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The effective ways of organising teaching listening skills at lower secondary school

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Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně a uvedla úplný seznam použité a citované literatury.

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vlastnoruční podpis

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ABSTRACT

This diploma thesis focuses on the organisational aspect of teaching listening skills with regard to its efficiency at lower secondary school. The theoretical part provides review of literature dealing with relevant topics of teaching listening skill and lesson structure. The practical part consists of the analysis of learners' and teachers' questionnaires, the lesson plans with reflections and it suggests the effective ways of organising listening lesson.

INTRODUCTION

David Nunan (2002, p. 238) calls listening "the Cinderella skill" in second language learning. There are often sufficient listening exercises within course books and nowadays many available resources online. There is a significant difference between practising listening and teaching listening. To learn something, one has to realize their own errors and try to avoid them in the future. Therefore, it is a process of recognising mistakes that is crucial for teaching listening.

This thesis aims to suggest the efficient ways of organising teaching listening skills at lower secondary schools in the Czech Republic. Many authors indicate that the process of teaching listening is complex and teacher's effort and experience are substantial variables. Nevertheless, teachers have to comply with standards set by Framework Educational Programme and a School Educational Programme and deal with heterogeneous classes and reduced lesson allocation. In order to collect opinions of several authors dealing with teaching listening as a skill and matching them with the perspective of teachers and learners at the lower secondary school, the author divided the thesis into two parts.

The theoretical part of this thesis provides views of various authors on teaching listening as a skill taking into account an environment where teaching takes place, available resources and equipment. It also considers motivation as a significant factor and relates listening to other language skills. Planning and organising listening in a lesson is a core part of this thesis hence the sequence and types of listening tasks are researched in detail. Any difficulties experienced during a listening activity are equally important as they play an important role in a teaching process.

The practical part reflects the considerable content of the theoretical part within a research survey and lesson plans for the grade 6th, 7th, 8th and 9th at the lower-secondary school in Hrušovany nad Jevišovkou. The plans exhibit the sequence and activities proposed in the theoretical part, they include predicted difficulties learners may experience and reflections. The lesson plans also consider learners with learning differences. To analyse and summarize the following research questions were stated:

- Do teachers use three stage listening system and is it effective at the researched school?
- Does a teacher's lesson preparation have significant effect on the progress and the outcome of the listening lesson?
- To what extent have insufficient facilities for teaching listening negative impact on learners' outcome?
- What effect has a teacher's evaluation on a lesson planning?

The span of the research was limited by the reduced opportunity to distribute and teach the lesson plans at other schools due to school closures during the school year 2020/21. Therefore the author had to change the practical part into a case study.

THEORETICAL PART

1. Listening as a skill

The word "listening" is usually used to describe a skill within language learning. Teachers may use this term to announce an activity they intend to do. Listening can be just part of a syllabus where it thematically and structurally reflects a topic of a unit. Listening may be a focus of the whole lesson or just a part of it. (Anderson and Lynch, 1991)

The skills are part of the language teaching along with the systems: grammar, vocabulary, phonology and discourse. The productive skills are speaking and writing. The receptive skills are listening and reading.

They were not always taught or tested equally and it is only recently when listening became a part of the Cambridge First Certificate Exam during the 1980s. Field (2008, p. 2) describes the issue of omitting the listening from the regular lessons as the result of general thought that the learners will adjust to L2 phonology and therefore "pick" up the words from the listening themselves. (Field, 2008, p. 13)

Listening is the skill that is the most difficult to teach. A teacher has no control over the learners 'perception of listening. Field (2008, p. 38) points out that the learners may not be listening to a recording and weaker learners often give up. Therefore the practical part of this thesis focuses on the effective way of organising listening to engage all learners.

1.1 Listening in curriculum (Framework Educational Programme)

The Framework Educational Programme for Elementary Education in the Czech Republic proposes teaching learners competences important for their lives. These key competencies are described as: a competence to study/learn, a competence to communicate, a problem solving competence, personal and social skills, a civic competence and a competence to work. The reason behind teaching the competencies is that these are the core skills required for a successful professional life within society. An equally important is a fact, that all these competencies are transferable skills highly demanded to fulfil any job requirements. (RVP ZV, 2021)

Generally, listening skill is one of the most important skills. There is not only a requirement for listening to information, but also for a comprehension of the information and appropriate response that is expected. In order to do that the person has to possess a set of interpersonal, communicative and problem solving skills. The author suggests that in terms of interpretation there must be considered pragmatics and sociolinguistics.

There are set outputs in form of active verbs in the Framework Educational Programme for English learning. Considering the lower-secondary schools the listening outputs are:

- A learner understands information in the simple listening exercises if these are expressed slowly and clearly
- A learner understands the meaning of a simple conversation within the familiar topics
- A learner with SLD (Specific learning differences) understands basic information expressed in the short exercises within the familiar topics
- A learner with SLD understands simple questions regarding himself/herself

The additional annexe called Standards set minimum target requirements for elementary education including the English language. These standards are provided as attachments of the Framework Educational Programme. They contain illustrative tasks of expected educational outcomes in Year 5 and Year 9 and they also function as a helping tool for teachers. (RVP ZV, 2021)

1.2 Characteristics of learners

The essential fact to consider when applying any theory about teaching listening is the motivation of lower-secondary school learners. The age span of these learners is between eleven to fifteen years. Harmer (2007, p. 83) draws attention to their need for self-esteem and feeling to be valued. Thus their motivation is a considerable variable. They study English as a part of the curriculum and it is not their choice. Moreover, they are strained by learning other foreign languages such as German, Russian or others.

Nevertheless, there are methods to get learners interested in a task. Generally, giving learners control and participation in a task will result in more initiative and focus. Nunan (2002, p. 240) suggests integrating a listening task as part of a more complex assignment, involving learners in follow up activity such as completing a story (even acting possible endings), making a set of questions relevant to their level and age or nowadays they would be interested

in creating their own videos. Ur (1984, p. 27) emphasises the importance of the interesting topic and active involvement as well. Nowadays, a teacher can easily obtain listening material from online sources that will match learners' interests. On the contrary, if learners are not participating and they are solely information receivers and their role is to deduce the meaning of the recording, they may easily lose focus and concentration. (Field, 2008, p. 58) Teachers need to be aware of learners' interests e.g. in popular music and for instance to consider that despite the fact that Amy Winehouse was a British icon that learners may do not know who she was. (Bilanová et all, 2009, p. 54)

Reflecting on their talents and differences is equally important. Harmer (2007, p. 127-131) suggests many ways of coping with heterogeneous classes. We may agree that we find at least three groups of learners at every common language classroom at lower secondary schools in the Czech Republic: talented fast learners, learners with differences and average learners. Although they may have different talents and intelligences according to Gardner's multiple intelligence theory, any such grouping of learners is justified in satisfying their needs in language learning. Considering these mixed-ability classes it may be suggested to provide graded tasks when most of a class will achieve success as well as tasks to gradually develop listening skills. This approach avoids the loss of interest from learners with differences while keeping the progressive learners interested. (Harmer, 2007)

It is substantial to consider the characteristics, interests and needs of teenage learners who are able to take responsibility for their learning. If a teacher's approach to their learning is effective and tailored to their needs, they can achieve high performance and success.

1.3 Characteristics of the teachers

The roles of a teacher during a listening session vary. The adapted role depends upon a teacher's perception of teaching the listening and overall ability to plan lessons including the listening practice. The relation between the learners' involvement and motivation has to be considered as mentioned in the previous chapter. Harmer (2007, p. 107) quotes from The Prophet by Kahlil Gibran: "If the teacher is indeed wise, he does not bind you to enter the house of his wisdom, but rather leads you to the threshold of your own mind".

Harmer (2007, p. 108-109) overall specifies teacher's roles as a controller, a prompter, a participant, a resource and a tutor. The author sees teaching as an art of knowing when to switch between them. Furthermore, Harmer highlights the importance of a respectful

relationship between teachers and learners. (Harmer, 2007, p. 113) Semiun (2014, p. 185) argues that using English by a teacher during a lesson is the most natural way of learning English and he lists some reasons to support his argument: aspect of language acquisition, aspect of instructions, sociolinguistic and speech aspects.

Eventually, it is a teacher who provides material, methods and ensures that the listeners are taught listening sufficiently. Underwood (1989, p. 21) suggests four objectives of a teacher's role. Firstly, she highlights the importance of exposure to a variety of listening experiences. A listening is delivered in different forms such as stories, descriptions, participatory or non-participatory conversations with a wide range of languages including native, foreign speakers, formal and informal language or different accents. Secondly, she lists the importance of making purposeful listening tasks not only to enhance the attractiveness of listening, but crucially to add authenticity in order to make listening related to reality. An example of such a task may be filling a registration form over the telephone or listening to an announcement at a train station. The next suggested objective is to support learners in approaching listening requirements. Frequently, the less experienced teachers expect the learners to approach listening in the same way as in their native language without explaining to them how listening is processed. Learners have to be assured of what is expected from them and ideally how they can improve their skills and accomplish listening tasks. All these objectives will inevitably lead to an enhancing of learners' listening ability and confidence. (Underwood, 1989, p. 21)

The teacher's role can be summarised as a significant criterion for learners' motivation in listening, development of the skill, level of independence and enhancing their confidence. Equally important is the teacher's role outside the classroom when planning a listening lesson, taking into consideration all various aspects that will be outlined later in this work.

1.4 Relationship of listening skill to other skills

Harmer (2007, p. 265) comments on using all four skills for communication. Furthermore, Underwood (1989, p. 44) highlights the integrated skills approach to listening. The learners practise writing, speaking and reading in pre-listening and post-listening stages. The crucial relationship is between listening skills and speaking skills. Field (2008, p. 2) expresses this as "a two-way traffic". The learner has to be able to understand what is being said in order to reply. Furthermore, he adds that listening is essential for acquiring and improving syntactic, lexical, phonological and pragmatic competence (Field, 2008, p.5). Harmer (2007, p. 270) highlights a similar task sequence for both receptive skills reading and listening. Field (2008,

p. 27) adds listening adopted methodology and approach created for teaching reading. Anderson and Lynch (1991, p. 17) comment on the result of research that suggests that accomplishment in reading and listening is due to "general language processing skill".

Harmer (2007, p. 266) illustrates the correlation between skills in form of "Input and output circle". The input features receptive skills: reading and listening. The output is provided by productive skills: speaking and writing. He calls this "a dynamic relationship" where more quality input learners receive more accurate output they produce. (Harmer, 2007)

It can be summed up that teaching listening involves all other skills. The reading skill is processed when learners read the instructions and task description. The writing skill is utilized during the listening and it is important to complete a task. The speaking skill is often fitted within the lead in part or after listening.

2. Resources, equipment and facilities used for teaching listening

Resources and equipment are developed faster than academics are able to research and publish about them. Therefore teachers have to keep informed and follow new trends by attending seminars and workshops. (Bilanová et all 2009, p. 53)

2.1 Coursebooks with CDs

The listening material within the coursebooks is part of a syllabus and it is usually focused on the grammar or language function that is a topic of a given unit or lesson. Brown and Yule (1991, p. 80) note that these criteria for selecting suitable scripts are in accordance with the aims of the course. These recordings are accompanied by prepared tasks; therefore a teacher may just modify tasks if necessary. They come on CDs or they are part of an interactive coursebook.

Currently, there is more material and recordings available through other resources therefore teachers do not have to entirely rely upon the coursebooks.

2.2 Audio and video

Audio recordings are any recordings without visual support. These recordings are usually used at official exams (e. g. FCE, KET). Underwood (1989, p. 96) highlights the benefits of using videos for teaching listening as it provides visual clues to learners. She also comments on using authentic and non-authentic listening materials in the classroom that it is beneficial

to provide learners at lower secondary school level with some authentic materials along with simple tasks (Underwood, 1989, p. 101) Krashen and Terrel (1998, p. 153) suggest listening to authentic promotions spots for beginners. Nowadays, there is used a combination of both audio-visual materials. The advantage of audio-visual material is that it provides sound, image, text and video at the same time. It enables learners to match heard utterances to a written text, usually subtitled. (Kathirvel and Hashim, 2020) This material is often included in the coursebooks that are usually interactive. Therefore it can be concluded that there are obvious benefits in using audio-visual materials for teaching listening, and there must a caution when using the audio recording to distinguish between the speakers.

2.3 Facilities and equipment of the language classroom

Field (2008, p. 49) emphasises a significant impact of an equipped language classroom on the quality of teaching listening. The optimal equipment is comprised of a sophisticated listening device with headphones for each learner. Bilanová et all (2009, p. 55) suggests a digital system Symposium from Robotel, where each learner is provided with a computer with headphones fitted with microphones and this system enables undisturbed pair or small group conversations. Therefore, the language classroom contributes to teaching listening as well as to practising speaking skills. Bilanová et all (2009, p. 55) adds that interactive board will engage learners and it can be used for the pre-listening or post-listening stage.

The author adds that a school principal and founding organisation possess competencies to obtain financial resources to equip a language laboratory. Although such progressively equipped classrooms are more exceptional than standard unless a school is language-focused there are some enlightened and efficient principals able to manage this long term rewarding project. The minimal equipment of the listening language classroom will be loudspeakers and playing devices such as computers or laptops.

3. Methods, approaches and strategies for teaching listening

Brown discusses methods in language teaching and advocates a view that they are too prescriptive and outdated. There are no specific methods to teach listening and even innovative methods as Community language learning, the Silent way, TPR or Suggestopedia are not redemptive. (Brown, 2002, p.10) Nunan (1991, p.228) also comments on the "post-method" era claiming that a focus has shifted from methods to designing tasks and activities corresponding with principles of the second language acquisition. Brown (2002, p. 12)

substitutes methods with teaching principles. Therefore this chapter will solely deal with an overview of some terms associated with a methodical aspect of teaching listening skills.

3.1 Intensive and extensive listening

Harmer (2007, p. 303) suggests using both intensive and extensive listening to develop listening skills.

Extensive listening is usually listening outside a language classroom. It happens in learners' free time and they get it from a TV, radio, online sources, and applications on their mobile phones. Ivone and Renandya (2019, p. 238) define it as listening for pleasure whereas learners have a chance to acquire language naturally. They add that extensive listening enhances learners' independence and also allowing them to choose a topic they are interested in. Another advantage is an improvement in recognising sounds and words at natural speed. The only disadvantage is the lack of promotion of extensive listening to learners as it is only recently that IT development enabled wider access to listening materials. (Ivone and Renandya, 2019) Likewise, academic research is deficient on this topic and it is not included in teachers' academic courses contrary to extensive reading.

Intensive listening is done in the classroom with a teacher around. We can also call this listening for comprehension. Harmer (2007, p. 304) confronts its advantages and disadvantages. Besides giving merits to intensive listening for learners' opportunity to meet various speakers, accents and easy online access he also notes certain drawbacks such as poor equipment provided for listening, classroom's unsatisfactory acoustics. (Harmer, 2007)

Utilizing the great advantages of the recent development of modern technology will contribute to both extensive and intensive listening. Easy accessibility of material online nowadays makes extensive listening further available to a majority of learners. The same access is granted to teachers who can prepare their own material tailored to their classes needs.

3.2 Total physical response (TPR)

This method is based on a physical response to spoken utterance. Choděra (2000, p. 67) highlights the fact that listening is a first skill that children experience in their L1 and he suggests that it should be the same in L2. This method is usually used with preschool and young learners. At lower secondary school TPR is reduced to reaction to teacher's instruction.

Harmer (2007, p. 68) suggests that this command language is beneficial to learners and once they manage to understand they can start giving commands to their classmates. He also comments on Suggestopaedia by Georgi Lozanov that is based on a physical activity accompanying a story being told. (Harmer, 2007) Krashen and Terrell (1998, p. 17) classify both methods as a communicative approach.

Concerning lower secondary learners this combination of Suggestopaedia and TPR will be a suitable method to involve teenagers; however, there should not be too many abstract words difficult to mime. TPR is mainly used for primary school learners, who do not read or write in English.

3.3 Bottom up and top down approach

Concerning listening skills, these approaches depend on a listener's perception and processing of the listening. Morley (2021) explains top-down listening as background knowledge further specified as knowledge of a context, a topic and co-text. Nunan (1991, p. 18) defines it using the term "inside the head knowledge" for top-down listening and "outside the head knowledge" for bottom-up listening. Morley (2021) describes bottom-up listening as an ability to distinguish individual words and Nunan (1991, p.17) adds that it is the ability to connect sound into words, words into clauses and sentences calling it a decoding process. Both authors then agree that learners have to use both processes to interpret what they heard to fully comprehend. However, for purpose of teaching listening Morley suggests to practise them separately as they involve different skills. For the top-down process, she recommends using pictures and keywords in the pre-listening stage to induce topic knowledge and prediction, while for the bottom-up process she advises to let learners recognize individual words in connected speech and to spot weak forms. (Morley, 2021) It can be concluded that both procedures should be used in accordance with the needs and abilities of learners. Hence, the bottom-up process will be suggested for more advanced learners.

3.4 Comprehension and communicative approach

As Field suggested earlier comprehension approach to listening was adapted from a methodology of teaching reading. He highlights a fundamental difference between both receptive skills though. (Field, 2002, p. 27) Furthermore, he advocates benefits of a comprehension approach in a wide range of listening authentic texts, voices and accents that are essential for a listener to gain more confidence and gradually improve their skill, however,

he admits that a comprehension approach serves more to listening exam requirements than a systematic development of actual skill. A teacher has to consider the limitations of the comprehension approach while preparing a listening session (Field, 2008, p. 33). He further comments on this approach as very teacher-centred, however, he recognises the benefits of using it in the class such as exposure and experiencing L2. (Field, 2008, p. 31)

The comprehension approach always provides a prompt option in listening lesson planning, however, its efficiency and interaction are questionable (Field, 2008, p. 44). He suggests pair work or work in small groups, where students agree on the correct answers and check their choices by listening again. Moreover, the advantage of this solution is the involvement of the weak listeners, when they can benefit from discussion with their peers.

Nunan (1991, p.18) reflects a communicative approach highlighting the functional purpose of a listening task and listening purpose. He recognises some language functions taught at lower secondary school such as to request, excuse or acceptance and links them to textual connectivity. Moreover, Nunan specifies listening purpose as concentration on key information from a recording. Finally, he adds substantial factors of interactive listening. The level of involvement in the conversation can be in form of participation or eavesdropping. (Nunan, 1991) To sum up both approaches to listening it will be beneficial to use combination of both.

3.5 Jigsaw listening

It is defined by Ur (1984, p. 152) as listening by groups to different parts of an extract in order to complete information. The groups come up together and they have to interpret the part they listened to and all together summarise the message. The advantage of this technique is teaching learners to abstract the text and transmit it to another party. The drawback is a demand for language lab equipment allowing simultaneous listening of parts of a recording. (Ur, 1984)

Overall rewarding technique, however, it would be a subject to further research into language classroom's facilities provided at lower secondary schools to confirm to what extent it may be used.

