themselves that activities are suitable

Teachers should check both transcript of a listening text and a recording. In the recording there may be problematic parts which they cannot see in a written text such as unclear recording at certain point, background noise, etc.

c) Modify the level of difficulty of the exercises if it is necessary.

d) Insure that students can complete activities in time as they plan and fill the time they give them.

When there is more time, teachers need to have something prepared to do with students. Opposite situation is when the teachers give students too much time to do activities. In such situation the teacher should check whether the main points has been achieved or whether it is necessary to include some of them in the new lesson

e) Visual aids

Visual aids help students to remind language and ideas.

f) Special equipment

Think about equipment students will need such as rulers, scissors, pencils, etc. and tell them to bring them.

g) Think about procedure of the listening session

- In what way they will present the text – recorded or by themselves?
- Will they use pauses or you will go through without stopping? When they want to stop recording, they should make a notes in the transcript of the recording so they will not have problems to stop recording in the class.

- Organization of the work – pair work, group work or individual
- How many times will they replay or speak the text?
- Will students make notes or write down any answers?
- Will they correct the learners?

h) *When they want to present listening text by themselves, they should read it aloud before the lesson starts.*

Their reading should be clear and convincing. They can make notes and mark pauses in the text which help them and their learners.

During the lesson

Students need time to think and the teachers should stand back. Students should know that the teachers help them when they need it. Teachers should help them by supporting them not correcting them. When teachers want to create supporting atmosphere in the class there are many ways how they can do it:

- help students, but not those who do not need it
- support the learners to help each other and complete the task before finding who was right or wrong
- when students want to change their answers after listening allow them to do so
- activities such tests should be not marked and scored
- support students to make their own notes to help them to learn new expressions
- recommend students to use dictionaries when they need but be careful about number of words which are translated, to use dictionaries does not mean to translate word by word
- organize students in pair and group work where they can discuss what was difficult and which helps to create enjoyable atmosphere
- making listening work pleasant - when students are losing their interest you should be prepared to modify listening work to make it more interesting
- when there is not time to do all activities, it is better to omit some of them rather than go very quickly through all of them
- students need to know how successful they were in listening activities and discuss exertion, this means that they need instant feedback

According to Underwood (1989) there are many things teachers have to think about before the lesson starts and during the lesson. Teachers should consider what text to choose,

which equipment they are going to use, where the listening takes place. Teachers should also modify activities to proficiency levels of their students. Other crucial factor the teachers have to think about is time. They should answer to the questions like: How much time does listening take? How much time students need to do activities? How much time is needed for feedback? To prepare good listening activities and guide listening lessons requires long preparation and experiences.

When the teachers organize listening work it is good when they follow the same structure. This organization helps students to feel more secure and relaxed because they know what to expect. Listening work consists of several parts which include different activities. The studies of teaching listening by Underwood (1989), Wilson (2008), Rixon (1986) demonstrate that listening activities consist of the following elements:

- a) the pre-listening stage where tasks and context of the listening text are explained
- b) the while-listening stage
- c) time for discussion of students' answers and cooperation to help each other
- d) when students have missed information or are not sure if they are right, repeat listening
- e) discussion among students can lead to need to repeat the listening or some part of the listening text
- f) post-listening stage which includes creating suitable answers
- g) explaining areas where students have troubles or do not comprehend
- h) post-listening additional activities

In the next chapter we analyze the three main stages of the teaching listening which are mentioned in previous lines: pre-listening, while-listening, and post-listening stage. We describe activities which are used in each stage and factors which influence a choosing of the activities.

1.4 Main stages of teaching listening skill

As Wilson says (2008) teaching listening skill consists of many activities which are divided in to three main stages: pre-listening, while-listening and post-listening stage. Each stage consists of many activities which help students to comprehend to a listening text and

build their language skills. For each stage there are suitable different activities which teachers choose and organize.

1.4.1 Pre-listening stage and activities

The aim of this stage is to inform and prepare students to whatever they are going to listen. Very useful way how to prepare learners and introduce the topic is prediction where previous knowledge of the students is used. Listeners should be informed about the theme, about the function of the text, who the participants are and what their relationships are, speakers' voices and about the way they are talking. (Wilson, J. 2008) Teachers should tell something to students about the topic but not too much because they can lose their interest. In this stage the teachers should explain while-listening exercises and pre-teach vocabulary, if it is necessary. Teacher should motivate learners and support their concentration on listening activities. Types of activities which the teachers use depend on time, material, abilities of the learners and their interest, interest of the teacher and the place for the listening activity. (Rixon, S. 1986)

A. Prediction

According to Wilson (2008) there are several ways how to help learners to predict what they are going to listen. Prediction activities are based on the previous knowledge of the learners and their aim is to summarize all information which the learners know about the topic. There are several activities how to do this which describes Wilson (2008). They can be divided in to two main groups. The first group contains activities based on the spoken words and texts and the second group contains activities based on the visual material.

Activities base on the spoken words and texts

a) Brainstorming

This activity is base on production as many ideas as possible about the topic or problem. There are several possibilities how to use brainstorming.

- *From one to many*: students can produce their ideas individually and later they share them with other students
- *Poster display*: students are working in groups and together create ideas connected with a topic

- *Brain walking*: activity based on posters, students walk around the classroom and fill in and correct ideas in posters produced by their classmates
- *Board writing*: students work in groups and think of ideas about given topic or question and then they write on the board ideas of the whole group, last step is to assess all ideas on the board before listening
- *Shout to the scribe*: teachers write on the board ideas which create students, benefit is that spelling is correct

b) Words and texts

- *Court case*: students read court case but do not know the judgment, they guess how a story ends and then listen to the story to discover the real verdict
- *Gap-fill exercises*: suitable exercise for detailed listening, students have transcript of the listening text where there are missing or incorrect words and they are asked to fill or correct them
- *Mother tongue first*: students listen to a text in their mother tongue and then in foreign language, when they can concentrate more on the language matters than on the content
- *Key words*: teachers give students key words and their task is to predict what the text is about

c) Situations

- *Functions*: teachers explain situation and task is to create a dialogue, to help students teachers can create instructions how each speaker reacts
- *Mystery headlines*: students guess, predict a story according to headlines
- *Problem solving*: students know the problem and their task is to produce solution and questions to ask, then they listen to a text

d) Opinions, ideas, and facts

- suitable for listening to realistic topics
- *KWL charts*: teachers inform students about a topic, students have chart with three columns K=know, where students write what they know about the theme, W=want to know, students create questions what they would

like to know and L=learnt, students write what they have learnt from the listening

- *Speed writing*: students write about the theme given by teachers in limited time
- *Group writing*: teachers give topic, students are divided in to three groups, one group produce 5 question, next 5 imperatives and the last 5 statements, then groups are mixed and exchange their ideas
- *Quotations*: teachers give students quotations which students discuss
- *Advance organizer*: teachers give students statements relating to the topic and students scale them with numbers 1 – 5 (1for totally disagree, 5 is for fully agree), then students listen to a text, where someone express its opinions

Activities base on the visual material

e) Visuals

Their great benefits are that they are instant and suggestive. They are suitable for students with visual learning style. They include visible material such as pictures, maps, graph and schemes. They can be used to introduce a topic and listening text in many ways. They support learners' creativity, ability to predict the topic and help them to concentrate. One of the way of prediction with pictures is activity '*guess what is happening*' where students see picture and guess what about is the listening activity or other variation is to watch a part of a film without sound and students guess what will follow or what was said. Other possible ways of using pictures in pre-listening stage is to give students series of pictures which create whole story, students' task is to put pictures in a correct order, when they finish ordering, they listen to a right story.

f) Realia

They connect a world in classrooms with a real world and they support memory and associations.

- *Using photos*: teachers bring private photos and show them to students, ask them to describe who is in the photos, about relationships, fashion, circumstances in which they were taken, etc.

- *Guides, map, brochures*: they can introduce topics like cities and travelling, different cultures, comparing countries, etc
- *Ordering objects*: teachers bring objects which are connected with the listening activity, students guess what is a theme of the listening

B. Pre-teaching vocabulary

Harmer (2007) explains that when listening materials contain lot of words which teachers think are new for learners and are necessary for comprehension, they should explain them before listening. Teachers have to think about and decide whether to pre-teach vocabulary or not. In teaching listening skill students learn to get past words they do not understand and to concentrate on the meaning of the text. When unknown words are not obstruction in a comprehension, they can be explained after listening.

From the studies of Harmer (2007) and Wilson (2008) we can conclude that the pre-listening stage should not be omitted in the teaching listening skill and there exist many reasons why it is necessary to prepare and do pre-listening activities. Activities like brainstorming, discussion about the theme, talking about pictures or real objects, pre-teaching vocabulary introduce students in to the topic, prepare them on the text they are going to listen to, motivate them and help them to concentrate. There are many activities which can be used in this stage. Some of them are more complicated, or require more time to be done or more time to be prepared. What type of the activity will be use in the lesson depends mainly on the teachers, time and level of the learners.