Practically, it is almost an unfeasible task to achieve any remarkable progress in listening without learners' effort and focus. Extensive listening is virtually a must and it is one of a teacher's roles to guide learners on the way to achieve success by suggesting graded listening,

requiring instant feedback and prompting them to self-study. The use of some techniques is a question of obtaining appropriate equipment; however resources, materials and opportunities for listening are accessible and affordable as never before. Teaching listening is more effective if there is a focus on both top-down and bottom-up procedures.

4 Types of listening tasks

This chapter will deal with different types of listening in respect of tasks, grading and learners with learning differences.

The word "listening" is usually used to describe a skill within language learning. Teachers may use this term to announce an activity they intend to do. Listening can be just part of a syllabus where it thematically and structurally reflects a topic of a unit. Listening may be a focus of the whole lesson. (Anderson and Lynch, 1991) Field (2008, p. 56) summarises that the broadly used practice of teaching listening is provided through medium-short recordings with a set of questions.

The author claims that teachers have to provide listening tasks tailored to their learners. Listening is not customized only to the level of the learners, but also to the requirements of the curriculum in the case of lower-secondary school. Therefore, presented listening tasks cover the topics stated in the curriculum for a given school level. The output standard of the curriculum is in accordance with A1 and A2 CEFR. The established level determines a range of graded listening material suitable for learners. As mentioned earlier teachers also have to consider the attractiveness of a topic to learners. (Bilanová et all, 2009)

4.1 Tasks

Ur (1984, p. 25) defines a listening task as an activity that students are expected to do in response to listening and therefore to demonstrate their understanding. Fulfilling the tasks provides more objective feedback on understanding than answering the set of questions (Field, 2008, p. 23). Ur (1984, p. 26) adds that providing the learners with a task gives a purpose to listen. Field (2008, p. 61) argues that non-participative tasks should be replaced by interactive tasks after the learners achieve a sufficient level in comprehension listening. He also suggests adaptation of non-participative tasks to a real-life situation. An example of such adapted task may be listening to announcements at an airport or railway station. The learners

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may be provided with actual tickets (tailored to an announcement) and they have to listen to get just single needed information according to their tickets. (Field. 2008, p. 63)

These tasks include filling the grids, forms or charts, agreement or disagreement with statements, marking a picture or filling a family map and following a map. These task-based activities may be used with elementary levels and the form filling will simulate a real-life situation or it may be a directly authentic piece of listening. Another task is sequencing. The learners order the events as they happened in form of sentences or pictures. More experienced learners will appreciate open tasks such as inferences or a simple guess what will happen next, how the situation may progress. (Ur, 1984)

4.2 Grading

Field (2008, p. 68) highlights a task difficulty as an important measure to be considered when creating a listening task. It is essential to distinguish a task difficulty from a difficult recording. He argues that a recording on an elementary level accompanied by a task including comparison or inference may be more demanding than a task requiring just basic information about the content of a recording on an advanced level. Therefore, the tasks and recordings must be appropriately graded.

Rost (1990, p. 224) defines grading as assessed difficulties that a learner will experience by processing a given listening task. Grading has a significant influence on learners' motivation, as repeated exposure to a difficult task will result in passivity as learners will not experience success. (Rost, 1990, p. 224)

Firstly it is necessary to establish what factors make listening easy or difficult. These are according Anderson and Lynch (1991, p. 46): type of listened language, listening aim and the support provided by a context. There has to be also considered how demanding is a listening input and a task. The familiar topic will allow learners to make some inferences and thus the input will be easier to comprehend. Whereas less explicit or even redundant information required obtaining by a task will make listening difficult. The length of the listened text or involved visual support will influence the outcomes. The other factor is a level of given support, such as what vocabulary will be taught in advance, what type of task will be involved (Anderson and Lynch, 1991)

To sum up, Anderson and Lynch (1991, p. 94) offered a complex view on grading. They consider four variables:

- A speaker – number of speakers, speech speed and accent
- A listener – participant or eavesdropper, her or his interest in a topic
- A content – grammar, vocabulary, background knowledge and structure
- Support – teaching aids, visual aids, a script

It can be agreed that grading is a crucial factor to consider when preparing a listening task for learners at lower secondary school. There are many points to be considered as they influence the overall difficulty of listening, but also they affect each other.

4.3. Adjusting the task to mixed ability classes

Nowadays, most teachers face mixed ability classes and frequently oversized groups for language teaching. Despite there are often assistants in a class to support learners with differences the organisational aspect is up to a teacher. Whereas it is usually impossible to play two different recordings or adjust the recording, adjusting a task is a method that most teachers will use.

Underwood (1989, p. 34) suggests three ways of adjusting a task: difficulty – by a selection of less or more demanding recording, a task and a level of given support. Ur (1984, p. 26) also brings attention to the appropriateness of a task type. If there is involved plenty of reading or writing, the learners with learning differences may not complete a task successfully due to their disadvantage. Rost (1990, p. 127) suggests completing grids as an easier option for learners than note-taking, where they are not even sure how much information is required. Ur (1984, p. 40) highlight the importance of correct writing of the heard words. She suggests support in providing the requested word with some letters omitted. Nevertheless, we can consider all the factors mentioned in the previous chapter.

It is essential to plan any adjustments for learners with differences in advance. Although this short chapter dealt mainly with differences that are disadvantageous to complete a task, the modification can be done for advanced or talented learners. They usually desire a reasonable challenge. The purpose of these arrangements is to motivate learners regardless of their level.

5 Difficulties during listening

Learners listen to non-participative conversations, descriptions, instructions, announcements or simplified authentic recordings. They listen to various accents, sometimes there is background noise or listening is authentic. Learners may experience a variety of problems while-listening and for purpose of this thesis, there will be described mainly associated with teaching listening at lower secondary school.

Underwood (1989, p. 16) points out the most frequent problems that occur when listening. The reason that particularly beginners fail is the speed of delivered information. The learners simply lose track attempting to solve the meaning of what is being said. Moreover, if there is no repetition of information, such as in an authentic setting, they cease listening. Therefore, it is often a lack of control over a speed and a possibility of replaying the information that causes a failure. The solution is to allow the learners to control a listening track and teach them formal and informal phrases to ask a speaker politely to repeat the information. (Underwood, 1989)

The other limitation in understanding a speech or a recording is a narrow vocabulary. Some learners concentrate on comprehension of each word and once they do not understand and this results in missing the rest of the utterance. Underwood (1989, p. 17) argues that this problem is associated with a teaching style, when there is too much focus given on accuracy and form instead of fluency of language in use. It is essential to teach learners to surpass unclear parts. Furthermore, she suggests to prompt the learners to carry on listening as the information is often repeated or rephrased by another speaker. (Underwood, 1989)

Other problems occurring within the listening are associated particularly with pragmatics and sociolinguistics. Learners often fail to recognize the "signals"; they experience difficulties with interpretation and lack of concentration (Underwood, 1989, p. 18-19). The "signals" are used to indicate that a speaker is moving to another point in discourse or in a conversation they signalise turn-taking. Learners may miss these signals as they do not see a speaker. Considering lower secondary school learners it will be beneficial to teach them to use and recognise some basic signals such as lowering a voice or increasing a pitch, asking a question or expressions:" secondly", "the next point is" and "then". Considering sociolinguistics Underwood (1989, p. 19) notes the importance of cultural background knowledge to interpret discourse including utterances such as: "it was snowing, there were some delays" if a learner is from India, Sweden, Brazil or the Czech Republic. If we consider a learner from the Czech

Republic, they are aware of complications with traffic when it is snowing, however, they may not be familiar with the fact that in southern parts of the UK they do not use to deal with snow as often and the same way as in the Czech Republic. (Underwood, 1989) Anderson and Lynch (1991, p. 36) comment on background sub-cultural knowledge and they highlight the fact that even if learners understand each word within a conversation they may not be able to capture a meaning due to a lack of awareness of ambiguous connotations of particular words. The author realised during teaching practice that learners encountered difficulties distinguishing between words that they have the same spelling for different word classes or with homonyms. Considering lower-secondary schools there may not be that many of these words, however, it is substantial that teachers are aware of this complication affecting listening. Overall, it is essential that the sociolinguistic and pragmatic aspect of a listening script is analysed for possible problematic issues.

Anderson and Lynch (1991, p. 50) suggest that explicitness of required information will hugely influence comprehension of a recording. The lower-secondary school learners may probably encounter recordings including redundant and obligatory facts, and sometimes there is a demand to infer the information. The author will advise to notify learners before a listening exercise and certainly recommends the clarifying source of inferred facts in a post-listening stage.

An ability to concentrate may be disrupted by a number of internal or external reasons. For internal reasons, Underwood (1989, p. 19) lists an attractiveness of a recording to be one of the most important measures to consider. It can be argued that the learners have to be able to deal with a variety of topics though. Regards lower-secondary school topics there will be basic vocabulary concerning: home, family, school, town, free time, sport, culture, health, food, weather, feelings, nature, shopping, fashion, society, jobs, media, travelling, cultural background of English speaking countries. (RVP ZV, 2021). The external reasons are associated with conditions of an environment where listening takes place. The use of a well-equipped acoustically suitable room will be desirable, ideally with individual headphones, and a good recording quality will be also beneficial. School facilities are able to influence listening input to some extent and therefore enhance an opportunity for a learner to capture as much as possible.

Anderson and Lynch (1991, p. 7) confirm that the only way to find out the problems that the learners have with listening is to ask them or encourage them to ask a teacher. Furthermore,

they suggest that learners should always ask for clarification and be prepared that they will receive a modified or simplified version of the spoken utterance. (Anderson and Lynch, 1989, p. 39)

When using a comprehension approach the learners may have problems with reading and understanding the questions or statements. However, these issues will be sorted by customised tasks included in a lesson plan and they supposed to be dealt with at a pre-listening stage.

Underwood (1989, p. 9) highlights possible difficulties with the vowel sounds of English and therefore often distinguishing between minimal pairs e.g. /ɪ/ in a verb "sit" and /ɪ: / in a noun "seat". Nevertheless, the context determines which of the words is actually used. Underwood (1989, p. 11) suggests practising stress and intonation for the learners to get used to a wide variety of their usage. The learners will eventually distinguish the stressed words that carry a meaning.

Especially the connected speech may be a challenging part of a listening exercise. A learner has to untangle the meaning of the words in real-time while listening to an utterance that occurred at a natural speed. There is no replay and a learner cannot go back like in a text or a grammar exercise. There is no text "script" to match the spoken language too. (Underwood, 1989)

A teacher has to be aware of possible problems that can occur while listening and consider them when planning a listening session. Therefore, the author includes a section "expected difficulties" in her lesson plans. Predicting issues that may arise from listening is crucial for a post-listening stage where a teacher deals with feedback and it is necessary to clarify them immediately during the same lesson.

To sum up this chapter we can agree that the problems occurring during listening cannot be fully avoided, however, a teacher has to be prepared to deal with them by including predicted difficulties into a lesson plan.

6 Planning and organising a listening lesson

When planning a listening task a teacher has to consider the measures mentioned earlier: a school curriculum, the level of learners' English, an expected teacher's role, available equipment, facilities, methods, type of a task, the aim of a task, timing, possible difficulties the learners may face to and no less important is motivation to complete a task. Field (2008,

p. 83) highlights the importance of sequencing the activities and Underwood (1989) suggests three stages: pre-listening, while-listening and post-listening. This organisational aspect is adopted by a majority of writers and coursebook authors. Therefore the author will use this approach in the following chapters and in the lessons analysed in the practical part.

6.1 Lesson planning

The planning will be different for a single listening task within a regular lesson and for the whole lesson dedicated to practising listening. The form depends on the aim of the particular lesson. The teachers have to follow the school education plan (ŠVP) – a formal document that is obligatory. There is a set curriculum for each year. However, the aim of a final year at lower secondary school is usually defined as "understanding of information in the simple listening exercises and meaning of a simple conversation if both are expressed clearly and slowly". There is also no formal exam and it provides teachers either with an opportunity to offer learners a solid base for their further development or simply just fulfil not the very specific aim of a final year at a lower secondary level of education.

Underwood (1989, p. 25) sets general rules for listening lesson planning. The crucial part is a preparatory stage where a teacher has to choose suitable material for a level of the learners and think of possible supporting visual aids, decide about the duration of an activity, think of any other aids or equipment needed, consider methods and individual steps, and take all of that in account with different abilities of the learners in a class. Therefore, the lesson plan will serve the mixed ability class with an extended task for faster learners and a simplified task for the learners with learning differences. Underwood (1989, p. 33) suggests checking if there is a suitable task in a student book. Usually, this task is accompanied by instructions in a teacher's book; therefore, a teacher will need only to modify a task according to the needs of a particular class. Especially, if teaching online, it is convenient for the learners to use the listening tasks available in their student books. The great advantage will have listening task homework within online teaching. A teacher is able to adapt effectively the tasks for mixed ability class using the same recording or even use different recordings for different abilities learners. The learners will benefit from the overall control they have over a recording as well as timing when completing listening exercises as homework.

A teacher has to be also flexible in matching the tasks and a set time. If it is clear that the learners will not manage all the tasks, it is advised to rather skip some tasks than rush through

all the tasks (Underwood, 1989, p. 28).It can be agreed that a lesson planning is very complex process that has a major impact on a progress and outcome of a lesson.

6.2 Listening materials

A teacher should avoid using a recording in the classroom without previous listening, even if she is familiar with a script. Each group of learners is different and even if listening is part of a coursebook, a teacher has to listen to it previously presenting to learners. (Ur, 1989, p. 111)

Most of the listened materials will be found on the Internet. It is up to a teacher to create suitable tasks for these recordings. Considering an organisational aspect of the listening material available online cannot be used without the Internet connection. Therefore, a major disadvantage of these recordings is substantial reliance on the connection and if that fails a planned listening session fails too. (Buck, 2002, p. 155) He also suggests pre-recording own texts for learners with differences or real beginners. Many teachers have access to native speakers. (Buck, 2002, p. 170) The author agrees and suggests using an authentic text and simplifying it according to the needs of her learners.

6.3 Pre-listening stage

This stage includes all activities preceding listening. The learners should be introduced to a topic of a listening task. They are given some "environmental clues" or they may be left to infer circumstances by listening for gist (Ur, 1984, p. 5). Underwood (1989, p. 30) argues that even in a real life a listener has some expectations if they are approaching a check-in desk at an airport or train station. This stage is also very important for motivation. Field (2008, p. 19) suggests moderated brainstorming activity functioning as vocabulary introduction as well as a warming-up activity to create a mindset for the following context of the listening extract. Underwood (1989, p. 3) highlights the importance of context. The learners have to know what to expect. Knowing the context will allow them to concentrate more on decoding and processing the sounds. Field (2002, p. 243) adds that pre-teaching of vocabulary is getting omitted as an artificial activity irrelevant in real-life listening. However, if we consider learners at lower-secondary school it will be an essential part of a pre-listening stage and Field (2002, p. 14) supports this view as he claims that pre-teaching vocabulary will ensure maximum understanding.

Equally important is the length of this stage. Underwood (1989, p. 30) argues that a teacher has to allocate sufficient time for these activities and should not rush. The length depends on the difficulty or demands of the listening activity. Equally important is to inform the learners how a listening task will be organised. If they will work individually, in pairs or groups, whether they will hear a recording once, twice or more times and also they should be aware of the tasks they are going to do while – listening. Underwood (1989, p. 32) Therefore it can be summarised that the main objective of a pre-listening stage is to introduce a topic and give clear instruction on a following while-listening task to enhance successful listening and comprehension.

6.3.1 Pre-listening activities

Underwood (1989, p. 31) lists a range of pre-listening activities such as reading, looking at pictures, discussing a topic, receiving background information about a topic from a teacher, written exercise considering a topic of listening and instructions for a listening activity, making a list of ideas or suggestions, reading through questions to be answered in while-listening stage and predicting. Field (2002, p. 17-19) organises these activities into three main areas: pre-teaching vocabulary, establishing a context and creating motivation.

6.4 While – listening stage

Underwood (1989, p. 45) defines the while- listening activities as tasks that the learners are asked to do during listening. She also highlights the fact that testing listening comprehension should not be the aim of every listening lesson; instead, she suggests utilizing skills used in listening in a learner's mother tongue such as prediction, matching and interpretation. She believes that listening should be learner orientated and therefore the learners are motivated to complete the task. A teacher should try to accommodate learners' interests and even unexciting recording can be improved by creating an attractive task. Underwood (1989, p. 46) recommends an implication of the problem-solving point in a task, however, she suggests caution with the length and difficulty of the task. At early stages, it is advised to avoid any lengthy and difficult tasks to preserve a learner's enthusiasm. Nevertheless, it is important to consider the learners' level and their individual ability and make rather this activity simple in sense of writing. Generally, it can be summarised that learners should be focused on listening at this stage and any interference with reading or writing should be kept to a minimum.

6.4.1 While listening activities

6.4.1.1 Activities with pictures

There are plenty of activities using pictures for various levels. A learner has to identify things, activities or people in the picture or photo and mark these directly in the picture. They can also compare two pictures looking for differences or spot mistakes. Another activity is to choose correct pictures between more given options. Another task is a set of storyline pictures representing the story where a learner has to decide which set matches the story. This particular activity can be easily adjusted to lower-level learners by cutting individual pictures and reordering them as a story proceeds or simply just write a number on them. The great advantage of these activities is that a learner can focus directly on listening without a need to read or write words (Underwood, 1989, p. 50). Therefore it will be suitable for learners with learning differences, learners in the first year of lower-secondary school (Year 6) as well as for advanced and older learners if accompanied by more challenging recording or by a higher degree of contrast between the pictures.

6.4.1.2 Arranging activities or items

These activities are more challenging; however their suitability can be adjusted by reducing of required writing by choice from a box of a given list. Underwood (1989, p. 57) suggests an activity "following a route" as quite authentic. There should be a smaller area map with clear marking and easy street names though. Furthermore, she adds activities using plans of buildings such as schools, hotels or restaurants as an excellent opportunity to practise various lexical items. An example of great simple map activity is listening to a conversation in a ZOO, where speakers mention different pavilions and a listener has to identify them on a map.

6.4.1.3 Completing grids and forms

Completing grids is useful activity when there are more speakers expressing their habits or routines. Another topic is travelling, where information about destinations or times has to be noted. Underwood (1989, p. 58) suggests having information in a grid in the same order as in listening, nevertheless, reordering information can be a suitable way of adjusting a task for more advanced learners within the same class while filling in some information in advance will help learners with learning differences.

The ability to complete a form is required in a curriculum and also it is an authentic activity; therefore it is one of the activities that teachers should use more often. A regular form is usually based on filling some personal information. Comprehension is a key as a form filling requires marking a choice or writing a word or two.

6.4.1.4 Making lists

The learners make a shopping list or a list of visited places. Underwood (1989, p. 62) highlights the importance of spacing information that learners have an opportunity to note it down. Equally important is advising learners not to concentrate on correct spelling while listening and give them time to correct it after listening. The adjustments for learners with learning differences will be in form of providing lists or boxes with the words and they will copy them or simply match. However, these organisational aspects have to be always considered by a teacher in advance.

6.4.1.5 True or False

This activity may be too demanding on reading and for some learners with diagnosed short memory problem may not be suitable or at least a number of choices must be reduced. The other drawback is often multiple interpretations of the responses. The less experienced or unqualified teachers may not spot this fact as there are often set answers in a teachers' book. However, there must be always given some flexibility in answering these activities to avoid learners' disappointment. It can be suggested to use this activity for intended later discussion.

6.4.1.6 Multiple choices

Underwood (1989, p. 64) mentions the similar problems as above with various interpretations. She adds that the desired understanding may be enhanced by careful design of the questions and choices. A teacher has to be aware that an effective way of processing this activity is allowing learners to make their choices while stopping a recording for a moment as it is often complicated for learners to listen and read at the same time. A listening multiple choices task for the learners at lower-secondary school should not include misleading or ambiguous options.

6.4.1.7 Gap filling

Teachers often use it when listening to songs that could be very attractive for students nevertheless; it is not always that simple. The learners may have difficulty following a text at

a high speed and if the gaps are too close they will lose track. Underwood (1989, p. 65) advises teachers to limit these issues by the careful spacing of the gaps and also filling some gaps in a pre-listening stage. The other option is to provide the words in a box in particular for learners – beginners or with learning differences or if new vocabulary is practised. However, it is essential to allow plenty of time to go through the text for learners.

6.4.1.8 Other activities

Other less common activities used for lower-secondary level students are predictions, mistake correction or specific information.

Predicting will be an activity to invigorate ordinary listening sessions and it may require quite experienced listeners. An ability to predict requires sufficient command of English. Underwood (1989, p. 69) highlights that a teacher must be prepared to accept any reasonable reply and elaborate alternatives within a discussion. Therefore this activity would be suitable either for advanced, talented learners most probably in Year 8 or 9 on a lower-secondary level. Nonetheless, if this activity is introduced to learners earlier and they experience it on an appropriate level it may contribute to their ability to inference in general.

Mistake spotting is used with all learners' levels. Teachers often check understanding by giving wrong information on purpose even with the youngest learners. Underwood (1989, p. 68) suggests using pictures accompanied by a story with some false information. The learners may note these directly in the picture or immediately respond in order to clarify the right option. Even more attractive are mistake spotting activities involving some detective skills. The learners may be comparing evidence given by more people to decide which is correct. Principally, these activities are effective if supported by visual aids.

Listening for specific information may be complementing with predicting activities as a learner has to recognize that the required message is about to be given. Underwood (1989, p. 72) classifies this task among authentic activities thus more engaging for learners. The learners often listen to long extracts to obtain the required information. Certainly, they are familiar with questions in advance. For instance, this type of task includes listening to announcements, news like weather, travel or sport. Furthermore, Underwood (1989, p. 72) adds that learners practise recognising the required information within irrelevant parts of a discourse.

6.5 Post – listening stage

Most of the activities performed at this stage reflect listening to itself or they are an extended pre-listening stage, however, there may be also included some tasks listening unrelated. Checking the answers for while-listening tasks will be done at this stage and it can be done in many ways as suggested by Underwood: comparing in pairs, confirming the answers with a teacher, a group discussion. However, it is crucial to check the replies immediately. Various authors suggest utilizing this part for an assessment. Therefore, the author deals with feedback in the last chapter of a theoretical part of this work. Underwood emphasises the importance of immediate feedback. The learners have to be informed about their progress and advised on possible ways to improve. Thus it is essential for a teacher to plan in advance to spend some time with feedback. It highly contributes to the development of listening skills. (Underwood, 1989, p. 73- 75) Field (2008, p.85) also values this time adding that at this stage there is happening actual teaching of listening skills. He also suggests using this part rather for practising the functional language than for recently taught grammar. The interesting activity may be inferring vocabulary. The real-life listening involves inference and encouraging learners to infer the meaning of the words will benefit their confidence. (Field, 2002, p. 21)

Thus it can be agreed that this stage is important not only for checking the correct answers to activities but mostly for its contribution to the development of listening as a skill.

6.5.1 Post-listening activities

The activities used for a post-listening stage can be either associated with a listening task or follow up activities that used a recording as a motivation task for intended work. This chapter will deal with both. However, a boundary strictly dividing these activities is quite vague and sustaining the attention of learners is hard. Therefore, it is recommended to make these activities attractive for learners to keep them motivated. (Underwood, 1989, p. 78) She also suggests that a teacher has to decide what skill or combination of skills will be practised and carefully consider whether a peak is reached in while listening stage or in a post-listening part. (Underwood, 1989, p.80)

6.5.1.1 Activities referring to a listening

Besides checking the answers for tasks at a while-listening stage there can be done activities related to pragmatics. Underwood (1989, p. 77) proposes to consider the manner and attitude of speakers or develop a topic of listening into discussion over a mood of speakers or their

relationship. She also suggests conveying a message differently and highlights the fact that a task using learners' memory should be rather simple unless it relies upon information noted earlier in a while-listening stage. An example of an activity related to listening will be "Extending lists" based on topic vocabulary used in a while-listening stage such as suggestions, shopping lists, activities to do etc. Another recommended activity is sequencing, which can be done with pictures or written statements or if this activity was already a part of a while-listening stage then learners may retell a story using pictures or statements as cues. (Underwood, 1989, p. 81-82) She also refers to "Jigsaw listening" as a substantially engaging activity involving small groups each listening to a different part of a recording or to different recordings with the same theme. It is followed by an exchange of information between these groups to obtain the entire picture. A proposed topic can be a crime mystery relying on various evidence. This activity will require a language lab equipped with earphones and demand precisely prepared lessons (Underwood, 1989, p. 88)

6.5.1.2 Activities with another purpose

The main purpose of these activities is not practising or developing listening skills, but they mostly deal with general language learning. There is a suggestion from Underwood not to prolong a while-listening stage in order to utilize most of the time for post-listening activities. Referring to Field in chapter 1.4 where he has called a relationship between listening and speaking "two-way traffic", the conversation used in listening may be role-played, modified or substituted. Furthermore, Underwood recommends problem-solving and decision-making tasks. The author has experience using authentic materials such as fast food menus or train timetables to initiate a role-play or a problem-solving task following a listening activity. Sometimes there is an opportunity to elaborate CLIL considering cross-curricular learning if a topic of listening is in correlation with a topic in science or history subject known to learners. Underwood also suggests paying attention to forms and functions used in listening beforehand a role-play for learners to practise them. Learning some polite phrases will help with comprehension at a beginner level in particular. A teacher can also initiate a discussion over decisions speakers made and encourage learners to show their opinions or interpret what was said, who the people were and how they were related. Written work as a post-listening task may be quite challenging for most lower-secondary learners. Nevertheless, learners may benefit from these activities as they become more competent at language systems and therefore more effective in listening comprehension. (Underwood, 1989, p. 77)

7 Feedback on listening activities

Bilanova et all (2009, p.46) distinguish two essential parts of feedback: correction and assessment. She notes that an assessment is an evaluation in form of a grade while a correction is more productive feedback informing learners of their mistakes and suggesting improvement. It was mentioned earlier the listening is assessed by completing the tasks along with a recording. Assessing comprehension through questions has been applied to listening from assessing reading. Providing correct answers is interpreted as a sign of successful development of the listening skill (Field, 2008, p. 27). Underwood (1989, p. 75) suggests not to give marks for while listening activities as it affects the flexibility of guessing answers which is a natural process of everyday listening.

Field (2008, p. 29) points out that listeners often receive feedback if their answers were not correct and sometimes they are allowed to check the correct answers listening to parts which were answering the questions. However, such feedback does not contribute to an improvement of their skills. On the contrary repeated failure in listening tasks will lead to frustration and lost confidence (Field, 2008, p. 29). Particularly, lower-secondary learners may not always put desirable effort into listening if they do not experience any success.

The feedback should be utilised to tackle the common problems with listening tasks. Field (2008, p. 86) suggests keeping track of the regular problems with understanding, followed by an analysis of the breakdown areas. The learners may have various difficulties ranging from recognising sounds, syllables, words to grammatical patterns and intonation. Underwood (1989, p. 75) adds using a post-listening stage as a group discussion over a listening task trying to identify the reasons behind failed understanding and missing parts of a recording.

Field (2008, p. 80) proposes to concentrate more on the development of learners' listening skills and less on the extensive listening practice. Furthermore, he criticises that teaching listening is often reduced to just testing it instead of teaching it. Underwood (1989, p. 22) also recommends avoiding testing in favour of attractive problem-solving listening tasks. However, even practising listening without checking the means of reaching answers, does not contribute to the development of listening skills. There is a need for feedback and establishing the procedure of obtaining the feedback after every listening task. A teacher has to ask students what they found difficult. Ur (1984, p. 28) stresses the importance of immediate feedback. Field (2008, p. 82) highlights the benefit of such feedback for evaluation of techniques used by successful and weaker listeners. The author suggests that using this

diagnostic approach makes sense when assessing learners in 6th grade in September when they enter the lower secondary school or when teachers take over a new class. Finding the problems at this early stage contributes to an effective organisation of listening tasks with structured repairing strategies to enhance learners listening competence.

Considering all suggestions mentioned above it can be agreed that feedback is a crucial part of teaching listening skills because it contributes to developing the skill. The feedback may consist of problems that occurred when listening, learners' subjective opinions, and an attractiveness of a topic or even suggestions of a topic. The author includes expected difficulties in a lesson preparation to improve her ability to predict them.

PRACTICAL PART

8 Introduction and methodology

The theoretical part listed ideas of various authors on structuring and organising the listening session. The practical part reflected these ideas through lesson plans, by analysing the research results and by answering stated researched questions it suggests the most effective ways of organising listening lesson.

The author used a mixed-design research quantitative method to collect data. The research was conducted through a survey including questionnaires for teachers and learners at lower secondary schools. There were lesson plans for 6th, 7th 8th and 9th grade at lower secondary school including learners' feedback and teacher's evaluation. Both questionnaires and reflections were anonymous.

The questionnaire for teachers was distributed online and by emails to schools. The questionnaire for learners was distributed directly at lower secondary school in Hrušovany nad Jevišovkou where were also the lesson plans taught to the same learners, thus the research changed partially to a case study. The reason behind this change could be due to the pandemic situation in the Czech Republic during the school year 2020/2021, when from other three approached schools only one has responded, however, they did not complete the learners' questionnaires neither taught the lesson plans, therefore it was not included in the research.

8.1 Structure of the survey

The survey followed the main ideas from the theoretical part that ought to be reflected in the practical part. The main focus was on the organisational aspect of an ELT listening lesson, its planning and frequency, feedback and school equipment provided to support teaching listening.

8.2 Characteristics of researched school

The research took place at an elementary school in Hrušovany nad Jevišovkou in Znojmo district, where the author is employed as an English teacher for two years.

ZŠ Hrušovany nad Jevišovkou is a large school size consisting of two separate buildings for a primary level and a lower secondary level. There are 19 classrooms and a total of 451 pupils.

The average classroom size is between 20 – 32 learners. These classes are either halved or two classes within a grade are divided into three groups for English lessons. The school offers only a required minimum of English lessons – three lessons per week starting from the 3rd grade. Until recently there was the German language emphasised. This could be due to a location 5 kilometres from the Austrian border.

The author finds a great disadvantage a deficiency in English teachers. There are not any qualified English teachers at this school. Except for the author, who is an undergraduate, there is only one English teacher, who does not have a university degree and thus does not fulfil the requirements for teaching English. The other teacher who was teaching English during this school year was a Ph. D chemistry teacher who does not speak fluent English. The other drawback is an insufficient supplement of equipment for teaching listening. The negative impact of this deficit is discussed in the following chapters.

9 Lesson plans

Lesson plans were created for each grade at lower secondary school and they were taught by the author at the end of May 2021 when learners returned back to schools. This chapter will briefly introduce the lesson plans focusing on the organisational aspect of the taught lessons and feedback received from learners as well as on overall evaluation by the author. The complete lesson plans are attached in the appendices section in the Appendix 1.

9.1 A lesson plan for 6th grade

The aim of this listening task is to fulfil personal information in a form and it was chosen in compliance with output in Framework Educational Programme (2021) for competence at lower secondary school level:

- Filling personal information in a form

The recording was obtained from a source listed below and it is called "Your name, please" and it is a recording – track 2 on CD1 (Craven, 2004, p. 10-11)

Learner objective: Leaners will be able to recognize word related to personal information vocabulary, to write them with correct spelling and to demonstrate a similar conversation in pairs.

Teaching aids: a PC, loudspeakers, whiteboard with markers, worksheets, scripts.

Procedure

Pre-listening	While-listening	Post-listening
Pre-teaching vocabulary	Listening for gist and listening for specific information	Replay with a script, role-play with the script and role-play with learners' own personal information

Description and reflection on a lesson plan

The author was teaching this lesson to two groups of learners and there were thirty-three learners in total. The seating arrangements were done before the lesson. The listening lesson was in the classroom equipped with loudspeakers.

After welcoming learners the author introduced the lesson that the main focus will be listening and some speaking at the end. There was present also the teacher's assistant and she has distributed dictionaries to learners.

The learners were asked to explain a term on board "An application form", and then after the author added, "First name" and "Surname" on board they were responding correctly. The learners should come up with vocabulary related to the topic. The author added the word "postcode" explaining that it is equivalent to "směrovací číslo" in Czech, as this was expected difficulty for the learners.

The learners listened for gist and were asked to describe a place of conversation and people involved. The worksheets were distributed – eight worksheets for learners with learning differences with the answers provided in a box to match them to the correct lines and twenty-five for other learners, whereas they have to obtain answers only through listening. They were encouraged to fill in any information they could remember. The second time they listened for

specific information and noted or match the answers. They asked for a recording to be played again. When checking the answers the learners were marking parts they did not understand and they also wrote feedback or reasons why they did not answer correctly.

The scripts were distributed to each learner and they listened to a recording for the last time following the script. Then they practised in pairs this conversation and finally, they practised with their own details.

The learners' reflection

The feedback was anonymous therefore it was not possible for the author to ask for more details as the high number of learners did not allow asking for individual feedback.

The feedback from learners with learning differences uncovered the issue that despite having the vocabulary explained three learners did not understand words: occupation and postcode. Five learners have wrongly switched the first name and the surname. The possible reason could be that the Spanish surname Silva is actually the first name in Czech. Only one of the eight learners was able to match correctly a part with course details, where they were required to circle the correct information.

The feedback from learners with standard worksheets confirmed also that most learners (almost forty per cent) had difficulties with the postcode. It verified the author's assumption that the postcode will be the most difficult part of listening and therefore it was noted in a lesson plan and explained to learners in the pre-listening stage. However, for anonymity of feedback, it cannot be decided if that is due to lack of the learners' attention at the pre-listening stage or if these learners were from the other group that did not use to listening to English instructions as they were taught by a teacher without sufficient command of English.

Eight learners struggled with the address and six learners also swapped the name and the surname which might be due to the reason mentioned earlier. Five learners had difficulties with filling the occupation, the phone number and the details of the selected course.

The aim of the feedback is to detect any difficulties to help the learners to overcome them by practising them in the future.

The author's reflection

The pre-listening part went a bit slower than expected; the learners did not guess the meaning of the term "An application form". Prompting learners by telling and writing cues "First name" and "Surname" helped and they were able to come up with most of a key vocabulary except words: "Occupation", "Nationality" and "Course" which the author wrote on the board and let them find out in their dictionaries.

The first listening for a gist went as planned, and the learners immediately mentioned that there were two women and one of them was an office clerk and that the conversation was over the phone.

While-listening part – listening for specific information where they should fill the worksheets manifested clearly that some learners did not have difficulties filling the form after this listening, while others requested repeated listening.

The post-listening stage was the longest part of the lesson. Firstly, the learners were asked to check their answers in pairs and then present them to the author. Before returning the worksheets they were required to circle any difficult parts and write brisk feedback on this task. The learners could write it in Czech.

The post-listening proceeded to a final listening following the script. This part the learners really appreciated and they gave immediate oral feedback that helped them connect the heard words with the written form. They practised in pair this conversation and faster learners managed to substitute the given information with their personal information. Unfortunately, there was not enough time to practise and demonstrate the conversation aloud; however, the learners were focused, followed the script and mostly spoke using English.

The lesson went well considering the number of learners. The author was astonished how disciplined the class was. The obvious disadvantage was that this lesson was a teacher-centred and the author functioned as a controller. This approached was criticised by Field in chapter 3.4. The other drawback was timing, whereas the practising with altered personal information was cut by the end of lesson time. It can be suggested to start following lesson with practising this conversation.

Considering both the learners and the author's feedback it can be proposed to teach a smaller group to acquire immediate feedback and also ensure that the learners understand a key

vocabulary. It is also important to include knowledge recycling as some learners had problems with spelling and numbers. Nevertheless, a teacher should be more careful with the timing and plan more flexibly.

9.2 A lesson plan for 7th grade

Learner objective: Learners will be able to write a food order, order the questions in the right sequence and practise role-play ordering from the given menu.	
Source: Ordering food in a café – Learn English Teens - British Council. *British Council LearnEnglish Teens	Free resources for teens to help improve your English* [online]. [cit. 04.06.2021]. Dostupné z: https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/ordering-food-cafe	

Procedure

Pre-listening	While-listening	Post-listening
Pre-teaching vocabulary	Listening for specific information	Replay with a script, role-play with the script and role-play with a menu

Description and reflection on a lesson plan

The listening lesson was in the classroom equipped with loudspeakers and there were thirteen learners present, all boys.

Pre-listening went quite well, the learners responded to the author's questions: What is a fast food restaurant? Have you been to any fast-food restaurants? Do you like any fast food? Once they received the worksheet they guessed what the main course is. They filled the first exercise – matching words from the box and we checked correct answers.

It was explained what the will listen to and that they have to take an order as a waiter. All the sections in the order sheet were checked and the sequencing exercise was also explained then they listened to the recording. The learners with learning differences were supplied with a

menu, as they need a visual aid to match the dishes. The recording was played twice and the learners did not request another play. The learners were encouraged to check in pairs before presenting the answers.

When the answers were checked, one of the learners has requested an explanation of the word "dish" that the author used in the question. The learner was claiming that the word "dish" means a plate. However, there was another advanced learner who clarified for his classmate in Czech that "dish" also means "pokrm".

The sequence was checked by reading the questions in a correct order by one learner and the others agreed. There was also checked a table number as an author forgot to check with learners earlier.

The learners were given the scripts, the menus and the picture menu was displayed on a white board to explain and demonstrate foreign dishes. The learners practised the script in pairs and then they practised with menus ordering what they wanted and calculating real prices.

All the pairs demonstrated the conversation (except the learners with differences – they demonstrated during the practice just to the author).

The learners' reflection

The feedback was anonymous therefore it was not possible for the author to ask for more details. The learners wrote their feedback and also orally confirmed that they enjoyed the lesson and they found this listening task very easy. The author realized later that despite this claim there were many parts left out in their worksheets.

There was not anything in particular that the learners mentioned as possible difficulty; however, the author suggests possible reasons for this outcome in the following chapter.