1.4.2 While listening stage and activities

As Wilson (2008) explains the main idea of while-listening activities is to process information which students hear and think about them. While-listening activities help learners to comprehend listening text and teachers can see how much they comprehend. What activity is used in this stage is predisposed by variability of its difficulty, types of respond, where is the activity done, application of information in the following stage. There are several ways how to involve students in the listening activity and make them active during the listening and help them to comprehend to the text. We can divide them on to the four main types of listening: listening for the gist, listening for the detail, listening with pictures and obeying instructions.

A. Listening for gist

Wilson (2008) describes it as the first listening where students catch the main point and the teachers ask basic question: 'What?', 'Who?', 'Why?'

B. Listening for detail

Gower, Phillips, and Walters (1995) say that it takes place in the second listening in which the students are asked to concentrate on certain information which they need, tasks are focused on more detailed comprehension and it requires listening to the text several times. There are examples of activities suitable for detailed listening which characterises Ur (1984):

a) Ticking off items

It is a typical activity based on ticking off or categorizing of words which students hear from a list of words. The teacher's feedback consists of counting ticks but when there are a lot of mistakes, explanation and repetition is necessary. It is very good activity for young learners and suitable in teaching vocabulary round one topic (animals, furniture, fruit, clothes, etc)

b) True or false exercises

In these exercises the students listen to statements and their task is to decide which are true and which not. There are many variations how to mark an answer – yes/no, use letters T/F, use physical actions like showing different coloured papers or objects, or own hands, repeat true statements and when the statement is false learners are silent. For such exercises can be used visual material.

Wilson (2008) mentions also other activity suitable for the detailed listening based on times, dates and numbers in which the students are asked to write down the numerical information.

C. Pictures

UR (1984) in her studies mentions the two activities based on the pictures.

a) Identifying and ordering

In this activity students have set of pictures or one picture consists of several parts. Their task is to identify a picture or parts, name them or put in order according to listening.

b) Altering and marking

She explains that children like working with drawing pictures and they like filling in activities to modify the pictures. In this activity they listen to description and draw missing parts in to the pictures or colour them.

D. Obeying instructions

Student gives instructions and follows them. There are the three main types of activities in which the students obey instructions. Wilson (2008) and Ur (1984) writes that they are base on the physical movement, constructing models and picture dictation.

a) *Physical movement*

Wilson (2008) describes concrete activities which require physical movement and he explains that it is very motivating for students when instructions are given quickly and the teachers give immediate feedback. For the elementary level instructions should be very simple.

- *Simon says*: teachers tell student what to do, each command begin with 'Simon says '
- *Last one is out*: student who does activity the last goes out of the game
- *Stand up if...*
- *Blind man bluff*: one student has hidden eyes and other student gives him instruction how to find something, place or object
- *Grab the words*: students have written several key words in separate papers, listen to a text and when they hear some of the key word they pick up it
- *Miming*
- *Just do it*: student create something according to description which they hear

b) *Constructing models*

Ur (1984) says that these activities are based on building model according to instruction. We can use different materials such as building blocks or shapes. Elements should be coloured and easy to recognize them. The teachers have prepared own constructions and gives instructions to students to build the same.

c) *Picture dictation*

It is activity based on drawing a picture according to instruction as it explains Ur (1984). It is suitable for younger learners because they like drawing more than elder students.

From the studies of Wilson (2008) and Ur (1984) it is evident that there are many ways how to help learners to comprehend to the texts and check their understanding. There are activities which are very simple and do not need special preparation, and those which require special equipment such as pictures, colours or building sets. Most of while-listening activities include pair or group work. Such organization of activities helps learners to feel comfortable and it builds positive atmosphere in the class. The activities should be chosen to appropriate proficiency level of the learners. For beginner and elementary level of students are very suitable activities based on physical movement such as obeying simple instructions, or activities where learners draw or put ticks. For higher proficiency levels can be the activities more complicated, expected more skills and can be design to expand learners' ability to deduce and predict.

1.4.3 Post-listening stage and activities

Wilson (2008) see the post-listening stage as the stage which includes activities to check students' comprehension and tasks from the previous stage, analyzing problems in while listening activities, discuss speakers attitudes, develop language and the topic of the listening text. In this stage students can express their listening experiences and they transform information from the listening activities to other activities with different purpose. There are several factors which influence teachers in choosing of post-listening activities. Teachers have to think about language work they want to do, time reserved for listening activities, what skills is used, organization of the students and motivation. There are examples of possible activities:

a) Checking and summarizing

According to Wilson (2008) checking includes control of students' answers and their comprehension. The students can work in groups and discuss their answers, teachers monitor students' work and after discussion in small groups, answers are checked together in the class. In the summarizing are students concentrate on the main idea but sometimes they remember details. When the students summarise their comprehension of the main idea, they omit words which they do not understand and skim information they do not need. Ur (1984) says that there are

many ways how the teachers can help learners in summarizing. Before listening to a texts teachers can give students questions which help them to concentrate on the information which they have to identify. Other form of summarising exercise is to choose appropriate summary-statements to the texts they have heard or students can take notes. Wilson (2008) describes various activities which work with information the learners summarize:

- *Take it in turns*: is a technique where students say thing they remember, they work in pairs and they alternate in speaking
- *Break it down*: students write down summary of the listening text e.g. 50 words, then other students make it shorter 30 words and then they return the summary to first writers and they makes it shorter to 10 words
- *Group summary*: students work in groups of four, each student writes first sentence of his summary, then they move the papers to other students, they exchange papers four times and in the end they have four summaries, they read them and then they talk about it

b) Discussion

Wilson (2008) mentions following activities appropriate for the discussion:

- *Personalise*: teachers ask student about their opinions or personal attitudes and situations
- *Questions*: teachers create questions build on the theme of the listening texts and students discuss about them
- *Statements*: students decide if they agree or not with statements created by the teachers
- *Sorting lists*: teachers prepare list of information based on the topics of the listening texts and students organize them and scale according given criteria such as importance, cost, etc.
- *Pros and cons*: suitable for brainstorming or for role play, where are two sides which argue why they agree or not

c) Jigsaw listening

Studies of Ur (1984) describe jigsaw listening in the following way. Students are divided in groups and each group listen to different texts but all the texts are connected and contain information which needs other groups. After listening to assigning text groups mix up, change information and finish a task. Listening

activity based on jigsaw listening is motivating and fun, it is a source for other activities such as paraphrasing and summarising, discussing and organizing information

d) Problem-solving

According to Ur (1984) in the problem-solving activities the students listen to information connected with certain problem and their task is to find solutions in debate in group or on their own. There are many ways how to elicit solutions of the problems which the Wilson (2008) portrays:

- *Listing*: suitable for group brainstorming
- *Sorting*: students have to find relationship between things
- *Ranking*: based on students' opinion
- *Ordering according to criteria*
- *Designing something*
- *Solving moral dilemmas*
- *Solving mysteries*

Wilson (2008) in his studies explains other two activities which are based on the reconstructing or deconstructing the text.

e) Deconstructing the listening information

The principle of this activity is dividing the text into the smaller parts. In the working with the text the learners use language as a source of important features like vocabulary, grammar, pronunciation, etc. One way how to do this is to stop and replay the parts where occur the features teachers want to teach and ask students for repetition. The other way is to use transcript of the listening text.

f) Reconstructing the listening text

Students put together parts of the text and work with language, grammar, vocabulary and discourse features. There are examples of activities:

- *Gap-fill*
- *Disappearing dialogues*: students listen to a conversation which is written on the board, students act it, then teachers delete some words and students act the dialogue once again, teachers can delete more and more words and students act again
- *Re-ordering*: activity suitable for dialogues, teachers cut the dialogue into smaller parts and students are asked to create complete conversation

Wilson (2008) and Ur (1984) find out that these activities need all language skills. They are based on the previous stages and expand the ideas which were mentioned in the stages. Main aim of the post-listening activities is to check the answers and comprehension of the texts. Post-listening activities assume that learners comprehend the ideas of the listening activities and they use information to expand their knowledge in other activities. The post-listening activities work with texts or are based only on oral production. They summarize previous information or they can also ask for personal opinions, own solutions and ideas. Many of them include pair or group work. Activities which require critical thinking and searching for deeper meaning are suitable for more experienced learners. Most of activities which are described on our work are suitable for all learners, but sometimes it is necessary to simplify the activities to make it appropriate to the proficiency level of the learners.

From the studies (Gower-Phillips-Walters, 1995; Harmer, 2007; Ur, 1984; Wilson, 2008) we can summarize that all the three main stages of the listening are useful and have their meaning and unique place in the process of teaching listening comprehension. It is essential to prepare and inform students about the topic in the pre-listening stage. During the listening we need to know whether the learners understand the texts. For this purpose there are while-listening activities where the teachers can see learners' comprehension to the texts and where their problems are. All these findings are analyzed in the post-listening stage. In this stage can be discussed problems of the previous stages and ideas of the texts which the learners have heard. There are activities where are applied, processed and fixed new information.