The author's reflection

The author did not realize that an ambiguous meaning of the word "dish" will be an issue and it points out the importance of a proper teacher's preparation as it has a substantial impact on the course of the lesson as Underwood claims in chapter 6.1. This term was solely used by the author when discussing dishes in the pre-listening stage and it was not mentioned in the recording. However, it is possible that some learners comprehended this word in the context while others simply did not ask.

The great disadvantage was the written anonymous feedback given by learners. The author was not able to clarify later why four learners replied that it was an easy task and did not fill parts of the worksheet. It can be argued that learners just simply wrote what the other pupil sitting next to them.

Six of thirteen learners fulfilled the tasks correctly and wrote feedback that it was very easy. The remaining seven learners had difficulties accomplishing the sequence task. However, they did not request repeated listening despite being that offered.

Considering both learners' and author's feedback it can be summarised that this lesson was only partially successful as the author did not find reasons for not completing the tasks. This was due to obtaining anonymous written feedback that was not check immediately. The importance of immediate feedback is highlighted by Underwood in the chapter 6.5. by Field and Ur in the chapter 7. Moreover, she stresses the value of this feedback on learners' development. The author failed to obtain and provide the feedback and it can be suggested to rethink the organisational aspect of her lesson planning to allow more time for gathering feedback and providing the learners with advice as both are substantial parts of the development listening skill.

9.3 A lesson plan for 8th grade

Learner objective: Leaners will be able to recognize particular words, write them with correct spelling and demonstrate the conversation within small groups of three.

Source: CRAVEN, Miles. *Listening extra: a resource book of multi-level skills activities.* Cambridge: Cambridge University Press, 2004. Cambridge copy collection. ISBN 05-217-5461-5.

Procedure

Pre-listening	While-listening	Post-listening
Pre-teaching vocabulary	Listening for gist and listening for specific information	Replay with a script and a role-play with a script

Description and reflection on a lesson plan

The lesson was taught twice for two different groups of learners – group 8A (11 learners) and group 8B (9 learners). The plan was the same therefore the author will describe both lessons together. There was one organisational drawback with group 8B as there was not suitable equipment in a language classroom to process listening. The learners were moved to an empty classroom in advance. When the lesson started they have to move again as the class unexpectedly returned back and there was some time lost at the beginning. The listening lesson took place in the classroom equipped with loudspeakers.

The pre-listening stage included a discussion about possible holiday problems to retrieve a key vocabulary. The learners made their lists of problems on a paper within the small groups. Most of the vocabulary had to be written on board by the author as the learners have little experience travelling abroad or by plane. The whole key vocabulary was on a board and explained. Then learners listened for a gist, they were told to concentrate on context, people, and surroundings. The learners were able to recognize that they were three people, their relationship and possible surrounding of travel agency, which they could not say in English.

Once there was established the unhappy situation the author pointed out to a board to a term "complaint form" and the learners were told that now they will listen to fill a complaint form. The worksheets were distributed; there were only two learners with learning differences who had some information partially filled. One learner refused this worksheet and he requested a regular one, which he received. All the vocabulary in the complaint form was explained. The learners listened for specific information and filled the form. The recording was played twice and some time was left to fill in the information. Then they checked their answers in pairs before presenting them. Once confirmed the correct answers they asked the author to play a recording again. The author asked the learners for their feedback first.

There were scripts distributed to each learner and the recording was played again and learners were asked to follow the script. Then they were practising in groups of three and one pair. The lesson finished before they were able to swap the roles.

The learners' reflection

The learners from both groups provided quite reasonable and useful feedback. Despite the author tried to predict some difficulties as mentioned in chapter 7 and adjusted the worksheets for learners with differences as suggested in chapter 4. 4. the learners experienced quite significant problems, which some of them the author did not expect.

These unexpected problems were caused by a misunderstanding of spelling which seven out of twenty learners failed. The similar unforeseen difficulties they experienced with a phone number when twenty-five per cent of learners (five from twenty) failed and dates when seven from twenty learners have not managed.

The learners also missed the right words. The words were part of the spoken utterance and some words were in the worksheet to alert the listeners about the expected word and provide the context. The word "sea view" was missed by nine learners, which is almost half, the word "food" by three learners and the word "airport tax" by six learners. Three learners confused the word "airport" with "apple" despite a significant difference in stress within these two words. One learner understood the collocation sea view, but wrote "sefeyou" in the correct gap and the other remarked that the word "sea" sounds absolutely the same as "see", which is a brilliant observation as these two words are homophones.

Three learners mentioned problems with understanding the words and vocabulary. Five learners did not hear the recording well. Amongst other feedback, there is a problem with an accent of speakers, speed of the speech, failure to write and listen at the same time.

The author's reflection

This recording was graded as intermediate and the author has chosen it because that includes some vocabulary familiar to the learners and it is just a step up as suggested in chapter 4 to challenge the learners.

The unexpected problems were due to the failure of a class teacher to recycle these skills like spelling and expressing numbers and dates. Therefore the suggestion is to emphasize the importance of recycling and practise stimulating these skills in the pre-listening stage.

The issue of missed words was not expected and can be explained only due to the learners' cultural difference – lack of experience with travelling. The author expected difficulties with the word "Bahamas" as the pronunciation is different from Czech and the leaners' will not possess background knowledge of such destination. The author assumes that the confusion over the words "airport" and "apple" is a result of matching heard words with familiar lexis or these learners did not focus in the pre-listening stage, where this collocation was explained and noted on the board which was displayed during the listening. On the contrary, the author did not pay enough attention to the collocation "sea view" in her preparatory stage. The assumption was that learners will understand as they are familiar with both words. This was a significant drawback of the author's preparation and prediction. The other suggestion to avoid these problems in the future is to inform learners how many words they should expect to fill in the gaps.

The noted issue with homophones had no effect on comprehension; rather it was a problem of confusion and matching the heard form to the known lexis.

The failure to hear the recording is most likely an issue at researched school as the quantitative research has revealed that 37. 8 per cent of the learners experienced these problems. The facilities to teach listening include the teacher's computer and the loudspeakers.

The learners were pleased to listen to the recording again with the script. It helped them to match the phonetic and graphic forms of the words.

Considering both reflections it can be suggested to critically evaluate the vocabulary involved in the listening and rather to choose the pre-listening task such as a matching exercise to make the learners more aware of new items. Although the listening topic might have been chosen more carefully.

9.4 A lesson plan for 9th grade

Learner objective: Learners will be able to take an order for a three course meal, to infer information from a context and demonstrate similar conversation using an authentic menu.
Source: CRAVEN, Miles. *Listening extra: a resource book of multi-level skills activities.* Cambridge: Cambridge University Press, 2004. Cambridge copy collection. ISBN 05-217-5461-5.

Procedure

Pre-listening	While-listening	Post-listening
Pre-teaching vocabulary and context	Listening for specific information – 1st part of recording, to infer- 2nd part of the recording	Replay with a script, role-play with the script and role-play with learners' own personal information

Description and reflection on a lesson plan

The class was formed by fifteen girls and there was not anyone with learning differences. The listening lesson was in their classroom equipped with loudspeakers.

The pre-listening stage included group work to make a list of dishes they know. The learners used dictionaries. There was a discussion over their favourite dishes and they were written on the board. The author has added dishes from the key vocabulary and the learners translated them. Then the learners received worksheets and they were asked to go through the menu.

The author has explained that they have to fill the order sheet during the first listening and played the recording. Then she explained the second part of listening and noted on board: a tick, OK and a cross. The focus was on the satisfaction with meals and on two statements that required inferring. After playing the recording part 2, the learners were given some time to finish their answers and they were encouraged to check in pairs. The answers were presented and the learners were asked to provide feedback on this task and listening.

They received scripts to follow with the final play of the recording. They were practising the conversation in groups of three. In the end, they received the authentic menus to alternate

dishes from the script by their choice. Unfortunately, the lesson finished and there was not sufficient time for them to practise the menus.

The learners' reflection

The learners have agreed that listening was not difficult. There were only two girls who had problems with the speed of speech and four girls who did not get the order right missing either one dessert or one starter. Overall they commented on this part that it was easy and especially having visual support – the menu, it was quite simple.

However, the second part was more difficult for some learners. Five learners mentioned that they did not understand well when they were filling the satisfaction grid. Eight learners did not hear the exact words when Tracy was praising the main course along with her starter and they had a problem distinguishing between synonyms to the word "enjoy". There was no problem to infer.

The further comments from the learners were: "It was easy", "I understood everything", "the second part was a bit more challenging", and "I did not quite understand what to do in the second part".

The author's reflection

Overall, the author realized that there is a problem with the timing of her activities. Apparently, the pre-listening stage took longer than expected and this time was critically missing in the post-listening stage where the learners were practising conversation with the authentic menus. However, there was enough time for providing feedback at least.

The other drawback was the lack of success with three weaker learners. Despite they do not require any adjustments to be done, it would be beneficial to provide them with some cues in their worksheets to help them and sustain their motivation. Motivation is a crucial factor as mentioned broadly in the theoretical part of this thesis (see chapter 1.2. by Harmer).

The positive outcome was that expected difficulties with foreign dishes or inference were not an issue at all. The drawback was the timing and the author has to plan more flexibly and subsequently to keep track of time during the lessons.

10 The questionnaire analysis

The questionnaires were created on the Google forms platform in Czech language. They were converted into English via Excel tables and the results displayed in form of the pie charts and diagrams in the following chapters. The description and numbering of the tables in the thesis corresponds exactly with the numbering and description of the graphs and diagrams in the Appendices. These can be found in Appendices 4 and 5. Translated versions of the questionnaires are available in Appendices 2 and 3.

10.1 Teachers questionnaire

The questionnaire was distributed through an online link to the approached schools and the teachers at researched school. The author received fifteen responses over a twenty-one day period. The lower number of responses may be due to the recent pandemic situation and the intense workload of teachers.

The selection of participating teachers is diverse in terms of the length of teaching experience. Table 1 displays a range of 1 – 30 years, with more respondents (9) having taught English for 10 years or less. The other (6) respondents are likely to be more experienced; however, the quality of teaching may not be depended on the length of experience.

Teaching experience(years)	1	3	5	6	7	10	12	15	22	30
Number of respondents	2 13.3%	2 13.3%	1 6.7%	1 6.7%	1 6.7%	2 13.3%	1 6.7%	2 13.3%	2 13.3%	1 6.7%

Table 1 Number of years of teaching English

Teacher's use of English during lessons is one of the first and most natural ways learners encounter the language. This was emphasised by Semiun (see Chapter 1.3) and also reflected in the learners' questionnaire. Table 2 shows that the majority (14) of the respondents used or tried to use English most of the time. Table 31 (see Chapter 10.2) supports this view and reflects that 72.2 per cent of learners (65) shared the same opinion.

Use of English during lessons	Respondents	Respondents in per cent
Yes, of course	5	33.3
Yes, I try, but with some groups I have to use more Czech	5	33.3
Yes, only occasionally I have to explain the assignment individually to some pupils in Czech	4	26.7
I try, but it is often quicker to say it in Czech	1	6.7

Table 2 Using English during a lesson

The number of learners in the group did not have a significant impact during the pre-listening and the while-listening stage; but had a large effect in the post-listening stage when feedback was obtained. The high number of learners did not allow for any immediate individual feedback (see learners' feedback in Chapter 9.1). According to Table 3, the majority of teachers (80 per cent) had fewer than 15 learners in their group, and although it was assumed that they would be able to provide individual feedback.

Number of students in a group	Respondents (teachers)	Respondents in per cents
Less than 10	3	20
10-15	9	60
16-20	2	13.3
More than 20	1	6.7

Table 3 Number of learners in a group

Coursebooks, materials and resources used for teaching listening

Teachers evaluated the coursebooks used in teaching with emphasis on quantity and quality of listening exercises provided. Brown and Yule (see Chapter 2.1) noted that these exercises are usually in accordance with a course objective

The name of coursebook	Respondents	Respondents in per cents
Project, Oxford	7	46.7
Bloggers, Klett	4	26.7
English File, Oxford	1	6.7
English, SPN	1	6.7
Zahálková	1	6.7
Kidsbox, Cambridge	1	6.7

Table 4 Coursebooks used by teachers

According to Table 4, most respondents (7) stated that they use the Project coursebook and the teachers (4) from researched school used the Bloggers. Furthermore, Table 5 expressed their satisfaction with coursebooks, with the majority, 86. 7 per cent of the teachers (13) are satisfied with them and two teachers mostly not.

Satisfaction	Respondents	Respondents in per cent
Definitely yes	4	26.7
Mostly yes	9	60
Mostly not	2	13.3

Table 5 Teachers' satisfaction with coursebooks

These views are well supported by Table 6, where the majority of teachers (13) also reported that the coursebooks have enough listening exercises and eleven teachers used the listening exercises from their coursebooks; two other teachers preferred to use other resources and two teachers rated their coursebooks as insufficient or inappropriate for their learners.

Coursebook supplies sufficient amount of listening exercises	Respondents	Respondents in per cent
Yes, and we use most of them	8	53.3
Yes, often we don't even use all of them	3	20
Yes, but I prefer to use others (my own)	2	13.3
Yes, but sometimes they are not good	1	6.7
I have older version of the book, they are not always suitable	1	6.7

Table 6 Provision of listening exercises by coursebooks

The variety of other resources used by teachers can be seen in Table 7. The materials used in schools are audio-visual or audio-only (see in Chapter 2.2). This topic was not investigated in this thesis, and we cannot claim that the use of audio-visual materials exceeds audio recordings; however, teachers in Table 7 reported YouTube as the most used resource by 86.7 per cent (13), we can assume that there is some perception in using audio-visual material. Following Table 7, teachers also utilized the sources from the coursebooks as stated by almost 74 per cent (11), which corresponds with their opinion displayed in the previous table. Many teachers create their own portfolios of teaching materials and these often include a variety of textbooks and materials, as confirmed by 60 per cent (9). The BBC Learning English Kids/Teens website is used by almost 27 per cent of teachers (4) and other News in levels website by 20 per cent (3). Other popular resources mentioned by teachers included: Live-worksheets, ESL Collective, Google apps, CDs attached to Ready and Gate magazines.

Material and resources	Respondents	Respondents in per cent
YouTube	13	86.7
CD or interactive material for the textbook used at school	11	73.3
Other textbooks and materials I have personally available	9	60
BBC Learning Kids/Teenagers	4	26.7
News in levels	3	20
Podcasts	1	6.7
Others	5	33.5

Table 7 Other resources used for teaching listening

It can be summed up that teachers used a variety of resources in their lessons as they tried to motivate their learners.

Frequency of listening sessions

The listening can either be part of a lesson or can fill an entire lesson (see Chapters 1 and 6.1). Tables 8 and 9 do not distinguish the proportion of a lesson dedicated to listening, as they merely deal with the occurrence of listening sessions. The learners from surveyed school also commented on the same issue in Tables 23 and 24 (see Chapter 10.2). Therefore, some of the result figures will be compared. Referring to Tables 8 and 23 nearly 47 per cent (7) of the teachers stated that listening is a part of almost every lesson, compared to 1 per cent of learners (1). A stronger agreement was expressed on the frequency of once a week by almost 47 per cent of teachers (7) and 58 per cent of learners (52). Only one teacher reported occasional listening and 38 per cent of learners (34) expressed they have irregular listening at least once a month.

Frequency	Respondents	Respondents in per cent
Almost every lesson	7	46.7
At least once a week	7	46.7
Occasionally when come across them in the coursebook	1	6.7

Table 8 Frequency of listening exercises

According to Tables 9 and 24 (see Chapter 10.2), the responses of teachers and learners do not match. The schools had different conditions and approaches to distance learning, therefore the frequency will not be compared. The first figure from the Table 9 confirms a competence of teachers to provide listening tasks within the online environment, with almost 74 per cent (11) teachers who thoughtfully supplied their learners with listening exercises on weekly basis. The remaining 4 teachers have not assigned the listening tasks on regular basis and one teacher even thought it was not necessary. It is important to maintain a balance within four skills as discussed in chapter 1.4 in the theoretical part of this thesis.

Frequency	Respondents	Respondents in per cent
Every week or almost every week	11	73.3
Occasionally, once or twice a month	2	13.3
I assigned them, but irregularly	1	6.7
I did not assign them it was not necessary	1	6.7

Table 9 Frequency of listening exercises during distance learning

Listening assessment

Listening assessment means receiving a grade for a completed listening task. Table 10 illustrates a prevalence of teachers who do not mark listening exercises, almost 67 per cent (10) over the 33 per cent (5) of teachers who prefer to grade listening tasks. This confirms suggested approach to assessment by Underwood, which is practised by two-thirds of lower-secondary schools teachers (see Chapter 7).

Listening assessed by a grade	Respondents	Respondents in per cent
Mostly I do not mark listening exercises	10	66.7
Always when sufficiently practised with a similar topic	5	33.3

Table 10 Assessing listening

Organising teaching listening

In the theoretical part, it was emphasised that there are many aspects to consider when preparing a listening session (see Chapter 6.1). The research focused on a preparatory stage, the use of three-stage system, considering heterogeneous classes, taught skills and obtaining feedback. Table 11 displays the main focus of teachers in preparation of a listening session. More than 50 per cent of teachers (8) concentrate on practising different skills in addition to listening. It is a reasonable view as the weekly allocation of English lessons can be low at some schools and teachers have to deal with curriculum, different abilities learners and time.

Planning time for activities is the aim of 27 per cent of respondents (4) and 20 per cent of teachers (3) use the tasks in the textbooks as they are.

Focus at preparatory stage on:	Respondents	Respondents in per cent
A variety, to practise as many skills as possible	8	53,3
Time to allow for other activities in the lesson	4	26,7
Do not prepare, use ready-made tasks in the textbook	3	20

Table 11 Preparation of listening material

The main purpose of adapting to mixed ability classes is to sustain learners' motivation (see Chapter 4.4). Adjustments are done for both learners with differences and fast learners. Following Table 12, it can be assumed that most teachers (11) take into account the different learners abilities when preparing a listening session. Although the fact that almost 27 per cent of the respondents (4) stated that listening tasks they use are usually suitable for their classes cannot be interpreted as a lack of attention, but rather that they know their classes or they can teach classes consisting of learners at the same level.

Adjusting a task to learners ability	Respondents	Respondents in per cent
Occasionally, if necessary - e.g. listening is more difficult	9	60
No, they are usually suitable for my pupils	4	26,7
Yes, always I teach mostly heterogeneous classes	2	13,3

Table 12 Adjusting a task to learners' abilities

The three stage system of teaching listening was proposed in the theoretical part by Underwood (see Chapter 6), and the author followed and reflected it in the lesson plans taught at researched school (see Chapters 9.1, 9.2, 9.3, 9.4). As indicated, it can be used for a short listening lesson as part of English lesson as well as for a whole lesson. Therefore, it is expected that most teachers will use this system unless they use listening as a short introductory activity for another purpose. The research shows that only 60 per cents of teachers (9) use it, while the others (5) condition its use on available time or do not use it at all (1) see in Table 13. Information specifying what part is often omitted did not arise from the survey.

Using of a three stage system	Respondents	Respondents in per cent
Yes, for most listening sessions	9	60
Occasionally, if time works out	5	33,3
I do not use	1	6,7

Table 13 Using a three stage listening system

The most frequent difficulties experienced during while-listening stage are expressed as a part of feedback emerged in form of required improvement. Feedback contributes to the actual development of listening skills and therefore it is an essential part of the listening lesson (see

Chapter 7). Table 14 presents what abilities are taught in particular. The research suggests that they may be preceded by experienced difficulties in the while-listening stage see Table 27 in Chapter 10.2. It can be argued that most teachers are aware of the problems encountered during the while-listening phase, as 60 per cent (9) stated teaching to distinguish individual words and almost 54 per cent (8) taught linking words in connected speech. These abilities correspond with the difficulties in recognizing individual words and linking them, which was mentioned by nearly 38 per cent of learners in Table 27. Teaching of contracted forms in verbs in listening text was acknowledged by almost 34 per cent of teachers (5); connecting expression by 20 per cent (3) and the impact on stress was noted by 2 teachers. Not teaching any of these abilities was declared by 20 per cents (3) of respondents and it can be implied that they either taught some abilities that were not the optional in the questionnaire or they do not consider these abilities essential for development of listening skill.

Taught ability	Respondents	Respondents in per cent
To distinguish individual words	9	60
To link words in connected speech	8	53,3
To identify contracted forms in verbs	5	33,3
Connecting expressions	3	20
None of the above	3	20
To distinguish between stressed and unstressed syllables	2	13,3

Table 14 Other abilities taught along with listening

In terms of developing listening skills, feedback is an essential part of teaching listening (see Chapter 7). The research indicated in Table 15 that most teachers (11) obtain feedback following listening activity, however only 34 per cent (5) do so on every occasion. A considerable 40 per cent of respondents (6) admitted that they only get feedback solely in a case of remarkable number of wrong answers. It implies the suspicion that they do not ascertain the means of reaching the correct answers that is equally important as checking for wrong answers. Furthermore, almost a quarter of teachers (4) do not recognize the significance of immediate feedback and they collect it only when there is time (1), upon learners' request (1) or not at all (2) assuming that leaners will improve just by regular listening.

To obtain feedback	Respondents	Respondents in per cent
Occasionally, if there are a lot of incorrect answers	**6**	**40**
Yes, always	**5**	**33,3**
Mostly no, the learners learn it anyway by regular listening	**2**	**13,3**
Yes, if the learners ask for it	**1**	**6,7**
Sometimes, if we have time	**1**	**6,7**

Table 15 Obtaining feedbacks after listening

School equipment

The importance of basic classroom equipment for teaching listening has been argued by Bilanova and Field (see Chapter 2). Table 16 reveals that more teachers (8) do not have special language classroom available at their school and therefore they cannot use it, as displayed in Table 18. Following this Table the teachers at schools with language classrooms (7) use it for every lesson, more than half of them, and some (2) have to switch with other group (2) or use it only for listening.

Language classroom	Respondents	Respondents in per cent
Yes	7	46,7
No	8	53,3

Table 16 Schools providing language classrooms

Provided equipment	Respondents	Respondents in per cent
PC per teacher and loudspeakers	8	53,3
Interactive board	7	46,7
Projection equipment	6	40
Headphones and microphone for each student in the classroom	5	33,3
Individual PC with headphones and microphone	3	20
Headphones without microphone for each student in the classroom	1	6,7

Table 17 Classroom equipment for teaching listening

It can be assumed that teachers at schools without a language classroom use a regular classroom for teaching listening given Table 17 providing the same figure as Table 16 (8

teachers) who use a computer and loudspeakers for teaching listening. Merely 47 per cent of teachers (7) can use the projection equipment essential for visual component, and therefore their learners are missing on a considerable support and advantages that audio-visual facilities provide (see Chapter 2.2). Less than 50 per cent of teachers use other suitable equipment (see Chapter 2.3). According to Table 17, 7 teachers use interactive board and only a third of respondents (5) can practise listening with learners using individual headphones with microphones. A positive result is that 20 per cent of teachers utilize a language laboratory equipped with a computer for each learner along with headphones and microphones, as suggested by Bilanova et all (see Chapter 2.3). The insufficient facilities for teaching listening can result in a poor learners' performance and therefore it may be suggested to support teaching language listening as a priority.

Frequency of using language lab	Respondents	Respondents in per cent
Not at all	7	46,7
Always	4	26,7
Occasionally, taking turns with the other group	2	13,3
Sometimes, when I plan listening exercises	2	13,3

Table 18 Frequency of using language classroom (lab)

10.2 Learners questionnaire

The questionnaire was distributed to three schools: ZŠ Loučná nad Desnou, ZŠ Drnholec and ZŠ Hevlín. The author received only one reply from ZŠ Loučná nad Desnou, however the teacher who promised to teach the lesson plans and distribute the questionnaire to her learners fail to do that, therefore, the author changed the research into a case study and distributed the questionnaires solely at researched school among the learners of all grades of lower secondary level. She received ninety replies in a span of three weeks.

Attended grade	Respondents	Respondents in per cent
6th	16	17.8
7th	24	26.7
8th	23	25.6
9th	27	30

Table 19 The grade of the respondents (learners)

Table 19 displays the response rates through the four grades at lower secondary school at researched school. The majority of involved learners (27) attend 9th Grade, the number of learners from 7th (24) and 8th Grade (23) is almost equal and the lowest response rate was amongst the learners of 6th Grade.

Skill	Respondents	Respondents in per cent
Listening	41	45.6
Speaking	26	26.7
Writing	15	16.7
Reading	10	11.1

Table 20 The most difficult skill for learners

The survey looked into subjective attitude of learners towards managing four language skills. Table 20 displays learners' perception of what skill is the most difficult for them and Table 21 represents the overview of which skill is the easiest for respondents. There is an apparent consensus as almost 46 per cent (41) respondents indicated in Table 20 that listening is the most demanding skill for them and barely 18 per cent (16) claimed that listening is the easiest skill for them. These results may suggest that there is significant disproportion in teaching of listening at researched school or the learners experience recurrent failure.

Skill	Respondents	Respondents in per cent
Writing	28	31.1
Speaking	23	25.6
Reading	23	25.6
Listening	16	17.8

Table 21 The easiest skill for learners

Table 22 illustrates learners' attitude towards listening. There is significant number of learners who either do not enjoy listening, find it too difficult or they do not concentrate on it. In view of reasons given by them, it can be suggested to increase learners' motivation and attractiveness of listening tasks at researched school. Nearly 40 per cent learners (36) genuinely like listening as they experience success.

Do you like listening?	Respondents	Respondents in per cent
Yes, because I am good at it	36	40
No, because I do not enjoy them	23	25.6
Yes, because I can relax and do not have to pay attention for a while	20	22.2
No, because they are too hard for me	11	12.2

Table 22 Popularity of listening,

In the previous chapter 10.1 dealing with teachers' perspective, comments were made on frequency of listening. There were four English teachers at researched school this school year and their approaches varied to the same degree as learners' opinions on the subject. The dominant figure in Table 23 represents 58 per cent of learners (52) who claimed having listening lesson every week. This result presents positive findings along with 38 per cent of learners who stated that they have a listening lesson at least once a month.

Frequency	Respondents	Respondents in per cent
At least once a week	52	58
Irregularly, but at least once a month	34	38
Every lesson	1	1.1
Usually we do not have	1	1.1

Table 23 The frequency of listening exercises

The distance learning schedule did not reflect the regular schedule and learners had one English lesson per week except of 6th Grade, which had two. It can be seen from Table 24 shows the number of learners expressing a frequency once a week or often declined to 16 per cent (14) during the distance learning. The higher percentage (40 per cent) responded that listening is held within the lessons occasionally but not regularly. There are still 20 per cent of respondents (18) expressing low frequency or not having listening at all. It can imply a speculation that one teacher at researched school has omitted listening during distance learning.

Frequency	Respondents	Respondents in per cent
Occasionally, but not regularly	36	40
Often, we did them during online lesson as well	22	24.4
Very little	16	17.8
Every week	14	15.6
Not at all	2	2.2

Figure 24 The frequency of listening assignments in distance learning

Table 25 presents learners' preferences for extensive listening resources. There is a noticeable correspondence with the teachers' preferences for resources used for teaching listening (see Table 7 in chapter 10.1). According to both tables, YouTube is the most popular resource. Therefore, it can be suggested to use this resource to build a library of graded listening to motivate learners at the researched school using a platform used for distance learning – Teams or Bloggers that is also currently used by the author as a support site for her learners (see Chapter 4.3).

Extensive listening	Respondents	Respondents in per cent
YouTube	58	64.4
Netflix	54	60
Music in English	32	35.6
Others	21	23.3
Only at school	5	5.6
None	2	2.2

Table 25 Extensive listening

The pre-listening stage includes all activities that precede listening, but especially it contains an introduction to a topic of listening and familiarises learners with following tasks they will perform during the listening (see Chapter 6.3). Table 26 shows learners' views on the extent to which a teacher explains a task to them before listening to a recording. Almost 77 per cent of learners (20) claimed that a task was always explained to them, while a minority nearly 23 per cent (20) expressed that a teacher outlined the aim of a task before listening. Although fewer learners do not have a task explained to them regularly, this can still be considered a very serious deficiency.

Teacher explains a task	Respondents	Respondents in per cent
Yes, always	69	76.7
Sometimes, when it is more difficult task	20	22.2
Only when we ask the teacher	1	1.1

Table 26 Pre-listening

Feedback and difficulties with listening

Learners may experience various difficulties when listening (see Chapter 5). According to Table 27 the most common problem is accent, which is experienced by almost half of the learners (43). A significant number of learners (34) cannot distinguish words and have problems hearing a recording. As Underwood suggests, more practise should be given to concentrating on the context rather than individual words (see Chapter 5). Providing suitable listening equipment can result in better outcomes. If the classroom is usually fitted just with loudspeakers as suggested in Table 17 (see Chapter 10.1), or even not equipped with them as mentioned in the lesson plan for 8th grade (see Chapter 9.3) than the remarkable number of learners (34) who cannot hear the recording is alarming.

While-listening problem	Respondents	Respondents in per cent
People have incomprehensible accents	43	47.8
I can't hear the recording well	34	37.8
I can't distinguish between the words - they blend together	34	37.8
I can't concentrate	19	21.1
I don't understand almost anything	12	13.3
The recording is too long	10	11.1
I don't understand the questions	8	8.9

Table 27 While-listening difficulties

The number of learners (19) who stated difficulty concentrating is low, but cannot be disregarded. Underwood (see Chapter 5) specifies external and internal reasons associated with lack of concentration and to identify these would be a subject of further research. These reasons could lead to switching off and then not taking anything at all, as 13 per cent of learners (12) noted, or some of them (10) are concerned with the length of a recording and they lose concentration easily. A minority of learners (8) do not understand questions or statements they supposed to solve while listening. These issues can be eliminated in the pre-listening stage (see Chapter 6.3).

The importance of providing feedback as an error correction was argued earlier by Bilanova, Field and Underwood (see Chapter 7). Teachers should not ask only about the correct answers but also about the way in which learners arrived at these replies, as displayed in Table 28 the majority of learners (80) expressed that answers were correct as they understood well, and the remaining (10) stated that they were able to infer the answers from a context or guessed them completely.

Successful listening task	Respondents	Respondents in per cent
I understood most of it	47	52.2
I understood everything perfectly	33	36.7
The answer could be guessed from the context	6	6.7
I guessed the answers and it worked out	4	4.4

Table 28 Successful listening

Table 29 further confirms that only a minority of teachers at researched school always asks for feedback as 30 per cent learners (27) were sure of it. It can be assumed that teachers only obtain feedback if there are some wrong answers as displayed in the same table by 61 per cent of learners (55). A small proportion of learners (8) indicated that are not asked for feedback at all.

Post-listening feedback	Respondents	Respondents in per cent
Sometimes	55	61.1
Always	27	30
Never, because we usually understand everything	6	6.7
Never, even though we do not understand	2	2.2

Table 29 Post-listening feedback

Table 30 displays the number of learners (72) who always or sometimes have an opportunity for a final listening of a recording. Some learners (18) have never experienced it. The author practised final listening in all four taught lesson plans and received valuable feedback on its contribution to better understanding.

Listening to check - final	Respondents	Respondents in per cent
Yes, always	37	41.1
Sometimes	35	38.9
Never	18	20

Table 30 Post-listening - Final listening

My teacher uses English during lessons	Respondents	Respondents in per cent
Yes, only grammar and problematic parts explains in Czech	40	44.4
Yes, always	25	27.8
Only when giving instructions on what to do	20	22.2
Mostly no, only when he/she reads instructions from a textbook	5	5.6

Table 31 Using English by a teacher

Learners were asked to express their opinion on the importance of learning listening. Table 32 shows a summary of their ideas. The majority of learners (35) stated that it was important for learning the pronunciation of words, and also high proportion of them (26) also highlighted its significance for understanding English. Some learners (6) mentioned that listening helps to recognise stress in words and to learn vocabulary (6). Only a minority of learners did not know what to answer (4), and one learner even thought that learning listening was not important. The rest (10) replied with statements such as: "It is something different than reading", "We learn to listen", "You can learn more with listening", "To get use to listening foreign language" and "I learn listening so I do not to look stupid abroad and I do not disgrace the Czech Republic when I do not understand". The author finds these results satisfactory and it can be argued that learners realise the benefits of learning to listen and they have some experience in practising the mentioned phenomena.

Why do we learn listening?	Respondents	Respondents in per cent
To learn pronunciation	35	38.8
To learn to understand English	26	28.9
To learn and recognise stress	6	6.7
To learn vocabulary	6	6.7
I do not know	4	4.4
To get better in communication	2	2.2
It is not important	1	1.1
Others	10	11.1

Table 32 Importance of learning listening

11 The discussion

The aim of this chapter is to answer the research questions stated in the introduction and then to propose further research. The findings are supported by an analysis of survey responses and implemented lesson plans.

Do teachers use three stage listening system and is it effective at researched school?

The survey suggests that more than half of the respondent use three stage system and a third of them used it occasionally if time permits. The research sample was too small to draw generally valid conclusions; however, it can be assumed that teachers are aware of this way of organising teaching listening lessons. Based on the findings from the learners' survey it cannot be entirely agreed that the three stage system is being use effectively at researched school. On the contrary, there is much room for improvement. The teacher's reflection on the lesson plans revealed that although the system is being used, many adjustments will have to be made before it can be claimed to be effective.

Does a teacher's lesson preparation have significant effect on the progress and the outcome of the listening lesson?

Teacher's reflections following the lesson plans revealed that teacher preparation has a significant effect on the lesson progress in means of sequencing tasks and indicating predicted difficulties to be addressed in advance in the pre-listening stage. Teacher has to consider any previous reflections, the necessary recycling of the knowledge and the timing of activities. Equally important is considering learners with different abilities and fast learners when preparing tasks in order to sustain their involvement. The expected lesson outcome is progress in the development of listening skill and the survey research discovered that majority of teachers prepare their listening lessons to practise as many skills as possible.

To what extend have insufficient facilities for teaching listening negative impact on learners' outcome?

The survey research revealed that most teachers are not provided by adequate equipment for teaching listening at their schools. Again, it must be noted that the sample of respondents was too small and therefore the degree of negative impact on learners' outcome can only be evident at researched school. The results of survey exposed a fact that a significant number of learners had difficulty hearing the recording and majority of them reported listening as the

most difficult skill, which may to some extent be related to the inadequate facilities for teaching listening at this school. The author's reflection on the lesson plans indicated that the lack of an equipped classroom at this school may make the organisation of listening lesson difficult. Finally it can be concluded that insufficient facilities have a great impact on learners' performance in listening.

What effect has a teacher's reflection on a lesson planning?

Research suggests if feedback is provided in means of correcting errors and collecting difficulties experienced by learners during listening, it will have a significant impact on lesson planning. Feedback has to be obtained immediately. Assuming that this feedback is a part of teacher's reflection, hereby it affects teacher's preparation in form of predicted difficulties in the future as reflected in the lesson plans used for this work. It can be suggested to keep a written track of main issues for individual groups of learners. Such a record will serve a teacher in the future as an aid in the preparation and analysis of listening texts.

11.1 Suggestion for further research

 This case study may provide the author with valuable data to make teaching listening skills more effective at her school. The author is aware that these data are subjective and may not apply at wider scope of lower secondary schools in the Czech Republic. In order to confirm implied assumption from previous chapter there is a suggestion to perform the lesson plans at a lower secondary school with similar equipment for teaching listening and at a school with advanced facilities. The survey would be carried out at these schools as well. This was the author's original intention that could not have been completed due to Covid-19 schools' closure. There can be brought more attention to the reasons why learners stated listening as the most difficult skill and if that is the case at the other schools.

It was not possible to reflect all the researched issues and the author believes that they could be further investigated. This was a case of the frequency of listening sessions. There should be a balance in the teaching of language skills and systems.

It can be also suggested research into teaching listening as part of the lesson, such as warm up activity or using listening as final activity. There was a suggestion from Morley (2021) in chapter 3.3 to use the bottom-up process to teach recognizing individual words and weak forms. It can be done systematically and often as a short part of a lesson. The structure of such session will be different; however it should still retain the purpose.

Finally, it is proposed to examine the reasons associated with learners' reduced concentration while listening as revealed in Table 27, where the reasons for failure in listening performance were investigated.

CONCLUSION

The aim of this thesis was to propose effective ways of organising teaching listening at lower secondary schools. Within the organisational aspect of teaching listening, three areas were reflected in the theoretical and practical part of the thesis: a lesson planning, a structure of listening lesson, facilities and equipment available to support teaching listening. Subsequently, these aspects were reflected in the practical part of this work through the survey, lesson plans and responses to research questions.

The theoretical part presented an overview of the aspects to be considered when planning a listening lesson. Besides the requirements of the Framework Educational Programme, characteristics of learners and teachers were described. The relationship of listening to other skills and systems was briefly outlined in terms of planning follow-up activities and methods, strategies and procedures used for in teaching listening. Types of listening task in accordance with the needs and abilities of learners were highlighted. Moreover, the difficulties encountered during listening were addressed in a separate chapter. Finally, the above mentioned views were summarised in the lesson planning section. In the practical part, these positions were reflected in the lesson plans and questionnaires for teachers and learners. Two research questions summarising the indispensible role of feedback for teacher preparation also responded to the issue of planning.

In the theoretical part, the views of different authors on a structure of listening lesson were collected. A three stage system pattern: pre-listening, while-listening and post-listening was advocated by majority of authors as the most practical option. These phases were described in detail along with proposed activities for each stage. The importance of feedback was also acknowledged. Hence, the author used this sequence in the practical part for the lesson plans and reflected them in the survey. Eventually, three stage system along with the significance of feedback was the subject of research questions that considered feedback as part of a teacher's reflection.

Listening is the one skill that cannot be taught without the support of appropriate equipment. The theoretical part dealt with listening resources and potential facilities available to teachers. Then listening tasks within coursebooks and other materials, mostly available online on the Internet, were also discussed. Options for sophisticated equipment suitable for language classrooms were also addressed in the theoretical and the practical part. The survey findings resulted in the answer to research question, assuming that the facilities and language classroom equipment have a significant influence on the learners' outcomes.