1.5 Levels of proficiency

As we mentioned above proficiency levels of the learners have influence on the activities and whole process of listening. When students are successful and able to achieve tasks they are motivated. When we want to teach and understand the learners it is necessary to know what the students are able to do and achieve in a certain proficiency level. (Underwood, M. 1987) This is described in many studies and we have chosen the description of levels of learners' proficiency in listening skill according to Common European Framework of Reference for Languages (CEFR). This classification is clear, actual and it is a result of many studies and experiences in foreign language teaching and learning in Europe. Overview of CEFR scales which we use is available online on pages of The Council of Europe in document *Common European Framework of Reference for Languages*. There are three main levels A – basic user, B – independent user and C – proficient user. Each of

the level is divided in to two, which are marked my numbers 1 and 2. In the following lines are described levels of learners' proficiency and we put emphasize on listening competences of the learners in levels A and B because we assume that our researched group have not achieved higher level. (Common European Framework of Reference for Languages)

A1 (Breakthrough)

Learners are able to read simple texts and comprehend familiar words. They are able to understand the main idea of the simple text especially when there is visual backing. Learners can recognize slow and clear speech, very simple sentences and understand familiar topic and answer to questions about personal information and family. They can write postcards and fill in structured texts with personal information. They can communicate in very simple way, based on repetition. Their vocabulary is basic and they need help to express their ideas. They are able to use sentences which they have memorized. In listening comprehension they are able to understand only slow speech with pauses, clear and simple instruction. (Common European Framework of Reference for Languages)

A2 (Waystage)

Learners can understand to most frequent phrases and words, are able to catch main ideas of simple texts and understand familiar topics such as family, shopping, personal information, local area, employment, etc. They can communicate in situations which require direct exchange of information. They can ask and answer simple questions. They are able to comprehend clear and slow speech consists of high frequent language and personal information and to catch the main point of discussion. They are able to create simple sentences and use conjunctions *and*, *because*, *but*. Their communication is simple and they are usually not able to communicate without help. They are able also to understand main idea of short recorded clear speech. Learners can form main idea of the listening texts. (Common European Framework of Reference for Languages)

B1 (Threshold)

Learners are able to understand the main idea of clear standard speech, most of radio and TV programmes. They can comprehend very frequent everyday language and abstract things such as feelings and wishes. They are able to speak with hesitation about their

opinions, dreams, and experiences in familiar topics like families, hobbies, work, and travel. Learners can communicate in simple way and reproduce what others have said to ensure their understanding. Learners can write letters where they describe familiar topics or personal information. They are able to connect elements in logical order. (Common European Framework of Reference for Languages)

B2 (Vantage)

Learners can understand wider speech and lectures, TV programmes and films in the standard dialect. They are able to comprehend the texts with actual topics and with writer's personal attitudes. They can also understand prose. The learners can recognize reasons and arguments and are able to react immediately. They are able to communicate spontaneously discuss and express their opinions. In a production of longer sentences they make pauses to find suitable words or to use correct pattern. They are able to describe in detail their interests and topics which are they familiar with. They are able to express their opinions about familiar topic and formulate benefits and disadvantages, pluses and minuses of ideas. Learners can write letters, essays, and reports which are connected with their interests and are able to write for or against to concrete points of view. They are able to correct own mistakes. (Common European Framework of Reference for Languages)

C1 (Effective Operational Proficiency)

Learners are able to understand wide speech which is not clear and where relationships are not given directly. They have no problems to understand programmes and films, specialized and technical text, even though they are not related to them. They can produce complex text and express clear and spontaneously. (Common European Framework of Reference for Languages)

C2 (Mastery)

Learners have no problem to understand any spoken text, live or broadcast. They can comprehend all form of the text including abstract and linguistics text. They are able to reconstruct and summarize text and argue. They can express their ideas spontaneously and fluently. (Common European Framework of Reference for Languages)

From the Common European Framework of Reference for Languages we can see that learners in different levels have diverse levels of their language skills. Learners in the

levels A are not able to express own thoughts but they are able to produce the language when they have its structure. They need support of the teacher to help them and their learning is based on the repetitions of the language items. Learners in the level B are able to understand familiar topic, speak about personal experiences and comprehend the clear standard speech. Learners in the level C are able to comprehend most of the text including technical expression. They are able to communicate and understand speech which is not clear and they are able to predict and reconstruct the text.

2 CASE STUDY

2.1 Aims

Purpose of the work is to find out what a procedure of teaching listening comprehension in primary school is.

2.2 Research questions

1. What is the procedure of the teaching listening comprehension in primary education in the fourth grade and in secondary lower education in the seventh grade?
2. What activities are used in teaching listening comprehension in primary education in the fourth grade and in secondary lower education in the seventh grade?
3. How do the teachers modify and change listening activities prescribed in teacher's book?

2.3 Participants

In our case study were participated 40 learners and 2 teachers. Our research groups consisted of the learners in two classes in primary school. The first group consisted of 18 primary education learners in the fourth grade. The second group had the 22 secondary lower education learners in the seventh grade. In the fourth grade was used book Story magic 2 and in the seventh grade Project 3. The level of proficiency of the students in the fourth grade was A1 and in the seventh grade A2. We observed 8 lessons in each class when students were taught listening comprehension. Important persons in our case study were teachers of the pupils. In both cases the teachers were women and they both had experiences in the teaching of English more than six years.

2.4 Methodology

To reach our aim and to answer to our research questions we realized case study because the case studies give us description of real people in real situations. They observe results in contexts and emphasize relationship between reasons and results. They give us rich and vivid description of affairs connected with the case and they describe observed events in chronological order. Researchers are involved in to case and their personality can be linked

with case study. Benefits of case studies are that they are immediate clear and they speak for themselves, they catch distinctive data which can be vanished in large scale data. They can include unexpected and uncontrolled events. Because they are organized in real situation, researchers usually observe only concrete limited people or groups of people. The results which the researchers find out is not possible to generalized and use in all cases. Case studies can be selective, personal, and subjective because they are not open easily to cross-check. Researchers in the case study observe features of an individual unit which can be represented by a child, a clique, a class, a school or by a community. There are various methods of data collection and in our research we used three methods. In our case study we accomplished these methods of data collection: non-participant observation, study of the documents and informal conversational interview. (Cohen, L. – Manion, L. – Morrison, K. 2007) Before we came in the lessons to observe them we have analyzed the lessons in the teachers' books. During the observations we compared procedures in the classes and in the teachers' books. After each lesson we interviewed the teachers and asked for explanations and reasons of differences between activities prescribed in the teacher's books and in real classes.

2.5 Strategies for data collection and researching

In our research we used the three strategies of data collecting and researching. Each of the strategy is described and there we explain in which way they were used and how we collected data.

2.5.1 Study of documents

We studied teachers' book which were used in the lessons we observed. We were concentrated on lessons and activities which aim was to teach listening comprehension. The teachers' books for both classes were organized in similar way and listening activities were design to practice or introduce vocabulary and grammar. Before each lesson which we observed we had detailed look in the procedure of the lesson and listening activities in teacher's books. We analyze listening activities which were there described and we divided them in to three main stages of the listening: pre-listening, while-listening and post-listening stage. Then we created observation sheets based on the activities from the teacher's books. During the observations we compared real situation and procedure of the listening in the lectures with the recommendations in the teacher's books.

2.5.2 Non-participant observation

Our observation was non-participant and structured. Our main aim was to compare setting and situation. We sat in the classrooms and observed lessons aimed on teaching listening comprehension. Our observations took place in months January, February and March and we observed 8 lessons in each of the two groups. Our observations were provided with structured observation sheets. They were based on the activities taken from the teacher's books. We observed what activities during the lesson were used and in which stage of listening (pre-, while-, post-listening stage). When the activities which were used in the lesson were written in our observation sheets, we put ticks to them. When the activities were omitted we put cross to them and when the activities were modified we wrote down in which way.

2.5.3 Informal conversational interview

We interviewed teachers after each lesson we had observed. Basics for interviews were findings written in observation sheets. We wanted to know why teachers omitted, changed or modify certain activities which were prescribed in the teachers' books. We asked simple questions and use our observation sheets to remind the differences between books' setting and real situations in the classes. The answers were written on separate papers and then they were analyzed.

Data we analysed were divided in two main parts: data analyses for the fourth grade and for the seventh grade. The information we had collected were processed in to the tables. For each observed lesson was created the special table which included the activities prescribed in the teachers' book, activities which were observed in the classes and teachers' explanations of differences between real lesson and recommendations in the teacher's book. After summarizing results of all 8 lessons for the each grade we concluded most preferred activities in each stage of listening and the most frequent changes which the teachers did. Then we compared these findings and deduced similarities and differences between listening activities for the fourth and seventh grade.

2.6 Data analyses

Our findings are written in the tables. We created table for each lesson, together 16 tables. Each table is divided in to the three main parts. The first part names activities taken from the teachers' book and they are divided in to pre-listening, while-listening and post-listening stages. The second part contains activities which were observed in the lessons and

they are also divided in to the stages. In the last part of the tables you can find teachers' explanations of changes the activities prescribed in the teacher's books. At first we explained findings from the fourth grade students during 8 lessons and then from the seventh grade students during 8 lessons.