The aim of practical part was to answer the research questions set in the introductory part and to suggest the most effective ways of organising teaching listening. After careful consideration of the research results, it can be suggested that the three-stage system is effective if it is thoughtfully and carefully planned and takes into account feedback from previous lessons. It can be established that a main objective of an effectively organised listening lesson is the development of listening skill. The means of achieving this goal is through the recognition and correction of errors and their reflection in the teacher's preparation for the next lesson or through short exercises to practice the problematic phenomenon.

To conclude, the research results confirmed that the organisation of an effective listening lesson depends on the combination of teacher's reflection and preparation, consideration of leaners' needs with regard to their abilities and, last not least, the equipment of the language classroom.

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LIST OF ABBREVIATION

CEFR – Common European Framework of Reference for Languages

CLIL – Content and Language Integrated Learning

ELT – English Language Teaching

FCE – First Certificate in English

KET – Cambridge English Key

L1 – Mother language

L2 – Foreign Language

SLD – Specific Learning Differences

ŠVP – Školní vzdělávací program

TPR – Total Physical Response

APPENDICES

Appendix 1 Lesson plans with scripts and used materials

A Lesson plan for 6th grade

Class: **No. of students:**   **Date:**

Learner objective:	*Learners will be able to recognize word related to personal vocabulary, to write them with a correct spelling and to demonstrate a similar conversation in pairs.*		
Language:	**Grammar:** *The present tenses, can*	**Skill:** *Listening for specific information. Speaking - role-play*	**Vocabulary:** *Personal information, filling a form*
Teaching aids/ materials:	*Worksheets (regular and adjusted for learners with learning differences), listening scripts (ideally for each learner), a recording, a device to play a recording, dictionaries, white or blackboard, a key language - a teacher's list of vocabulary for this listening, resources: Craven, M. (2004). Listening extra. Cambridge Univ. Press.*		
Time:	45 minutes		
Expected difficulties:	Spelling – the postcode (learners are not familiar with postcode system in the UK)		

Lesson stage	Tasks	Materials	Procedure	Interaction	Stage objective	Time
Pre-listening	*To write down a vocabulary for an application form*	*Dictionaries, black/white board, learner's notes*	*Brainstorming in pairs*	*L/L* *L/T*	*To obtain a vocabulary used in simple personal form*	*10-12 minutes*
A teacher will greet learners as usually and introduce a lesson consisting of listening and speaking. Then she/he asks to get in pairs and collect dictionaries, while she/he draws a large square on a board with a title APPLICATION FORM. Learners are asked to say any relevant words/heading for an application form; if necessary a teacher can help writing words like FIRST NAME, SURNAME. The aim is to write as many words as possible from "student details" section of e worksheet. A teacher also adds any words from a key vocabulary list which did not came up asking learners to look the up in their dictionaries. Then she/he tells learners that they are about to hear a conversation over a phone between a foreign student and a receptionist at a language school. Learners should just listen and not to make notes.						
While-listening	To express any information from a recording	A recording (03:10 min)	Pair work – discussion	L/L	To discuss information from a recording	5-6 minutes
Learners listen and then discuss in pair whatever they can remember from a recording. A teacher distributes worksheets and they can fill any information they already know. (Advising to sit students with learning differences together in pairs or with weaker learners if possible as they have all the words given in the box). A teacher advises learners that this time they should complete the form and plays a recording.						

While listening	To note information in a worksheet	Worksheets and worksheets for students with learning differences	Individual work, listening and noting information	L/T L/L	To listen for specific information	5 -10 minutes

A teacher asks learners to compare their answers in pairs and check if it is necessary to play the recording again. Once most agree that they have finished, the answers are checked. A teacher asks for a feedback if there were any difficulties to understand. (Possibly explains a structure of the UK's postcode that is similar to Czech "směrovací číslo", if that wasn't done in pre-listening stage). Then they stay in pairs for the next activity. A teacher distributes a script to each pair.

Post-listening	To practise conversation as a role-play	A script	Practise a role-play with a script in pairs (swapping)	L/L	To practise speaking with visual support	6-10 minutes

When learners swapped and practised enough a teacher asks learners to practise similar conversation in pairs, but to answer now with their real personal details. They vocabulary from the first activity on a white/blackboard may be used as visual aid. Learners may even choose different course. (Learners with learning differences and weaker learners may carry on practising with a script and skip this part)

Post-listening	To practise a conversation with own personal details	A vocabulary on a white/blackboard	Substitute given information with own personal details	L/L	To give out personal details, to answer questions about personal details	5-10 minutes

A teacher keep checking and helping around. After sufficient time she/he stops the activity and asks for a feedback. If they have enjoyed this activity, what were the easiest and the most difficult parts. If it is easier to work in pairs and if that helps.

A KEY LANGUAGE

an address, an application form, a course, a date of birth (D.O.B), an evening class, interested in, long x short course, a nationality, an occupation, a postcode, to spell, a surname.

WORKSHEETS

1. a worksheet

2. a worksheet for students with learning differences (if necessary it is advised to cut a words for a learner therefore they can just put in the gaps and fill after checking up).

CAMBRIDGE LANGUAGE COLLEGE

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname ………………………………………………

First name ……………………………………………….

Nationality ……………………………………………..

Language ……………………………………………….

Occupation ……………………………………………..

Date of birth ………… / ……………… / …………………
               day   *month*   *year*

Address …………………………………………………………………………

Postcode …………………………

Phone no. ……………………………………………

Course details

French	121 Elementary	131 Intermediate	141 Advanced
English	129 Elementary	139 Intermediate	149 Advanced
German	151 Elementary	161 Intermediate	171 Advanced
Spanish	159 Elementary	169 Intermediate	179 Advanced
Japanese	181 Elementary	191 Intermediate	

Type of course   short course   long course

CAMBRIDGE LANGUAGE COLLEGE

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname

……………………………………………

First name

…………………………………………

Nationality

…………………………………………..

Language

…………………………………………

Occupation

…………………………………………..

Spanish	**student**
Maria	**11th October 1983**
Silva	**24 Cherry Road**
CB1 5AW	*742980*
	Mexican

Date of birth ………… / ……………… / …………………
          day   *month*   *year*

Address …………………………………………………………………………………………………….

Postcode …………………………

Phone no. __ __ __ __ __ __

Course details

French	121 Elementary	131 Intermediate	141 Advanced
English	129 Elementary	139 Intermediate	149 Advanced

Type of course: *short course*   *long course*

CAMBRIDGE LANGUAGE COLLEGE

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname …*Silva*………………………………………………

First name ……*Maria*…………………………………………….

Nationality ……*Mexican…*……………………………………..

Language ………*Spanish* (*little English*)…………………………………….

Occupation ……*student*……………………………………..

Date of birth …*11th*……… / …*October*………… / *1989*…………………
               day   *month*   *year*

Address ………*24 Cherry Road*……………………………………………………………………

Postcode ………*CB1 5AW*…………………

Phone no. ………*742 980*……………………………………

Course details

French	121 Elementary	131 Intermediate	141 Advanced
English	129 Elementary	*139 Intermediate*	149 Advanced
German	151 Elementary	161 Intermediate	171 Advanced
Spanish	159 Elementary	169 Intermediate	179 Advanced
Japanese	181 Elementary	191 Intermediate	
Type of course	short course	long course	

A SCRIPT

Receptionist: Hello, Cambridge Language College.

Maria: Oh yes, Hello. I'd like to attend one of your evening classes

Receptionist: Oh, yes. Which class are you interested in?

Maria: English… It's course 139.

Receptionist: I see... Course 139 is for intermediate students. Is that the course you want?

Maria: Yes, it is. Intermediate.

Receptionist: Right. Do you want the short course or the long course?

Maria: The long course, please. That's twelve weeks, isn't it?

Receptionist: Yes. Now, I need to take some personal details first. Your name, please?

Maria: Silva.

Receptionist: Silva's your surname, isn't it?

Maria: Yes.

Receptionist: Can you spell that for me?

Maria: Yes. S - I- L-V-A.

Receptionist: Thank you. And your first name?

Maria: Maria

Receptionist: ... Maria. Thank you. Oh, what's your nationality?

Maria: I'm Mexican. I'm a student at university in Mexico City. I'm here for the summer.

Receptionist: I see. So you speak Spanish and ... any other languages?

Maria: No, just Spanish... and a little English!

Receptionist: And you're a student ... and your date of birth?

Maria: My date... Oh! The eleventh of October 1983.

Receptionist: Eleventh of October... 1983. Where are you staying in Cambridge?

Maria: Sorry?

Receptionist: What's your address here?

Maria: Oh. It's 24 Cherry Road. The postcode is CB1 5AW.

Receptionist: OK. Now then Maria, do you have a telephone number?

Maria: Yes. It's 742980.

Receptionist: 742980. That's fine. The next intermediate English long course starts on Monday at 7 pm.

1. LEARNERS FEEDBACK

2. TEACHER'S FEEDBACK

Structure of this lesson:

Have you followed this structure?

Did you find the task sequence consistent?

Timing:

Worksheets:

Did you use a worksheet for learner with learning differences?

Any other comments:

A lesson plan for 7th grade

Class: **No. of students:**   **Date:**

Learner objective:	Learners will be able to write a food order and to order the questions in the right sequence.		
Language:	**Grammar:** *Question forms*	**Skill:** *Listening for details, speaking –ordering food*	**Vocabulary:** *Food*
Teaching aids/ materials:	*Worksheets (regular and adjusted for learners with learning differences), listening scripts (ideally for each learner), a recording (two tracks), a device to play a recording, dictionaries, white or blackboard, a key language - a teacher's list of vocabulary for this listening, resources: https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/ordering-food-cafe*		
Time:	*45 minutes*		
Expected difficulties:	*Vocabulary – unknown dishes*		

Lesson stage	Tasks	Materials	Procedure	Interaction	Stage objective	Time
Pre-listening	*Divide dishes to categories*	*Worksheet-matching exercise*	*Learners work in pairs*	*L/L L/T*	*To acquire vocabulary necessary for listening task*	10 minutes
After a greeting, teacher introduces a lesson aim and asks if learners go to restaurants, what is their favourite local restaurant and what fast food restaurants they know. She distributes worksheets and asks learners to try match. After that they discuss dishes, as they are not familiar with some of them. Learners with learning differences receive a menu as well and their worksheet is adjusted.						
While - listening	*Listen and take an order*	*Worksheet-order sheet, a recording*	*Listen and note dishes*		*To listen for specific information*	5 minutes
Learners are told that they will be waiters and they have to take an order on the order sheet. They are advised that they will hear a recording twice and to concentrate on the order sheet, however the second listening they will be required to note the sequence of the conversation. Learners with differences work with visual aid – a menu, where they can make notes and copy heard dishes.						
Post - listening	*To check the order and the sequence*	*Worksheets Visual aids – pictures of dishes*	*They check in pairs and present their answers*	*L/L L/T*	*To check correct answers*	10 minutes
Learners are left some time after listening to finish their answers and then they check in pair before their present. They are asked also to note what they did not get right and what they felt was difficult. If required they listen to the recording again. A teacher shows real pictures of the dishes from the menu and explains that they will practise the conversation, but they can choose a dish themselves. Learners with differences practise only conversation from the script – practising pronunciation and phrases.						
Post-listening	*Practise the conversation from recording*	*A script and a menu, visual aid – pictures of dishes, calculator*	*They follow the conversation and try to substitute dishes from menu*	*L/L*	*To practise conversation – food ordering*	10 minutes

Reflection	To discuss		Discussion over the lesson	L/T	To discuss what new vocabulary they learnt, if they enjoyed the lesson, any difficulties.	

A KEY LANGUAGE

Main course, dessert, order sheet, fast food, waiter, to take an order

A SCRIPT

Transcript:
Café worker: Next, please! What would you like?
Andi: Can I have a burger, please?
Café worker: A cheese burger or double cheese burger?
Andi: Double cheese burger, please.
Café worker: Anything else?
Andi: Yeah, I'd like some banana cake.
Café worker: Would you like a drink?
Andi: Yes, can I have an apple juice, please?
Café worker: OK, so that's one double cheese burger, one banana cake and an apple juice. What's your table number?
Andi: Table 3. How much is that?
Café worker: That's £8.37, please.
Andi: Here you are.
Café worker: Thank you ... that's £10.00 ... and £1.63 change. Next, please...

WORKSHEETS

Worksheet 1

1. Please write the words in the correct columns.

Banana cake	Coke	Ice cream	Water	Apple tart
Apple juice	Four cheeses pizza	Cheese burger	Orange juice	
Chicken curry and rice		Chocolate cake	Seafood salad with bread	

Main course	Desserts	Drinks

2. Listen and fill the table

ORDER SHEET

Table no.	
Main course	
Dessert	
Drink	

3. Listen and order 1 - 5

... Anything else?

… A cheese burger or double cheese burger?

… What would you like?

… Would you like a drink?

… What's your table number?

Worksheet 2 for learners with differences

1. Please write the words in the correct columns/Doplňte slova do správných sloupců

~~Banana cake~~	~~Coke~~	Ice cream	Water	Apple tart
Apple juice	~~Four cheeses pizza~~	Cheese burger	Orange juice	
Chicken curry and rice		Chocolate cake	Seafood salad with bread	

Main course	Desserts	Drinks
Four cheeses pizza	Banana cake	Coke

2. Listen and fill the table / Poslouchej a doplň objednávku

ORDER SHEET

Table no.	
Main course	
Dessert	
Drink	

3. Listen and order 1 -5 / Poslouchej a dopiš čísla v jakém pořadí otázky uslyšíš.

... Anything else?

… A cheese burger or double cheese burger?

1. What would you like?

… Would you like a drink?

… What's your table number?

MENU (also used for learners with differences as a visual aid during the listening)

MAIN COURSES

CHEESE BURGER.......................	£4.39
DOUBLE CHEESE BURGER........	£4.99
CHICKEN CURRY WITH RICE...	£3.99
MACARONI CHEESE..................	£4.19
SEAFOOD SALAD......................	£4.49
EGG SALAD.............................	£3.99
FISH AND MUSHROOM PIE......	£4.69

PIZZA

MUSHROOM PIZZA......	£4.60
FOUR CHEESES PIZZA.	£4.10
MEAT PIZZA.................	£4.75
SEAFOOD PIZZA..........	£4.75
CHICKEN PIZZA...........£4.55	

DESSERTS

ICE CREAM.........................	£1.99
(VANILLA, CHOCOLATE, STRAWBERRY)	
BANANA CAKE.....................	£2.39
FRUIT CAKE........................	£2.29

FRUIT

APPLE...............	£0.59
ORANGE...........	£0.59
BANANA...........	£0.69
PEAR...............	£0.69
MIXED FRUITS.	£1.29
(3 FRUITS)	

DRINKS

ORANGE JUICE.............	£0.99
APPLE JUICE.................	£0.99
TEA...............................	£0.59
COFFEE........................	£0.59
WATER.........................	£0.49

A PICTURE MENU

CHEESE BURGER   **DOUBLE CHEESE BURGER**

CHICKEN CURRY WITH RICE   **MACARONI CHEESE**

SEAFOOD SALAD   **EGG SALAD**

FISH AND MUSHROOM PIE   **PIZZA**

Image credit: istockphoto.com/LauriPatterson

DESSERTS

BANANA CAKE   **FRUIT CAKE**

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Egg salad - *https://dinnerthendessert.com/egg-salad/*

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Pizza - *https://food.ndtv.com/lists/10-best-pizza-recipes-714462*

Banana cake - *https://www.cookingclassy.com/banana-cake-salted-caramel-frosting/*

Fruit cake - *https://natashaskitchen.com/german-fruit-cake/*

A lesson plan for 8th grade

Class: **No. of students:**   **Date:**

Learner objective:	Learners will be able to recognize particular words, write them with a correct spelling and demonstrate the conversation within small groups of three.		
Language:	**Grammar:** *The tenses- present/past simple/going to/will* **Functions:** *offering a help, suggestion, promise, agreement, an apology*	**Skill:** *Listening – for specific information and recognize a context* *Speaking – role-play*	**Vocabulary:** *Travel/holidays/administration*
Teaching aids/ materials:	*Worksheets (regular and adjusted for learners with learning differences), listening scripts (ideally for each learner), a recording, a device to play a recording, dictionaries, white or blackboard, a key language - a teacher's list of vocabulary for this listening, resources used: Craven, M. (2004). Listening extra. Cambridge Univ. Press.*		
Time:	*45 minutes*		
Expected difficulties:	*Vocabulary, spelling*		

Lesson stage	Tasks	Materials	Procedure	Interaction	Stage objective	Time
Pre-listening	*Make a list of problems people may experience on holidays*	*Papers/ notebooks*	*Brainstorming*	*L/L*	*To revise and explore some new vocabulary*	*5-6 minutes*
A teacher asks learners to make a list of problems people may experience while on holidays, learners may work in pairs or small groups (depends on a size of a class). A teacher may encourage learners by sharing his/her own experience to give out some cues.							
Pre-listening	*Presenting vocabulary*	*Lists of vocabulary/ white/black board/ a key language*	*Presentation*	*L/T*	*To learn and revise written a spoken form of new vocabulary*	*8-10 minutes*
Groups or pairs present their vocabulary lists and a teacher writes these words on a board (alternatively/ideally learners can write), other groups share just the words they are not on the board. Learner will come with many lexical items that are not necessary for this listening task; however it is great to revise them. The teacher adds the words from a list of vocabulary (a key language) and asks leaners to guess their meaning giving them some cues. Afterwards, worksheets are distributed to each learner.							
While-listening	Listening for a context	A recording and device to play it	Listening to a recording and discussion	L/T	To listen for a gist	6-8 minutes
The teacher advises learners that they are going to listen to a conversation and asks them to focus on a context (what is going on). After the listening learners are asked to identify the place where the conversation has happened and to guess who are the people involved (a travel agency, a travel agent/clerk, a married couple – husband and wife). How do the people feel? Worksheets are distributed to each learner. The teacher invites learners to think what kind of information will fit in the gaps.							
While-listening	*Listening for specific information*	*A recording and device to play it – play twice, worksheets*	*Listening to a recording and discussion*	*L/T*	*To identify specific information*	*7 minutes*
Post - listening	*To check the answers in pairs, present the answers and mark any difficulties*	*Worksheets*	*Correcting answers, discussion over any difficulties with comprehension*	*L/L L/T*	*To check the answers/ obtaining a feedback*	*5 -7 minutes*
A teacher asks students to check their answers in pairs and then they present the information. A teacher prompts a discussion over any difficulties experienced, why some learners missed the information. Learners are praised by a teacher and she/he notes any raised issues with a comprehension. If there is time (at least 5 minutes) to practise the conversation in groups, please carry on with another activity, if the discussion took longer you can use it as a starter point in following lesson with attached grammar/language functions practise suggestions.							
Post-listening	*To demonstrate the conversation within the groups*	*A script for each learner (Learners may highlight their part)*	*A role- play (ideally groups of three)*	*L/L*	*To practise new vocabulary through a role-play*	*5-14 minutes*

A teacher asks learners to make groups of three (a pair of four if necessary) and distributes a script for each learner. Learners mark their part and then they practise aloud the conversation for the next 5 minutes. Once a lesson is about to finish a teacher asks learners if they have enjoyed this lesson and thanks for their work.						
Post-listening (possible extension)	*To recognize grammar structures in a script*	*A script for each learner*	*Asking to find a grammar structure: form and use*	*L/L L/T*	*To practise and revise grammar structures*	*5 – 10 minutes*
This is an extra voluntary part of this lesson plan. It can be used if there is enough time within this lesson or the following lesson if you need some revision or you are dealing with some of these structures. (The past simple tense, the present simple tense, modal verbs, future expressions – will and going to, question tags – functions - offering a help, suggestion, promise, agreement, an apology).						

THE KEY LANGUAGE

An airport, angry, an apology, awful, a bin, a brochure, a car park, a complaint, a form, a holiday, a hotel, included, a problem, a receipt, a reply, a sandwich, a tax, terrible, a view

Once learners receive worksheets, it is advised to explain the term "Nature of complaint".

THE ANSWER KEY

a) Mr and Mrs Caldwell   d) 25th February   g) airport tax   j) 893 2423

b) Bermuda   e) DW83247   h) sea view

c) 10th – 24th February   f) £20   i) food

A WORKSHEET

Far Away Travel Ltd.

Customer Complaint Form

Ref: XGR – 83274/W

Date ^{d}..

___

Customer details

Name ^{a}...   Customer number ^{e}........................

Holiday destination ^{b}..

Dates ^{c}...

___

Nature of complaint

had to pay ^{f} £........ each for ^{g}............................

hotel room had no ^{h}............................

the ^{i}............................ in the hotel was terrible

___

Contact details

Tel: Walton ^{j}..

___

Far Away Travel Ltd.
A member of the Travel Experience Group.
Head office: Stevenson House, Broadwater Avenue, Norwich NR2 3EW
Tel: 01603 928340 Fax: 01603 928342

Far Away Travel Ltd.

Customer Complaint Form

Ref: XGR – 83274/W

Date [d] ....

Customer details

Name [a] *CA* ....   Customer number [e] *DW* ....

Holiday destination [b] *B* ....

Dates [c] *10th —* ....

Nature of complaint

had to pay [f] £........ each for [g] *AIRPORT* ....

hotel room had no [h] .... *VIEW*

the [i] .... in the hotel was terrible

Contact details

Tel: Walton [j] *89* ....

A SCRIPT

Travel agent: Can I help you?

Mrs Caldwell: Yes, you can actually. We came back from Bermuda last night. This is the brochure of the holiday you sold us.
Travel agent: Oh yes. Did you have a nice time?
Mr Caldwell: No, we didn't. My wife and I are both very angry.
Travel agent: Oh dear. What was the problem?
Mrs Caldwell: Well, to start with we had to pay £20 extra each for airport tax. But it says here in the brochure airport tax is included.

Travel agent: Oh yes, so it does.

Mr Caldwell: And our room didn't have a sea view. We paid extra for a sea view but all we got was a view of the car park at the back of the hotel.

Travel agent: Oh dear. This is very serious. I think we should fill out a complaint form. Now, what are your names?

Mrs Caldwell: It's Mr and Mrs Caldwell. That's C-A-L-D-W-E-L-L
Travel agent: OK... And the holiday was in Bermuda?
Mrs Caldwell: Yes. Two weeks, from the tenth to the twenty-fourth of February.

Travel agent: Tenth to twenty-fourth of February. And today is the twenty-fifth. OK. Do you have your customer number?

Mr Caldwell: It's here on the receipt. DW83247.

Mrs Caldwell: Oh yes. OK. Now, you had to pay £20 each for airport tax, and the hotel room had no sea view.

Mr Caldwell: And you can add that the food in the hotel was terrible.

Mrs Caldwell: I couldn't eat a thing. We lived on sandwiches, didn't we, darling?

Mr Caldwell: Yes. I lost a kilo in weight.
Travel agent: Oh... so... the food in the hotel was terrible. Oh dear.

Mrs Caldwell: Well, what are you going to do about it?

Travel agent: I'll send this complaint to our Head Office, and I'll phone you when I get a reply. Can I have your telephone number?

Mrs Caldwell: It's Walton 8932443.

Travel agent: Walton 8932443. OK. Well, I'm very sorry about this.

Mr Caldwell: It was an awful experience. We want our money back.

Travel agent: I'll see what I can do. Our apologies once again.
Mr and Mrs Caldwell: Goodbye.
***

Travel agent: Another one for the bin!

<p style="text-align:center;">A FEEDBACK FORM</p>

Please write any valuable feedback you receive from your students as well as your own comments on the lesson plan here.

The learners feedback what you have received a noted during the lesson and it could be anything.

Teacher's feedback – please comment on the required subject matters.

1. LEARNERS FEEDBACK

2. TEACHER'S FEEDBACK

Structure of this lesson:

Have you followed this structure?

Did you find the task sequence consistent?

Timing:

Worksheets:

Did you use a worksheet for learners with learning differences?

Any other comments:

A lesson plan for 9th grade

Class:	No. of students:	Date:

Learner objective:	Learners will be able to take an order for a three course meal, to infer information from a context and demonstrate similar conversation using an authentic menu.		
Language:	**Grammar:** *Question forms, will for future*	**Skill:** Listening for detail	**Vocabulary:** *Food, restaurant*
Teaching aids/ materials:	*Worksheets (regular and adjusted for learners with learning differences), listening scripts (ideally for each learner), a recording (two tracks), a device to play a recording, dictionaries, white or blackboard, a key language - a teacher's list of vocabulary for this listening, resources: Craven, M. (2004). Listening extra. Cambridge Univ. Press.*		
Time:	*45 minutes*		
Expected difficulties:	*Inference (for some learners), new vocabulary for Czech learners due to cultural difference*		

Lesson stage	Tasks	Materials	Procedure	Interaction	Stage objective	Time
Pre-listening	*To write a list of dishes*	*Dictionaries*	*Form a short list of dishes – pair work*	*L/L* *L/T*	*To obtain vocabulary and initiate activity around a topic*	*5 minutes*
After greeting a teacher explains shortly a topic of a lesson and asks learners to get into pairs. Then they start to make a list of dishes they know using dictionaries. A teacher may encourage them by telling them some typical Czech dishes or giving them cues asking what dishes they can get in a local places (pizzerias, Chinese etc.)						
Pre-listening	*To present a list and revise a key vocabulary*	*White/black board, pictures/photos of less known dishes from a key vocabulary list*	*Writing the name of dishes on black/white board – asking learners to find it in dictionary*	*L/T*	*To introduce a key vocabulary necessary for a listening task*	*5-10 minutes*
Learners present their dishes (it is expected that they will not come with the words from the key vocabulary list), thus a teacher may let them present really fast summarising that this is almost Czech or Italian cuisine, however the most popular UK's dish is curry. A teacher asks learners if anybody has tried curry and displays photos. She/he makes collocations (asking learners as well). A teacher can give some words just orally to ask students to get a correct spelling. Once the most of a key vocabulary is on the board, worksheets with a menu and an order sheet is distributed. A teacher explains leaners that they are going to listen to two people ordering food in Thai restaurant. Leaners are given a time to go through a menu and an order sheet and terms: starters, main course and desserts have to be clarified before a listening. A teacher also has to advise learners that they will take an order as if they were waiters.						

While-listening	*To note an order*	*Worksheets, a recording n.1*	*Noting specific information*		*To listen for specific information*	*2 minutes*

A teacher distributes worksheets with the second task with a grid and explains that they will listen to the second part of a recording and they should note how the people enjoyed their meals. She/he asks learners to fill grid with: a tick – if food was enjoyable, with OK if it was satisfactory and with cross if that they didn't like it. It suggested to write it on a board as well and then plays the recording. Also it is necessary to mention that they should primarily concentrate on a grid part as they will hear this recording twice.

While-listening	*To fill a grid*	*A task 2 worksheets a grid part and a recording n.2*	*Filling a grid with given options*	*T/L*	*To listen for specific information*	*2 minutes*

A teacher asks learners to listen again and concentrate on relationship between Brian and Tracy and plays recording.

While – listening + post-listening check and feedback	*To choose if given statements are true or false*	*A task 2 worksheet a true/false part and a recording n.2*	*Deciding if given statements are true of false based on inference*	*L/L T/L*	*To infer meaning*	*5-7 minutes*

A teacher asks students in to check their answers in pairs and then present them as pairs in front of a class. Then she/he checks for difficulties they have had while listening, what was the difficult part and learners note it in worksheets with their commentary returning worksheets to a teacher and taking a copy of a recording script for a group of three. She/he asks learners to practise and swap the roles and that they will be stopped after 6 minutes to move to the next activity.

Post-listening	To practise the conversation from a script	A script in a group of three	Practising the same conversation and swapping the roles	L/T L/L	To practise speaking	5-7 minutes

A teacher goes around listening to conversations and once the most groups have swapped their roles she/he stops learners and explain them that they will get real menus from two different types of restaurant in London and order sheets. The two from a group will be customers and one waiter/waitress to take their order. Once the menus are distributed learners go through and a teacher explains what dishes are their suitable for starter, main course and where to find desserts if necessary. Learners are also advised to use phrases from a script if needed.

Speaking	To practise conversation and ordering food	Authentic menus from London restaurants	The groups of threes practise with authentic menus	T/L L/L	To practise using learned phrases in like real life situation	8-10 minutes

A teacher stops the activity five minutes before the lesson finishes asking any group to volunteer to demonstrate their conversation. Once they demonstrate there is a discussion over the dishes that they may like or they want to know more about. A teacher answers the questions asks learners to provide their feedback on this lesson, if they like real menus and what they have learned while noting their comments. Then she/he thanks learners for their participation and asks them to return the menus.

A KEY LANGUAGE - A bill, chilli, a coconut, curry, a dessert, a dish, a main course, a menu, peanut butter, pork, prawns, sauce, a set lunch, soup, a spring roll, a starter, sweet, tasty, delicious, hot /spicy, mild.

MENU

TASTE OF THAILAND

Authentic Thai restaurant

Three courses set lunch menu: **£17.50 per person**

Starters

Pork spring rolls

Pork satay

Hot and spicy duck eggs Chicken & coconut soup

Main course

(served with pineapple fried rice)

Sweet and sour fish Stir-fried beef in oyster sauce

Red chicken curry Green prawn curry

Desserts

Fried banana special

Fruit salad

1. Take an order

ORDER: *Table number 7*	
Starters	
Main courses	
Desserts	
Drinks	

2. Satisfaction sheet

	STARTER	MAIN COURSE	DESSERT
Brian			
Tracy			

3. Decide if the following statements are true or false.

a) Brian and Tracy are married   TRUE   FALSE

b) Brian and Tracy work together   TRUE   FALSE

SCRIPT

PART 1

Waiter: Table for two, sir?

Brian: Yes, please.

Waiter: Can I get you any drinks?

Brian: Two glasses of water, please and the menu.

Waiter: We have a standard set lunch menu. Here you are. There are three courses. You can choose one dish for each course.

Brian/Tracy: Thank you.

Waiter: Here is your water. Have you decided what to order?
Tracy: Hmm. It all looks so good! What is the pork satay, exactly?

Waiter: It's pieces of pork in a peanut butter sauce... quite sweet. Very tasty!

Tracy: That sounds delicious! I'll have that to start with.
Waiter: Very good. One pork satay... and for you, sir?

Brian: Are the spring rolls very spicy?

Waiter: Not too spicy, sir, no... but they come with a sweet chilli sauce.

Brian: Hmm. I think I'll have the chicken and coconut soup, thanks.

Waiter: Fine. And what would you like for main course, madam?

Tracy: What's the difference between the red curry and the green curry?

Waiter: The red curry is made from red chillies, so it's a bit hotter. The green curry is milder and more creamy.

Tracy: Green prawn curry for me then, thanks.
Brian: And the same for me. And for dessert I'll have the fruit salad.

Tracy: And I'll have the fried banana, thanks.

PART 2

Brian: Well, I couldn't eat another thing! That fruit salad was great!

Tracy: Yes, it looked really fresh.

Brian: How about your fried banana? You haven't eaten much.
Tracy: Mm, it's a bit too sweet for my taste.

Brian: That's a shame.

Tracy: The pork satay was fantastic, though. And the green curry was pretty good too. I enjoyed the meal.

Brian: So did I. The best part for me was the soup. I agree the green curry was OK but it wasn't anything special. Anyway, overall it was worth it. I'll be coming here again, that's for sure!

Tracy: Me too. Perhaps we should make this a regular thing, Brian... every Friday?

Brian: Hmm. That sounds like a nice idea, Tracy. Why not!
Waiter: Was everything all right with your meal?

Brian/Tracy: Great, thanks!

Waiter: Would you like any coffees or anything?
Brian: No, thanks. Just the bill. We must get back to work.

AUTHENTIC MATERIAL

Everyday we make it, we'll make it the best we can

Starters

Large Fries	1.99
Garlic Bread	2.99
Fries with Cheese	2.99
Twister Fries	3.49
Hot Wings (8Pcs)	3.99
BBQ Wings (8Pcs)	3.49
Potato Wedges	3.49
Garlic Bread with Cheese	3.99
7" Garlic Pizza Bread with Cheese	3.99
Jalapeno Cream Cheese (8Pcs)	3.99
Breaded Mozzarella Sticks (8Pcs)	3.99
Chicken Nuggets (8Pcs)	3.99
Chicken Strips (6Pcs)	2.99
Onion Rings (10Pcs)	

Crispy Coated Mushroom (10Pcs)	1.49
Peri Peri Chips (v)	2.49
Peri Peri Rice	2.49
Dips	5.49

Pastas

Peri Peri Salad	3.49
Green Salad	1.99
Coleslaw	1.99
Spaghetti Bolognaise	4.99
Vegetable Lasagne	4.99
Meat Lasagne	4.99
Chicken & Mushroom	4.99

Ice Cream & Desserts

Chocolate Fudge Cake	2.99
Strawberry Cheesecake	2.99
Carrot Cake	3.99
Cookie Squares (v)	2.49

Cold Drinks

Grillo's Peri-Peri & Pizza

حلال

BUY ONE GET ONE FREE
Monday - Thursday only - Except 18" Pizza

THE BIGGEST PIZZA IN TOWN
ANY 18" PIZZA
£11.99
ADD BOTTLE OF DRINK FOR £1 EXTRA

WHOLE PERI PERI CHICKEN
A DELICIOUS WHOLE CHICKEN WITH AUTHENTIC PERI PERI MARINADE
£7.99
WITH CHIPS AND SALAD £9.99

WHAT'S YOUR FAVOURITE FLAVOUR?

15% OFF when order through our website/ App
www.grillosperiperi.co.uk
download Grillo's Peri Peri from your app store

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Appendix 2 Questionnaires for teachers – original and translated version

1. Kolik let vyučujete AJ

Uveďte číslo:……………

2. Kolik žáků máte průměrně ve skupině / třídě při výuce AJ?

- Méně než 10
- 10 - 15
- 16 – 20
- Více než 20

3. Jaké učebnice používáte? (Uveďte název a nakladatelství)

…………………………………………………………………….

4. Jste spokojen (a) s touto učebnicí?

- Rozhodně ano
- Většinou
- Spíše ne
- Vůbec ne
- Jiná

5. Podle Vás, má tato učebnice dostatek poslechových cvičení?

- Ano, má dostatek, často ani všechna nevyužijeme
- Ano a většinu využijeme
- Ano, ale raději používám jiná (vlastní)
- Ne, je jich málo, ale nevadí mi to
- Ne, je jich málo, vadí mi to a používám vlastní
- Jiné

6. Jak často zařazujete do výuky poslechová cvičení (při prezenční výuce).

- Téměř každou hodinu
- Nejméně jednou týdně
- Občas, když na ně narazíme v učebnici
- Málokdy, není na to dostatek času
- Velmi málo, dávám důraz na jiné dovednosti

7. Jak často zařazujete do výuky poslechová cvičení hodnocená známkou.

- Téměř každé poslechové cvičení hodnotím známkou
- Pokaždé, když žáci měli dostatek poslechů k nácviku s podobným tématem
- Většinou poslechová cvičení nehodnotím
- Hodnotím jen při čtvrtletí, kdy poslechové cvičení odpovídá výstupům v ŠVP
- Nikdy poslechová cvičení nehodnotím
- Pokaždé, když potřebuji známky k hodnocení

8. Jak často zařazujete do výuky nebo jako domácí úkol poslechové cvičení při distanční výuce?

- Každý týden nebo téměř každý týden
- Občas, jednou nebo dvakrát za měsíc
- Zadávám, ale velmi nepravidelně
- Nezadávám je vůbec, není to potřeba
- Nezadávám je vůbec, neumím vložit nahrávku do naší platformy

9. Komunikujete s žáky v angličtině během výuky? (kromě vysvětlování gramatických jevů, či usměrnění závažné nekázně)

- Ano, samozřejmě
- Ano, jen občas některým žákům musím individuálně vysvětlit zadání v ČJ
- Ano, snažím se, ale s některými skupinami musím používat více ČJ
- Snažím se, ale často je to rychlejší říct v ČJ
- Ne, neumím tak dobře anglicky, používám jen naučené povely v AJ

MATERIÁLY A ORGANIZACE VÝUKY

10. Jaké materiály kromě učebnice používáte k výuce poslechových dovedností?

- CD nebo interaktivní materiál k učebnici používané ve škole
- YouTube
- Další vlastní učebnice a materiály, které mám osobně k dispozici
- BBC Learning Kids / Teenagers
- Podcasts
- News in levels
- Jiné: ……………………

11. Při přípravě poslechového cvičení se soustředím hlavně na:

- různorodost, abychom procvičili co nejvíce dovedností
- čas, abychom stihli i ostatní aktivity ve výuce
- to, že se nemusím připravovat, vše je v učebnici a metodice nachystáno
- nepřipravuji se, cvičení zvolím až v průběhu výuky
- jiné

12. Upravujete jednotlivá cvičení podle schopností vašich žáků?

- Ano, vždy
- Občas, pokud je to nutné – např. poslech je náročnější
- Tvořím si vlastní cvičení, takže nemusím nic upravovat
- Ne, většinou jsou vhodná pro moje žáky
- Ne, protože si vyberu taková, která jsou vhodná pro moje žáky

13. **Používáte třífázový systém – pre-listening/listening/post listening?**

- Ano, u většiny poslechů
- Občas, pokud vyjde čas
- Nepoužívám
- Nevím co to je

14. Při výuce poslechových dovedností žáky učím také: (Zvolte všechny možnosti, které platí)

- Rozlišovat individuální slova
- Rozlišovat přízvučné a nepřízvučné slabiky
- Identifikovat stažené tvary u sloves
- Spojovací výrazy
- Vázání slov v souvislé řeči
- Nic z výše uvedeného
- Jiné

15. Kromě kontroly správných odpovědí při poslechu, zjišťujete také důvody nesprávných odpovědí?

- Ano, vždy.
- Občas, pokud je hodně nesprávných odpovědí
- Občas, pokud máme čas
- Ano, pokud o to žáci požádají
- Většinou ne, žáci se to stejně postupně naučí častými poslechy
- Ne, nikdy

VYBAVENÍ ŠKOLY

16. Je vaše škola vybavená jazykovou učebnou?

- ANO
- NE

17. Vybavení jazykové učebny k výuce poslechových dovedností. Výběr z možností:

- Individuální PC se sluchátky a mikrofonem
- Individuální PC (bez sluchátek a mikrofonu)
- Sluchátka a mikrofon pro každého žáky v učebně
- Sluchátka bez mikrofonu pro každého žáka v učebně
- Pouze PC po učitele a reproduktory
- Promítací zařízení
- Interaktivní tabule

18. Jak často využíváte jazykovou učebnu?

- Vždy
- Občas, když plánuji poslechová cvičení
- Občas, střídáme se s druhou skupinou
- Málo, stejně nemá odpovídající vybavení
- Vůbec

1. How many years have you been teaching English?

Please provide the number …

2. How many students do you have on average in a group/class when teaching English?

- Less than 10
- 10 - 15
- 16 - 20
- More than 20

3. What textbooks do you use? (Name and publisher)

....