Data analyses in the 4th grade

Lesson 1

Table 1: Daily routines

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures-story cards: description	Pictures in the student's book: description	Story cards are not available in the school
	Pictures-story card: guessing the story	Pictures in the student's book : guessing the story	
While-listening activities	Story card: ordering	Pictures in the book: ordering	
Post listening activities	Checking the answers	Checking the answers	
	True or false	True or false	
	Speaking about personal routine	Speaking about personal routine	

Lesson was organized according to teacher's book (TB). Listening activities were divided into three main stages. In the pre-listening stage were used pictures to introduce the topic. Teacher's book contained activities based on the story cards, which the school did not have. Teacher replaced story cards with pictures in the student's book. In the while - listening activities students worked with workbooks and their task was to put pictures in to the correct order. Post-listening stage included three activities. At first the teacher checked the answers from the previous stage. The next activity was true or false, where the students decided which statements based on the text they had heard were true and false. The lesson finished with speaking. The teacher asked questions about daily routine and the students spoke about their routines. The teacher did not change the activities which were in the TB because she thought they were good designed and suitable for level A1.

Lesson 2

Table 2: Ghosts and sounds

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Story cards: questions about sounds	Real objects: making different sounds	Story cards are not available
While-listening activities	Listening with pausing: identifying noises	First listening without pausing, second listening with pausing: identifying noises	Students need to know what sound are in the recording
Post listening activities	Checking the answers	Checking the answers	
	Game with cassette records: Guess what sound it is?	Games with objects in the class: Guess what sound it is?	To use real objects is more simple than recordings

Listening activities were divided in pre-listening, while-listening and post-listening activities. In the teacher's book in pre-listening stage were used the story cards to identify different noises. The teacher in this stage used real objects to made noise and described what kind of noise it was. Other difference in comparing with the teacher's book and real lesson was observed in while- listening stage. The TB required in the while-listening stage listening to the text with pausing and identifying noises. Teacher changed this process. The students listened to the text twice. At first they listened to the recording without the task. After the first listening they listened to the recording for the second time with pausing and they identified noises. The teacher decided to divide this activity in to the two listening. She said that students need to know at first what kind of sounds were in the recording. The teacher claimed that students were not able to fully concentrate on the identifying of the sounds when they did know not what to expect. In the second listening the students concentrated on the identifying of the sounds. In the post listening stage the teacher checked students' answers as it was obliged in the TB. The last activity was a game. In the TB the game was based on the group work and each group needed a cassette recorder. It was impossible for the teacher to manage as many recorders as it was necessary. The task was to identify noises in the recordings. The teacher modified this activity. To make noises were used real objects in the classroom. The students closed their eyes and the teacher

made noises. The students guess what objects were used to make the noise. The teacher considered this activity very motivating and a good way have to break school routine.

Lesson 3

Table 3: The forest fire

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: Story cards - prediction	Pictures in the student's book	Story cards are not available
While-listening activities	Listening with the text	Listening with the text	
Post-listening activities	Reading of the text	Reading of the text	
	Discussion: Comparing prediction and real story	Discussion: Comparing prediction and real story	

The third observed lesson was not very modified by the teacher because she was satisfied with the activities which were described in the TB. She said that there were suitable for the learners and the learners were able to achieve the aim of the activities. The only one changed was observed, in the pre listening stage, where the story cards were replaced by the pictures in the student's book. Then the procedure continued without changes. In the pre-listening teacher used pictures to introduce the story and asked the students what they think happened in the story. In the while- listening stage students read the text silently and then listened to it in the same time. After listening they read the text once again and compared their predictions to real story and they discussed differences.

Lesson 4

Table 4: Guess the animal

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: flashcards and story of the animals, asking questions	Pictures: flashcards of the animals, asking questions	Story cards are not available
	Pre-teaching vocabulary: to live	Pre-teaching vocabulary: to live	
While-listening activities	Identifying animals – work book	Identifying animals – work book	
Post-listening activities	Checking the answers	Checking the answers	
	Pair work: Producing affirmative and negative sentences about each animal and guessing	Pair work: Producing affirmative and negative sentences about each animal and guessing	

This listening activity was based on the pictures and the descriptions of the animals and on the knowledge from the previous lesson which we did not observe. The teacher arranged the lesson in a way which was described in the TB. In the pre-listening stage the teacher showed pictures of dam, nest and ditch in the flash cards. The story cards were substituted by the pictures in the student's book where the teacher pointed to beaver and mole and said what these animals did and did not. In this stage the teacher explained meaning and using of the verb 'to live'. She used this verb in the sentences to explain where the animals lived. After she introduced animals, places they lived and activities they did, the students opened their work books. There were four pictures of the animals. Each picture contained two animals. The task was to identify which animal was described in the recording. After listening to the recording the teacher checked the pictures and organized learners in pair work. Students chose the animal and described it to their partner. They used affirmative and negative sentences in descriptions. The whole lesson was organized according to TB with one change, when the teacher substituted the story cards by pictures in the student's book. Teacher did not have reasons to make changes, her opinion was that the activities were very good planned and they connected student's previous knowledge with the new one.

Lesson 5

Table 5: Bedtime

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: Story cards - prediction	Pictures in the student's book	Story cards are not available
While-listening activities	Listening with the text	Listening with the text	
Post-listening activities	Discussion: Comparing predictions and real story	Discussion: Comparing prediction and real story	
		Reading of the text: role-play	Students need to practice pronunciation of the words

In this lesson the teacher proceeded according to TB. The small changes were observed in the pre-listening stage and in the while-listening stage, where she added the one activity. In the pre-listening stage the teacher used the pictures in the student's book to introduce the theme because the story cards had the school not at disposal. In the while-listening stage the teacher did not any changes and the students read the text and listened to it

simultaneously as it was written in the TB. The teacher did not change this activity because it was easier for the students to comprehend when they saw the text they listened to. In the post-listening stage the students compared their predictions with the text they had heard. This activity was the same as in the TB. The teacher organized the discussion because it was logical and it related with the pre-listening activity. After the discussion the students read the text aloud. The teacher organized this activity as a role-play and the students were divided in to the characters which appeared in the text. This activity was not written in the TB. Teacher decided to organize the role-play because the students needed to practise their pronunciation and language used in the text. The students liked the role-play because it was funny and motivated them to concentrate on the text.

Lesson 6

Table 6: Spaceship

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures in the student's book: description	Pictures in the student's book: description	
While-listening activities	Listening with the text	Listening with the text	
Post-listening activities	Answering to the questions	Answering to the simplified questions	Questions in the TB were complicated for students to understand
	Reading the text	Reading the text	

The lesson starts with describing pictures in the student's book as it was recommended in the TB. After this activity the students listened to the recording and reading the text in their books at the same time. This activity was the same as in the TB. The teacher explained that because of the level of the learners (A1) it was easier for them to comprehend to the text when they read it. After the listening the teacher asked the questions. There were observed the differences in comparing with the TB. The teacher's questions were simplified but they were based on the prescribed questions in the TB and she asked about the same information. The reasons why she simplified questions were to make them more understandable and clear. The student did not have the problems to comprehend and answered to them. Then followed reading the text where the pronunciation was practised. This activity was prescribed in the TB. The teacher did not omit it because she said that students needed to practise reading to learn the pronunciation and fixed the vocabulary and grammar.

Lesson 7

Table 7: Dragons

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Giving instructions	Giving instructions	
While-listening activities	Pictures: Colour the dragons	Pictures: Colour the dragons	
Post-listening activities	Checking the answers	Checking the answers	

Listening which we observed in this lesson was simple and the teacher did not do any changes and followed the instructions in the TB. At first the teacher explained the task. Then the students looked at the pictures in their book and listen to the description of the four dragons in the different colours. Their task was to identify the dragon and accordingly colour it. When the students finished, the teacher checked the answers. The teacher did not modify this activity in any way because she thought young learners liked drawing and this activity was suitable to their level of proficiency.

Lesson 8

Table 8: Song

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Introducing time: Blackboard	Introducing time: Blackboard	
	Pictures: Flashcards	Pictures: Flashcards	
		Pre-teaching vocabulary: pictures in the student's books	To understand the vocabulary was essential for the following activities
While-listening activities	The first listening: Listening with the text	The first listening: Listening with the text	
	The second listening: Miming the actions in the groups	The second listening: Miming the actions in the groups	
	The third listening: Miming and singing	The third listening: Miming and singing	
Post-listening activities	Miming game: Guess the activity	Miming game: Guess the activity	
	Writing activities in the workbooks	Writing activities in the workbooks	

The lesson started in the way which was described in the TB. The teacher wrote time on the blackboard. She wrote three different times to emphasize meaning of the words morning, afternoon and evening. Then she explained the activities in the pictures in the student's books. Students practised their pronunciation. This stage was created by the teacher. She explained that learners needed to know the meaning of the verbs in the song because it was necessary for the next activities. Lecture then continued according to TB without changes. Students listen to the song about the pirate for the first time together with the text. The teacher divided the class in to the three groups, each for the different part of the day. The students together prepared the actions for the activities which the pirate did. Then the students listened to the song for the second time and mimed the actions. The third listening was provided by miming and singing the song. After listening followed game. The teacher chose five students to mime one of the actions from the song and others guessed the activities. The work with the song finished with the writing in the work books, where the students wrote the activities of the pirate for each part of the day from the song. The teacher did not change the post-listening activities in any way. She considered their suitable for the learners and they practiced new vocabulary.

All the listening activities in the observed lessons were divided in to the three main stages of the listening: pre-listening, while-listening and post-listening. Basis for the organization of the lesson was the teacher's book. All of the pre-listening activities were based on the pictures. They showed ideas, actions or characters of the listening text. In the while-listening stages were used the recordings which were created for the books the learners had. Activities in this stage were different. In many lessons the student had the text they listened to in front of them. In some while-listening activities the students identified pictures or noises, decided which statements were true or false or mimed the story. The post-listening activities included checking the answers and the most frequent post-listening activity was the discussion. In the some cases the teacher added, changed or modified the activities. The reasons of this were explained by the teacher. In the TB were activities based on the story cards. In the school there were not available so the teacher used pictures in the student's book. Some activities were modified in ways to make them easier. In the teacher's opinions some exercises were complicated for the learners and needed to be explained more detailed. This was the reason why the teacher did more activities than they were written in the TB.

Data analyses in the 7th grade

Lesson 9

Table 9: Space

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: prediction of the topic	Pictures: prediction of the topic	
	Pre-teaching vocabulary	Pre-teaching vocabulary	
	Asking questions: students' opinions	Asking questions: students' opinions	
While-listening activities	Answering the questions	Answering the questions	
Post-listening activities	Checking the answers	Checking the answers	
	Discussion	Discussion	

The whole listening was organized according to TB. The teacher did not any changes because the activities were well prepared and suitable for the learners. In the pre-listening stage the students did the three activities. At first the students predicted the topic from the pictures in their books. Then the teacher used pictures to explain a new vocabulary. The last activity in this stage was answering to the teacher's questions. The teacher asked questions to find out students' predictions about the space. In the while-listening stage students searched answers to teacher's questions in the text. Post-listening activities were checking the answers and discussion about the ideas in the text and students' predictions.

Lesson 10

Table 10: Sue and Alec

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: Introducing characters	Pictures: Introducing characters	
While-listening activities	Reading and listening without task	Reading and listening without task	
	Searching for object of jealous in the second listening	Searching for object of jealous in the second listening	
Post-listening activities	Checking the answers	Checking the answers	
	True or false	True or false	
	Reading the text	Reading the text	

This lesson was arranged exactly according to the TB. The teacher did not do the changes. In the pre-listening stage she used the pictures to introduce the characters from the text. In the while-listening stage the students listen to the text twice. The first listening was provided by the text in their book and there was any task. After the first listening the teacher set the task-searching for the reason of the jealous. Than the students listen to the recording and searched the answer. In the post-listening stage the teacher checked the answers from the previous stage and the students did true or false activity. They had 8 statements and their task was to say which are correct and which not. The last activity was reading the text aloud. The teacher was satisfied with the prescribed procedure of the lesson so she did change any activity and organized the lesson in way which was written in the TB.

Lesson 11

Table 11: Future

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: Introducing the topic	Pictures: Introducing the topic	
While-listening activities	Identifying the pictures	Identifying the pictures	
	Divided prediction in to two parts: Will happen and Won't happen		The teacher omitted this activity because there was not time to do it
Post-listening activities	Checking the answers	Checking the answers	
	Discussion	Discussion	

The lesson started with the introduction of the topic. The teacher used the pictures in the students' books and asked students to identify items. During the listening to the recordings the students identified the pictures. They heard four different predictions of the different people and their task was to connect the speakers with the pictures. Other while-listening activity was prescribed in the TB but the teacher omitted it. She explained that the lesson was not long enough to do the both while- listening activities. She decided to not do it and the lesson continued with the checking the answers and post-listening discussion. There the students expressed their opinions and prediction about the future of the Earth.

Lesson 12

Table 12: Science and space

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Brainstorming: Space	Brainstorming: Space	
	Prediction of the answers	Prediction of the answers	
While-listening activities	Filling in the gaps	Filling in the gaps	
Post-listening activities	Checking the answers	Checking the answers	
	Pair work: Reading the text and answering to questions	Pair work: Reading the text and answering to questions	
	Checking answers	Checking answers	

The theme of the lesson was science and space. In the pre-listening stage the teacher asked learners what they knew about space. The students named everything they had known and the teacher wrote their ideas on the board. In this stage the students read the text and tried to fill the missing information. In the while-listening activities they listened to the recording and searched the correct information. After listening the teacher checked the answers. The last activity in the lesson was organized in a pair work. Students' task was to read the text they had heard and answer to the question in their books. Then the teacher checked their answers. The teacher arranged the activities in all stages according to TB. She did not change them. She explained that they were well prepared and it could not have a sense to change them.

Lesson 13

Table 13: Party

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Introducing main characters: Questions	Introducing main characters: Questions	
	Description of the recording	Description of the recording	
While-listening activities	Answering to questions	Answering to questions	
Post-listening activities	Checking the answers	Checking the answers	
	Identifying characters through their statements	Identifying characters through their statements	
	Writing suggestions beginning Would you like...?	Writing suggestions beginning Would you like...?	

The teacher did not modify this lesson because the activities were arranged in the TB in logical way and there was no problem to did them all in one lesson. In the first activity the teacher asked the questions to introduce and remained the characters from the text. Then she described what the learners were going to listen because the recording contained longer pauses and the main character was singing for himself. Before the listening the teacher asked the questions and students listened to the recording to find the answers. When the students finished this activity the teacher asked students to read their answers. Then students did activity in their books. Their task was to identify who did say the statements in their books. The last activity was based on the topic of this lesson (Party). Their task was to write what would they say to the people they met in the party. There was given the structure ' Would you like...?' Then the teacher asked someone to read it aloud.

Lesson 14

Table 14: Time and places

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Pictures: Introducing countries	Pictures: Introducing countries and writing on the board	Students are not able to remember the names of all countries in the pictures
While-listening activities	Filling in the gaps: Identifying time	Filling in the gaps: Identifying time	
Post-listening activities	Checking the answers	Checking the answers	
	Identifying pictures	Identifying pictures	
	Vocabulary exercises: matching	Vocabulary exercises: matching	

In the pre-listening stage the teacher used the pictures to introduce different countries in the world. The teacher decided to write on the blackboard names of the countries in the pictures to help learners to remember them. The recording contained information about different time in different countries. In the while-listening stage the students filled in the gapes time they heard in the recordings. The post –listening activities were three. At first the teacher checked the answers from the previous stage. In the next activity the students saw pictures from different countries and their task was to guess the country where these places could be seen. The last activity was based on the text which the students had listened. They matched verbs to the endings. All stages and activities were taken from the TB and were not modified but in the pre-listening stage the teacher decide to write the

names of the countries on the blackboard. She explained that the students need to see new vocabulary and practise it to remember. All activities in the TB the teacher considered well prepared and suitable to the level of the learners.

Lesson 15

Table 15: A flood

Stage	Teacher's book	Observation	Teacher's explanation of t changes
Pre-listening activities	Pre-teaching vocabulary: Pictures	Pre-teaching vocabulary: Pictures	
	Pictures: Prediction of the topic	Pictures: Prediction of the topic	
	Reading question in the student's book	Reading question in the student's book	
While-listening activities	Answering to questions	Answering to questions	
Post-listening activities	Checking the answers	Checking the answers	
	Filling in the gaps	Filling in the gaps	
	Reading the text		Students need to practice the pronunciation in the context

The pre-listening activities were based on the pictures in the students' book. At first the teacher introduced the new vocabulary. The next pre-listening activity was prediction of the story according to pictures. In this stage students also read the questions which were basis for the while-listening activity. Then the lesson moved to the while listening-stage. In this stage students searched the answers to the questions. Then the teacher checked the answers. The last activity connected with the listening was filling the correct information to the sentences. All of the stages and the activities were taken from the TB. The teacher did not change activities but she extended the post-listening stage and added reading activity of the text. She argued that students need to practice pronunciation of the new vocabulary. She was satisfied with the visual material which supported students' interest and comprehension.

Lesson 16

Table 16: Great Britain

Stage	Teacher's book	Observation	Teacher's explanation of the changes
Pre-listening activities	Map of the Great Britain: Asking about students' knowledge	Map of the Great Britain: Asking about students' knowledge	
While-listening activities	Answering to the questions	Answering to the questions	
Post-listening activities	Checking the answers	Checking the answers	
	Matching	Matching	
	Writing: group work based on the matching	Writing: group work based on the matching	

The lesson was divided into the three main stages of the listening. The teacher used a map of Great Britain to introduce the topic. She asked what the learners know about this country. Then students looked at the questions in their books. Then they listened to the text and searched the answers to the questions. After the listening the teacher checked the answers. The next post-listening activity was a matching exercise. Students' task was to match names and dates with the correct counties. This activity was the basis for the last. The students worked in groups. Their task was to write two sentences about each item from the matching exercise. The teacher organized the lesson in the way which was described in the TB. She said that the activities were suitable for the learners and interesting. The visual material was motivating for the students and the group work brought a positive atmosphere in the class. The lesson was organized in a logical order and used previous knowledge to build a new one. The teacher did not make any changes in comparison with the TB.

The listening activities for the seventh grade were in all lessons divided into the three main stages: pre-listening, while-listening, post-listening stage. The lessons were based on the activities from the TB. Students use book Project 3. The teacher in most of the cases did not do changes in the lessons in comparison with the TB. The teacher argued that the activities were well prepared and suitable for the learners and it was time-consuming for the teacher to prepare own activities and there was no reason to do it. We observed only the three small changes which the teacher did. In one case she omitted one of the two activities in the while-listening stage because there was no time to do both. The next change which we observed was in the pre-listening stage where the teacher decided to write names of the countries on the blackboard. In the TB this activity was only in oral

form. The last change we saw was in the post-listening stage. The teacher decided to give students to read the text they had heard. She said that there were new words which the students needed to practise.

From the observations we organized we could see that in both cases, as in the fourth grade as in the seventh, the teachers organized the listening lessons according to the teachers' books. The book *Story Magic* which used students in the fourth grade required more changes and modifications than the book *Project 3* which used students in the seventh grade. There were two main reasons of the modification of the activities. They were complicated or students needed to practice some features on the language more than it was prescribed in the TB. The problem of the difficulty was very common in the activities from the book *Story Magic*. The activities in the book *Project 3* were better organized and were suitable for the proficiency level of the learners A2, so the teacher mostly did any changes. Students in level A1, in our case in the fourth grade, needed more detailed explanations of the vocabulary and grammar than it was recommended in the TB.

2.7 DISCUSSION

Aim of our research was to find out what the procedure of the teaching listening comprehension was in the primary school. We observed that listening process was in all cases divided into the three main stages: pre-, while- and post-listening. Such division of the listening activities is described by many authors (Underwood, 1989; Wilson, 2008; Rixon, 1986). We discovered that the teachers had many roles in learning process but their dominant role was to design the lesson. The teachers organized the lessons and teaching process of the learners. The teachers also operated with equipment and gave feedback to the learners as Harmer (2007) wrote. Underwood (1989) defined other roles of the teachers which were also observed. The teachers explained the reason of the listening activities and helped learners to comprehend the text. The author described several steps of the lesson preparation which the teachers had to think about before the lesson starts and during the lesson. In our research the teachers used teachers' book (TB) with recommended procedures and activities in it. The teachers used it as a basis for the listening activities. In some cases they modified the activities, omitted or added another. From the interviews we learned that these changes had many reasons. The proficiency level of the learners seemed to be the major factor. The teachers explained that some activities were too complicated and they had to simplify them. These changes were very common in primary education in the fourth grade where the level of the learners' proficiency was A1. These learners

required more explanations of the language features and they needed to practise pronunciation more than it was advised in the teacher's book. The teacher of the learners in secondary lower education in the seventh grade did only small changes of the listening activities in comparison to the TB. As the TBs suggested all listening activities were divided into the three main stages. During the lessons the teachers applied many of activities which Underwood (1989) recommended to do. The teachers helped to learners with difficulties, they helped them to learn new expressions, they organized students in the pair and group work. When there was no time they omitted some activities rather than do all of them quickly. Such approach created positive atmosphere in the class.

In the pre-listening stage the teachers introduced the topics and tasks. The most frequent activities in this stage were based on the pictures. The teachers introduced the topic or vocabulary through pictures in the student's books. Other pre-listening activities were based on the brainstorming (shout to the board) or on the previous knowledge of the learners. The teachers usually asked questions to present the topic. In one case the learners did filling in the gaps activity. The teachers preferred the pictures because they were motivating and supported students' interest and creativity. The pictures could be also taken from different sources such as books, magazines or the Internet. The teachers used textbooks' pictures because it was easier than searching from other sources. To support students' interest real objects could be used as it wrote Underwood (1989). In one case the teacher replaced the pictures by real objects to make sounds. We observed that students were interested and concentrated on this activity much more than on the activity when only pictures were used. Other pre-listening activities which Underwood (1989) described in this stage were not used. This does not mean they were not suitable to apply. For the levels A1 and A2 also activities based on the key words or problem solving activities could be used.

The while-listening activities were very different for the learners of each proficiency level. Learners in level A1 were concentrated mainly on the vocabulary and pronunciation. Learners usually had the texts they listened to in front of them. It was difficult for them to comprehend the recordings without the written text, as teachers explained. Other explanation was that the lesson was not long enough to repeat listening several times with and without the text. The recordings were listened two or three times. The dominant while-listening activity was identifying of the pictures. In one lesson the students did also physical movement activity. Because of the age of the learners, this activity was very

successful. Learners also enjoyed working with the pictures. While-listening activities for the learners in level A2 were based on the answering to the questions and filling in the gaps exercises. Other activities, which we observed, were based on the identifying the pictures. All of the listening activities were provided by the texts in the learners' textbooks. It was easier for learners to do while- and post-listening activities when they had the written text.

In the post-listening stage the teachers checked the answers from the previous stages. The activities in this stage were based mostly on the speaking and writing. Learners were organized in the pair works or there were discussions in the classes. The teacher prepared personalised discussion or questions for the discussion as it wrote Wilson (2008). He mentioned other post-listening activities which could be used such as summarizing or problem solving which we did not observed. The teachers used mainly activities in the course books. Summarizing and problem solving activities were not used in the lessons we observed. Other post-listening activities we observed had written form such as answering to questions, true or false, matching or filling in the gaps. They did not require special preparation of the teachers.

When we studied the teachers' book we found out that all of the listening activities were based on the grammar and vocabulary from the whole unit. Listening activities were used to practise the knowledge from the previous lessons or to introduce the new language and grammar. We discovered that listening activities were organized in the principles of top-down listening, which described Brown (1977) and Richards (2008). Activities for primary education learners were concentrated on the vocabulary and pronunciation. The texts were very simple, provided by pictures to support the comprehension. Listening activities included also choral repetitions of the words and songs. The main focus of the listening activities was on the vocabulary. The listening activities for the learners of secondary lower education were focused on the vocabulary and grammar. Texts included new grammar and words. The listening activities were used to introduce the grammar and vocabulary in context. Explanations of the grammar followed after listening activities. The texts the learners in both levels listened to were prepared by the authors of the course book. We observed that students had difficulties to comprehend the speech in the recordings, despite the fact that all recordings were created especially for the English language learners. The problems were related to unclear pronunciation, accent of the speakers and the speed of the speech. Our explanations of the problems were supported by personal

experiences when the teacher repeated the same text from the recording in slower speech. The learners did not have problem to comprehend the meaning of the text the teacher repeated. It is evident that not only suitable language level and vocabulary used in the recordings but also the speaker was also important. From these findings we could deduce that listening without the written text was difficult for the learners. Teachers also argued that lessons were not long enough to practice both listening with and without the text. Time is the key feature in the whole listening process. The teachers preferred activities in the teachers' books because it was time consuming for them to prepare their own activities. From the personal experiences in the teaching we could confirm that preparation of the extra activities was time consuming. Despite these facts there were possibilities and time to make the listening activities more interesting and to break class routine. It could be interesting for the learners to listen to text alive. During our teaching we found out that learners enjoyed when the teachers spoke in English. Learners thought that they could learn more when the teacher used English rather than mother tongue. From this finding it was evident the teacher was very suitable source of the listening as it described Wilson (2008) and Underwood (1989). They also recommend guest speakers but it is more complicated to provide them. Other source of the listening is student talk. In our observations we saw that students discussed and spoke in the foreign language in all of the stages of the listening. We could say that there was place to give learners more time and opportunities to talk and listen to each other. Wilson (2008) recommended activities such as jig saw and making presentations. Even though the teachers said that lessons were not long enough, we thought that listening to the text live could be interesting for the learners and it could be possible to organize it. As we mentioned the teachers used also songs, but they were from the books' recordings. We observed that the learners enjoyed songs and singing. As Harmer (2007) said, the songs were motivating and funny and they supported language learning and skill developing. The songs were used only in the class in the fourth grade. We think that they are suitable also for higher levels because of their benefits. All the activities in the class we observed were organized by the teachers. It could be interesting for the learners to have a chance to choose what to listen to. They could do their own presentations, bring their songs or films.

The most important elements of the teaching listening were teachers, teachers' books and time. The teachers claimed that they used activities from the teachers' book because it was time consuming for them to prepare their own activities and the activities in the teachers'

books were usually well prepared. We observed that some activities had to be modified or changed to make them suitable for the learners. Perhaps these activities could be an opportunity to prepare extra activities and break class routines.

CONCLUSION

The aim of our study was reached. At first we studied literature and searched information about procedure of the teaching listening comprehension. We discovered what the procedure of the teaching listening comprehension is, what activities are used in the teaching listening comprehension. We also learned that teachers modify and change the activities. In the research we wanted to know what the real situation in the classes is in comparing to the theory which we have studied. To reach our aim we used the case study. We studied teachers' books, observed the lessons in primary school and interviewed the teachers of the learners we observed. We detected that listening activities were divided in to three main stages: pre-, while-, post-listening stage. The main sources of all listening texts were textbook recordings. The learners in level A1 had problems to understand the speech from the recordings because rate of the speech was too fast and the speakers had accents the learners were not familiar with. The learners in level A2 did not have problems with understanding to the recordings.

In the pre-listening stage in both levels were most often used pictures. The teachers used pictures from the student's books to introduce the topics and motivate learners. They also asked questions to activate the previous knowledge of the learners. In this stage the teachers also explained the tasks and vocabulary if it was needed. Learners in level A1 required explanation of the vocabulary more frequent than learners in level A2. The while-listening activities had different centres of attention. Recordings were replayed usually two times. Learners in level A1 were concentrated on vocabulary and pronunciation of words. The activities were based on the indentifying pictures which the learners ordered or coloured. Learners in the level A2 were focused on comprehension of texts and their meanings. Students' tasks were to answer to the questions or to fill in the gaps exercises. In the post-listening stage the teachers checked answers from the previous stages. They usually elicit the learners individually to read the answers. The other post-listening activities were based on the speaking and writing. In this stage the learners worked with their work books. The activities included matching exercises, filling in the gaps, true and false activities or answering to the questions. The most repeated activity had written form and they were read aloud. Learners usually discuss their opinions or predictions. They worked in pairs or in groups and then was organized the discussion in the whole class.

We found out that teachers used activities from the teacher's books. We asked them for explanations. As we assumed the reason of this was time. Teachers considered time consuming to prepare extra activity in their free time and there was also problem with the time which the lesson took. The listening activities in the teacher's books were design to introduce the vocabulary and grammar and they were one part on the whole unit. Because of this reason to replace the recorded material was not appropriate. The changes in the listening lesson, which the teacher did and could do, were related with the activities based on the recordings. In the each stage of the listening procedure it was possible to create own activities especially in the cases were the teacher had to simplify or modify the activities. Teachers said that even the fact that they had to do some changes, it was easier for them to do this rather than to create a new activity. It was difficult for them to find the activities which included suitable vocabulary and grammar and to create a new one took a lot of time. From our personal experiences we can say that these arguments were relevant. It is difficult to find the activities related to the topic and proficiency level of the learners. Even these facts we asked the teachers whether they have ever prepared extra activities. They said that they do it but not very often. They explained that the books are organized in certain system the learners need to sometimes break it. To follow always the same structure is boring and learners are not motivated and interested in the activities. In our observations we observed any extra activities but we cannot say that the teachers never create and use them.

We can conclude that the procedure of the listening activities was divided in to the three main stages pre-, while- and the post-listening stage as it writes Underwood (1989), Wilson (2008) and Rixon (1986). In the lessons we observed different intensive listening activities which helped learners to prepare and concentrate on the listening, supported their comprehension and practised the information, grammar and vocabulary. The listening activities were organized in the top-down process which describes Brown (1977) and Richards (2008). Before each listening to the recordings the teachers introduced them, students guess the topic and the teacher asked questions to help learners to concentrate and stimulate their previous knowledge. The teachers organized the lessons according to teacher's books and in some cases they modify the activities. The reason of this was that activities were difficult or learners needed to practice the language items more than it was prescribed exercises. The important finding which we discovered was that time is important factor which influences the whole teaching process.

RESUMÉ

Cieľom práce je zistiť, aký je priebeh vyučovania zručnosti počúvanie s porozumením na základnej škole na úrovniach žiakov A1 a A2, ktoré klasifikuje Európsky referenčný rámec. Zisťujeme aké aktivity sa používajú pri vyučovaní tejto zručnosti, a ako učitelia menia a modifikujú aktivity v porovnaní s aktivitami, ktoré obsahuje učebnica pre učiteľov. Na dosiahnutie stanoveného cieľa bolo potrebné najskôr študovať literatúru, ktorá bola publikovaná k danej problematike a vyselektovať informácie relevantné k výskum. V teoretickej časti je popísaná pozícia zručnosti počúvanie v procese učenia sa cudzieho jazyka a hlavné prístupy k tomuto procesu. Taktiež definuje dva hlavné typy počúvania - extenzívne a intenzívne. V triedach, ktoré boli pozorované, bol anglický jazyk vyučovaný intenzívnym počúvaním, preto je teoretická časť zameraná viacej na tento typ počúvania. V procese vyučovania môžu byť použité mnohé zdroje počúvania, ktoré sú v tejto časti popísané so svojimi pozitívami a negatívami. Na školách je vyučovanie organizované učiteľmi. Z tohto dôvodu je zahrnutá v práci aj charakteristika úloh učiteľa vo vyučovacom procese.

Práca popisuje priebeh aktivít zameraných na počúvanie, ktorý je odporúčaný v literatúre. Mnohí autori rozdeľujú počúvanie do troch hlavných stupňov. Pre každý stupeň sú používané rôzne aktivity. V prvom stupni, ktorý pripravuje žiakov na počúvanie, sú aktivity organizované takým spôsobom, aby uviedli tému alebo slovnú zásobu. Aktivity, ktoré robia žiaci počas počúvania zisťujú, do akej miery žiaci rozumejú textu, ktorý počúvajú. Aktivity, ktoré spadajú do posledného stupňa sú organizované tak, aby aplikovali poznatky získané v predchádzajúcich úrovniach. Posledná úroveň zahŕňa aj kontrolovanie správnosti odpovedí z predchádzajúcich úloh. Vo výskume sa skúmalo, aké konkrétne aktivity sa používajú na jednotlivých stupňoch. Informácie ktoré boli hľadané, boli rozdielne pre každú triedu a pre každý stupeň. Týchto dôvodov bola na dosiahnutie cieľa zvolená prípadovú štúdiu. Poznatky ktoré sa zozbierajú môžu byť užitočné pre ďalších učiteľov. V prípadovej štúdiu môžeme pozorovať v realite, aké aktivity sú používané pri vyučovaní zručnosti počúvanie s porozumením, ako žiaci reagujú a čo sa môže urobiť pre to, aby boli aktivity pre žiakov zaujímavejšie a lepšie.

Ciele ktoré boli stanovené sa dosiahli. Podarilo sa ich naplniť cez štúdium literatúry, hľadaním informácií o priebehu vyučovania zručnosti počúvanie s porozumením a prípadovou štúdiou. Zistili sme, aký je priebeh tohto vyučovania a aké aktivity sa

používajú pri vyučovaní tejto zručnosti. Odporovali sme, že učitelia menia a modifikujú tieto aktivity. Vo výskume sme chceli vedieť, aká je reálna situácia v triedach v porovnaní s teóriou, ktorú sme si našťudovali. Cieľ sme dosiahli prostredníctvom prípadovej štúdie. Šťudovali sme učebnice pre učiteľov, pozorovali hodiny na základnej škole a uskutočnili rozhovory s učiteľmi žiakov, ktorých sme pozorovali. Zistili sme, že aktivity zamerané na počúvanie boli rozdelené do troch hlavných úrovní. Hlavným zdrojom počúvaných textov boli nahrávky k učebniciam. Žiaci na úrovni A1 mali problémy s porozumením reči z nahrávok, pretože bola pre nich príliš rýchla s akcentom, ktorý žiaci nepoznali. Žiaci na úrovni A2 nemali problémy s porozumením nahrávok.

V úrovni, ktorá pripravuje žiakov na počúvanie, boli najčastejšie používané obrázky. Učitelia uvádzali tému a motivovali žiakov cez obrázky v učeniciach. Na tejto úrovni učitelia aktivovali predchádzajúce poznatky žiakov, okrem obrázkov, aj použitím otázok. V tejto fáze učitelia vysvetľovali slovnú zásobu a zadania. Žiaci na úrovni A1 potrebovali vysvetliť slovnú zásobu častejšie ako žiaci na úrovni A2. Aktivity, ktorých cieľom bolo pripraviť žiakov na počúvanie, boli vo väčšine prípadov založené na vizuálnej podobe vo forme obrázkov. Ďalšou aktivitou v tejto fáze bol brainstorming alebo aktivácia vedomostí, ktoré už žiaci nadobudli. Učitelia sa zvyčajne pýtali rôzne otázky. V jednom prípade bola prípravná aktivita založená na dopĺňaní chýbajúcich slov do textu. Učitelia preferovali obrázky, pretože ich pokladali za motivujúce a podporujúce záujem a kreativitu žiakov. Obrázky, ktoré boli použité, by mohli byť nahradené aj obrázkami z iných zdrojov ako časopisy alebo internet. Vyučujúci použili obrázky z učebníc, pretože to bolo pre nich jednoduchšie ako hľadanie nových. Aby sa podporil záujem študentov, bolo by možné používať miesto obrázkov skutočné objekty ako to popisuje Underwood (1989). V jednom prípade vyučujúci nahradil obrázky reálnymi objektmi aby vytvoril zvuky. Žiaci boli veľmi zaujatí a sústredení, reálne objekty zvýšili záujem žiakov viac ako obrázky. Ďalšie aktivity, ktoré Underwood (1989) odporúča použiť v prípravnej fáze na počúvanie sme neodporovali. Pre pozorované výskumné skupiny by bolo možné použiť aj aktivity založené na kľúčových slovách alebo riešení problémov.

Aktivity, ktoré žiaci robili počas počúvania sa veľmi odlišovali pre jednotlivé skupiny. Žiaci na úrovni A1 sa sústredili na slovnú zásobu a výslovnosť. Aktivity boli založené na identifikovaní obrázkov, ktoré zorad'ovali alebo vyfarbovali. Žiaci na úrovni A2 sa zamerali na porozumenie a význam textov. Úlohou študentov bolo odpovedať na otázky alebo doplniť chýbajúce informácie do textov. Počúvanie pre obe úrovne prebiehalo

takmer vždy tak, že žiaci mali texty, ktoré počúvali, pred sebou. Vyučujúci to vysvetlil tým, že počúvanie bez textu je pre žiakov ťažké. Ďalšie vysvetlenie bolo, že hodina nie je taká dlhá, aby mohli žiaci počúvať niekoľkokrát bez textu a s textom. Na hodinách bolo potrebné, aby žiaci počúvali text viac krát, väčšinou dvakrát. Dominantnou aktivitou na úrovni A1 počas počúvania bolo identifikovanie obrázkov. Na jednej hodine žiaci robili aj aktivitu, ktorá vyžadovala fyzickú aktivitu. Vzhľadom k veku žiakov bola vhodná a zábavná. Žiaci mali v obľube aj prácu s obrázkami. Aktivity pre žiakov na vyššej úrovni, teda A2, boli založené na odpovedaní na otázky a dopĺňovaní informácii do textu. Odporozovaná bola aj aktivity založené na obrázkoch. Žiaci takisto ako predchádzajúci, mali počas počúvania texty pred sebou. Bolo pre nich jednoduchšie pracovať na aktivitách počas počúvania a po počúvaní, ak mali text pred sebou.

Po počúvaní vyučujúci chceli vedieť odpovede žiakov z predchádzajúcich úloh. Žiaci čítali odpovede individuálne na vyzvanie učiteľov. Aktivity po počúvaní boli zamerané najčastejšie na rozprávanie alebo mali písomnú formu. Žiaci pracovali vo dvojiciach a diskutovali v triede. Témou diskusií boli ich názory a predpovede. Pracovali vo dvojiciach alebo v skupinách a po diskusii v takto zorganizovaných jednotkách nasledovala diskusia v celej triede. Učítelia pripravili osobné diskusie alebo otázky na diskusiu ako to opisuje Wilson (2008). Píše aj o ďalších aktivitách ako sumarizovanie a riešenie problému. Tieto aktivity neboli odporozované. Vyučujúci postupovali podľa učebníc. Aktivity, ktoré ešte boli videné mali písomnú formu a to odpovedanie na otázky, rozhodovanie sa o správnosti či nesprávnosti tvrdení, spájanie alebo dopĺňanie informácii do textov. Žiaci zvyčajne pracovali s pracovnými zošitmi. Aktivity, ktoré žiaci robili boli následne čítané.

Zo zistení vyplýva, že učítelia používajú aktivity z učebnice určenej pre učiteľov. Spýtali sme sa ich na vysvetlenie tohto zistenia. Príčinou tejto skutočnosti bol čas. Učítelia považovali prípravu extra aktivít za činnosť, ktorá zaberá veľa z ich súkromného času a takisto argumentovali, že hodiny nie sú dostatočne dlhé. Nahrávky boli navrhnuté tak, aby uviedli novú slovnú zásobu a gramatiku a týmto spôsobom tvorili istú časť lekcie. Z týchto dôvodov nebolo vhodné ich nahradiť iným materiálom. Zmeny, ktoré mohli učítelia urobiť na hodinách zameraných na počúvanie, by mohli byť uskutočnené v aktivitách. V každej úrovni počúvania bolo možné vytvoriť vlastnú aktivitu, najmä v prípadoch keď ich učítelia museli modifikovať a zjednodušovať. Učítelia povedali, že napriek skutočnosti, že museli aktivity meniť nejakým spôsobom, stále to bolo pre nich

jednoduchšie než pripraviť nové. Považujú za zložité nájsť aktivity, ktoré obsahujú vhodnú slovnú zásobu a gramatiku a vytvorenie vlastnej aktivity zaberie veľa času. Z osobnej skúsenosti môžeme povedať, že tieto argumenty sú oprávnené. Napriek týmto zisteniam sme sa spýtali učiteľov, či niekedy pripravili extra aktivity. Odpovedali, že takéto aktivity pripravujú, ale nie veľmi často. Vysvetlili, že učebnice sú pripravované istým systémom, ktorý je stereotypný, a je potrebné ho spestriť. Postupovať neustále rovnakým spôsobom je pre žiakov nudné, strácajú motiváciu a záujem o aktivity. Počas pozorovaní sme nevideli žiadnu aktivitu, ktorú by učitelia vytvorili sami, ale nemôžeme tvrdiť, že to nikdy nerobia.

Učitelia majú rôzne úlohy vo vyučovacom procese, z ktorých je dominantná rola organizátora. Učitelia rozhodujú ako usporiadajú hodinu a žiakov. Takisto manipulujú s prehrávačom a nahrávkami a dávajú žiakom spätnú reakciu ako to popisuje Harmer (2007). Underwood (1989) popisuje ďalšie úlohy učiteľov, ktoré boli odpozorované. Vyučujúci dávali význam aktivitám pre počúvanie, čím motivovali žiakov, a pomáhali žiakom v pochopení textov. Autorka definuje niekoľko krokov, ktoré zahŕňa príprava na vyučovanie, o ktorých by mali učitelia uvažovať pred hodinou a v jej priebehu. V pozorovaniach sme zistili, že učitelia používali na prípravu hodiny učebnice pre učiteľov. Tieto knihy im boli základom pre hodiny zamerané na počúvanie. V niektorých prípadoch aktivity pozmenili, vynechali alebo pridali aktivitu navyše. Príčiny týchto zmien sme zisťovali v rozhovoroch s učiteľmi. Hlavným faktorom bola úroveň odbornosti žiakov. Učitelia uviedli, že niektoré aktivity boli veľmi komplikované, preto ich museli zjednodušiť. Tento problém bol zistený u žiakov na úrovni A1. Zistili sme že potrebovali niektoré jazykové prvky a výslovnosť vysvetliť a precvičiť viac ako to odporúčala učebnica pre učiteľov. Učiteľka žiakov na druhom stupni základnej školy v siedmom ročníku takéto zmeny zvyčajne nerobila. Počas hodín robili učitelia veľa aktivít, ktoré odporúča Underwood (1989). Počas hodín pomáhali tým žiakom, ktorí mali problémy, podporovali žiakov v učení nových výrazov, organizovali prácu žiakov do dvojíc alebo skupín. Ak nebolo dostatok času uskutočniť všetky plánované aktivity, učitelia sa rozhodli radšej niektorú vynechať ako prejsť všetkými a rýchlo. Takýto prístup podporil pozitívnu atmosféru v triede.

Aktivity, ktoré súviseli s počúvaním, boli rozdelené do troch hlavných úrovní ako to opisuje Underwood (1987) Wilson (2008) a Rixon (1986). Na hodinách boli odpozorované rôzne aktivity zamerané na intenzívne počúvanie, ktoré pomohli žiakom sa pripraviť a koncentrovať na samotné počúvanie, podporovali ich v porozumení a precvičovali

informácie, gramatiku a slovnú zásobu. Aktivity boli organizované procesom 'zdola nahor' ktorý popisujú Brown (2007) a Richards (2008). Pred každým počúvaním učitelia uviedli tému, žiaci hádali námet nahrávok a učitelia sa pýtali otázky, aby pomohli žiakom sa koncentrovať a stimulovať ich nadobudnuté vedomosti. Učitelia organizovali hodiny podľa učebníc pre učiteľov a v niektorých prípadoch modifikovali aktivity. Príčinou týchto modifikácií bolo, že aktivity boli pre žiakov zložité alebo žiaci si potrebovali precvičiť konkrétne jazykové prvky viac, ako to bolo učené v predpísaných cvičeniach. Dôležité zistenie, ktoré sme nadobudli je, že čas je dôležitým faktorom, ktorý ovplyvňuje celý vyučovací proces.

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