4. Are you satisfied with this textbook?

- Definitely yes
- Mostly yes
- Mostly not
- Not at all
- Other

5. In your opinion, does this textbook have enough listening exercises?

- Yes, it does, often we don't even use all of them
- Yes, and we use most of them
- Yes, but I prefer to use others (my own)
- No, there are not enough, but I don't mind
- No, there are few, I don't mind and use my own
- Other

6. How often do you include listening exercises in your teaching.

- Almost every lesson
- At least once a week
- Occasionally, when we come across them in the textbook
- Rarely, not enough time

7. How often do you include listening exercises assessed by a grade in your lessons.

- I mark almost every listening exercise
- Always when students had enough listening exercises to practice with a similar topic
- Most of the time I do not mark the listening exercises
- I only mark at final papers when the listening exercise meets the outcomes in the curriculum
- I never evaluate listening exercises
- Whenever I need grades for assessment

8. How often do you include listening exercises in your lessons or as homework in distance learning?

- Every week or almost every week
- Occasionally, once or twice a month
- I assign them, but very irregularly
- I do not assign it at all, it is not necessary
- I do not enter them at all, I do not know how to upload the recording to our platform

9. Do you communicate with students in English during lessons? (Other than explaining grammar or dealing with serious indiscipline)

- Yes, of course
- Yes, only occasionally I have to explain the assignment individually to some pupils in Czech
- Yes, I try, but with some groups I have to use more Czech
- I try, but it is often quicker to say it in Czech
- No, I do not speak English that well, I just use the commands I have learned in English

MATERIALS AND TEACHING ORGANISATION

10. What materials besides the textbook do you use to teach listening skills?

- CD or interactive material for the textbook used at school
- YouTube
- Other textbooks and materials I have personally available
- BBC Learning Kids/Teenagers
- Podcasts
- News in levels
- Other: ....

11. When preparing the listening exercise, I concentrate mainly on:

- A variety, to practice as many skills as possible
- Time to allow for other activities in the lesson
- The fact that I do not have to prepare, everything is ready in the textbook and methodology
- I do not prepare it, I choose the exercises during the lesson
- Other

12. Do you modify the exercises according to your students' abilities?

- Yes, always I teach mostly heterogeneous classes
- Occasionally, if necessary - e.g. listening is more difficult
- I create my own exercises so I do not have to modify anything
- No, they are usually suitable for my pupils
- No, because I choose the ones that are suitable for my pupils

13. Do you use a three stage system - pre-listening/while-listening/post-listening?

- Yes, for most listening sessions
- Occasionally, if time works out
- I do not use
- I do not know what it is

14. When teaching listening skills, I also teach students: (Select all that apply)

- To distinguish individual words
- To distinguish between stressed and unstressed syllables
- To identify contracted forms in verbs
- Connecting expressions
- To link words in connected speech
- None of the above
- Other

15. In addition to checking for correct answers when listening, do you also find out the reasons for incorrect answers?

- Yes, always.
- Occasionally, if there are a lot of incorrect answers
- Sometimes, if we have time
- Yes, if the learners ask for it
- Mostly no, the learners learn it anyway by regular listening
- No, never

SCHOOL EQUIPMENT

16. Is your school equipped with a language classroom?

- Yes
- no

17. Language classroom equipment to teach listening skills at your school. Choice of options:

- Individual PC with headphones and microphone
- Individual PC (without headphones and microphone)
- Headphones and microphone for each student in the classroom
- Headphones without microphone for each student in the classroom
- PC per teacher and loudspeakers
- Projection equipment
- Interactive board

18. How often do you use the language classroom?

- Always
- Sometimes, when I plan listening exercises
- Occasionally, taking turns with the other group
- A little, it does not have an appropriate equipment anyway
- Not at all

Appendix 3 Questionnaires for learners – original and translated version

1. Select the grade at lower secondary school you are currently attending.

- 6
- 7
- 8
- 9

2. Which of the following skills do you find most difficult in learning English?

- Reading
- Listening
- Speaking
- Writing

3. What are you good at?

- Reading
- Listening
- Speaking
- Writing

4. How often do you have listening exercises in your English lessons?

- Every lesson
- At least once a week
- Irregularly, but at least once a month
- Usually we do not have

5. Do you listen to music or watch movies, TV shows, etc. in English at home?

- YouTube
- Netflix
- other
- music only
- nothing
- only at school

6. Does the teacher explain the tasks before listening to the recording?

- Yes, always
- Sometimes, when it is a more difficult task
- Only when we ask the teacher
- No, she/he does not explain, we have to read it while listening

7. If I have a problem while listening, it is because:

- I don't understand almost anything
- I can't hear the recording well
- I don't understand the questions
- I can't concentrate
- The recording is too long
- People have incomprehensible accents
- I can't distinguish between the words - they blend together.

8. If I get everything or almost everything right when I listening, then:

- I understood everything perfectly
- I understood most of it
- I guessed the answers and it worked out
- The answer could be guessed from the context of the recording
- I copied from my neighbour

9. Does the teacher find out the reasons why we did not understand the recording or some of the more difficult parts of the recording?

- Always
- Sometimes
- Never, because we usually understand everything
- Never, even though we do not understand

10. After checking the correct answers, the teacher will play the recording once more.

- Yes, always
- Sometimes
- Never

11. Do you like listening exercises during English lesson?

- Yes, because I am good at it
- Yes, because I can relax and do not have to pay attention for a while
- No, because they are too hard for me
- No, because I do not enjoy them

12. Write a reason why you think listening exercises are important in learning a foreign language.

....

13. Does the teacher usually speak English to you during lessons?

- Yes, always
- Only when giving instructions on what to do
- Yes, only grammar and problematic parts in Czech
- Mostly no, only when he/she reads instructions from the textbook
- No

14. How often did you get listening exercises as part of your distance learning assignment?

- Every week
- Often, and we did them in the online class as well
- Occasionally, but not regularly
- Very little
- Not at all

Appendix 4 Overview of figures representing data from teachers' questionnaire
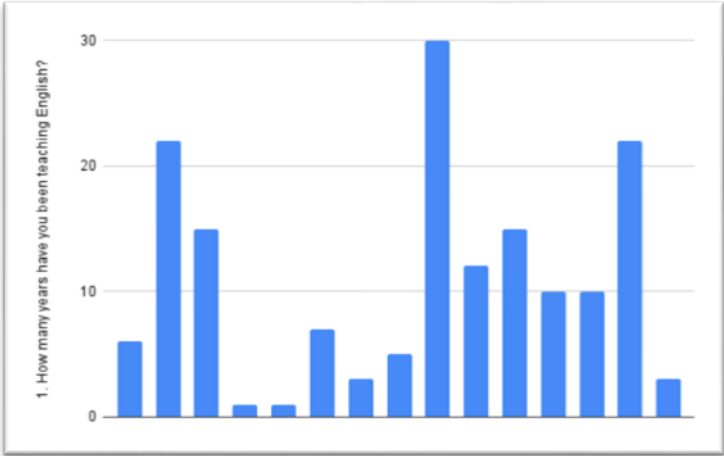
Figure 1 Number of years of teaching English
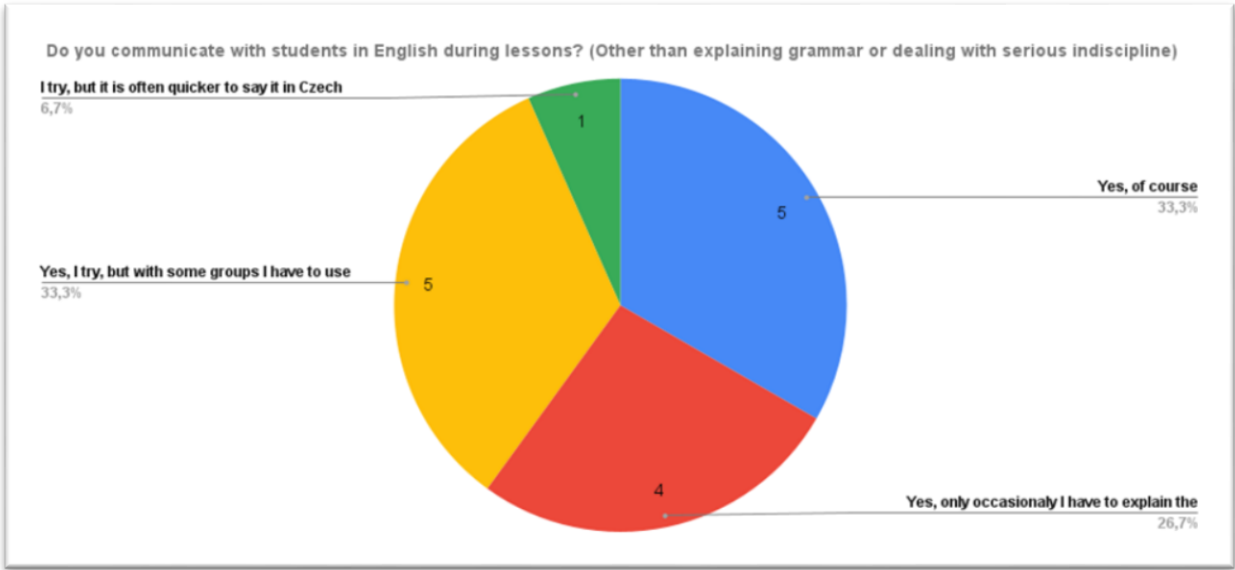
Figure 2 Using English during a lesson
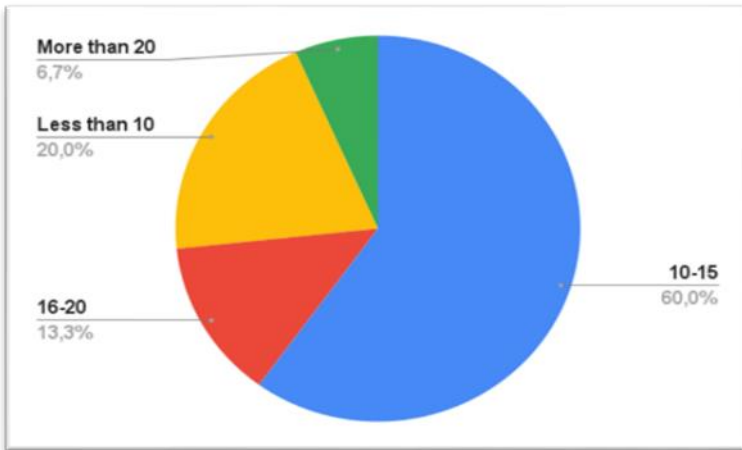
Figure 3 Number of learners in a group
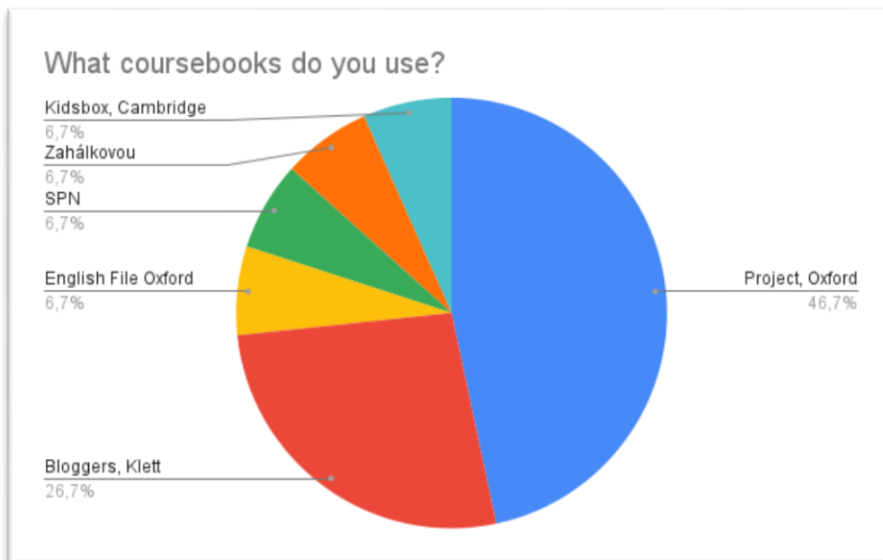
Figure 4 Coursebook used by teachers
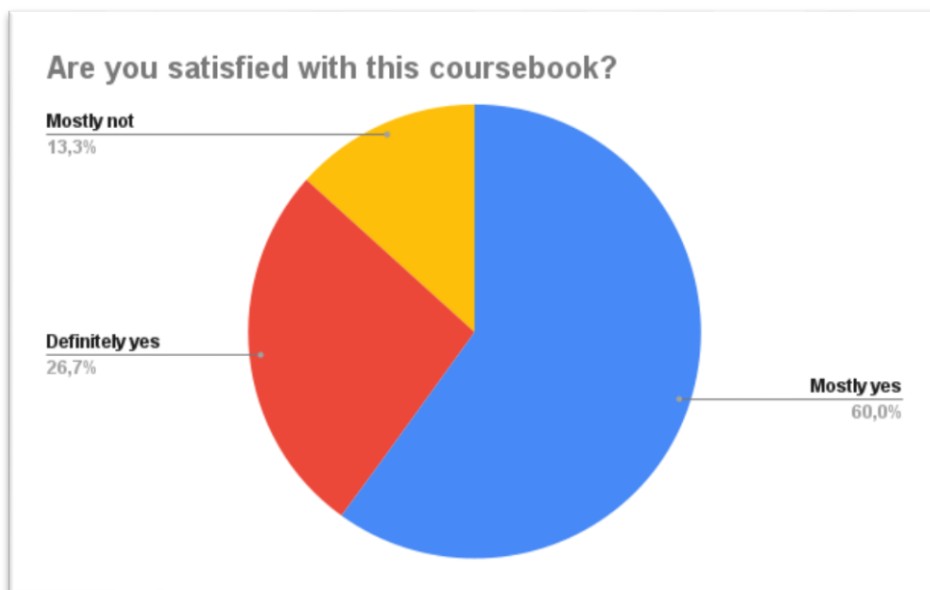
Figure 5 Teachers' satisfaction with coursebook
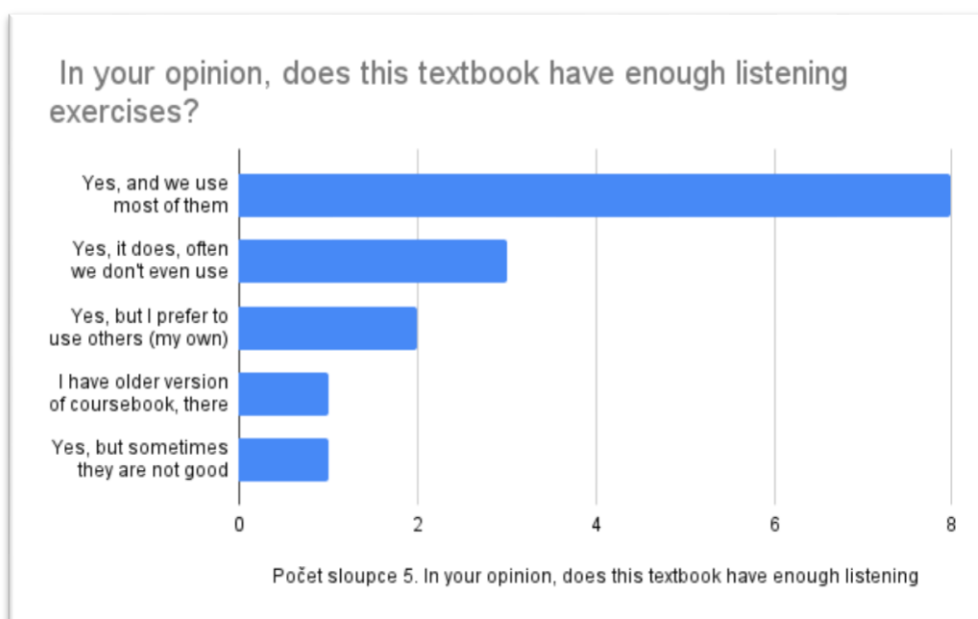
Figure 6 Provision of listening exercises in by coursebooks
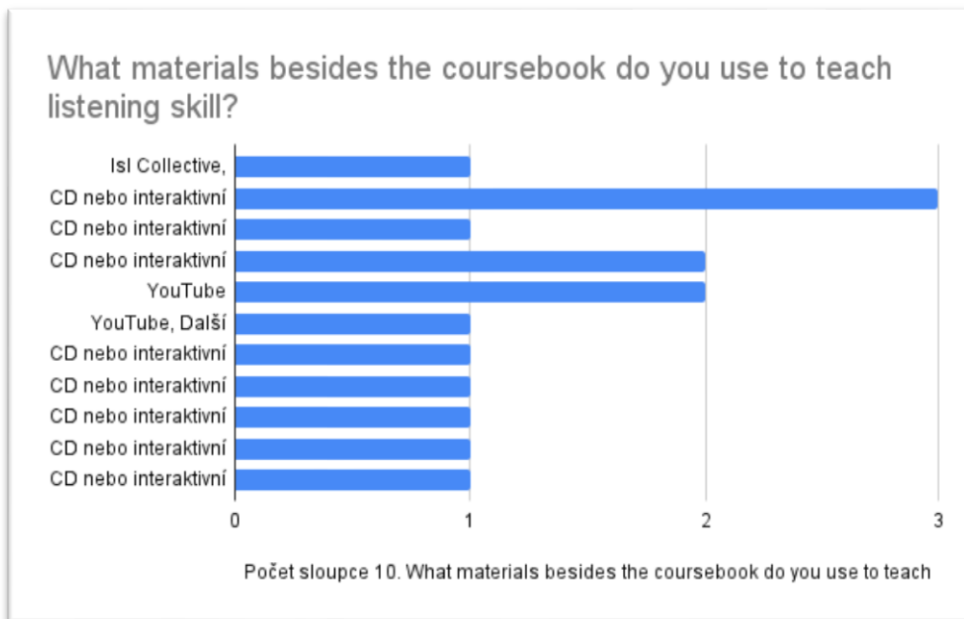
Figure 7 Other resources used for teaching listening
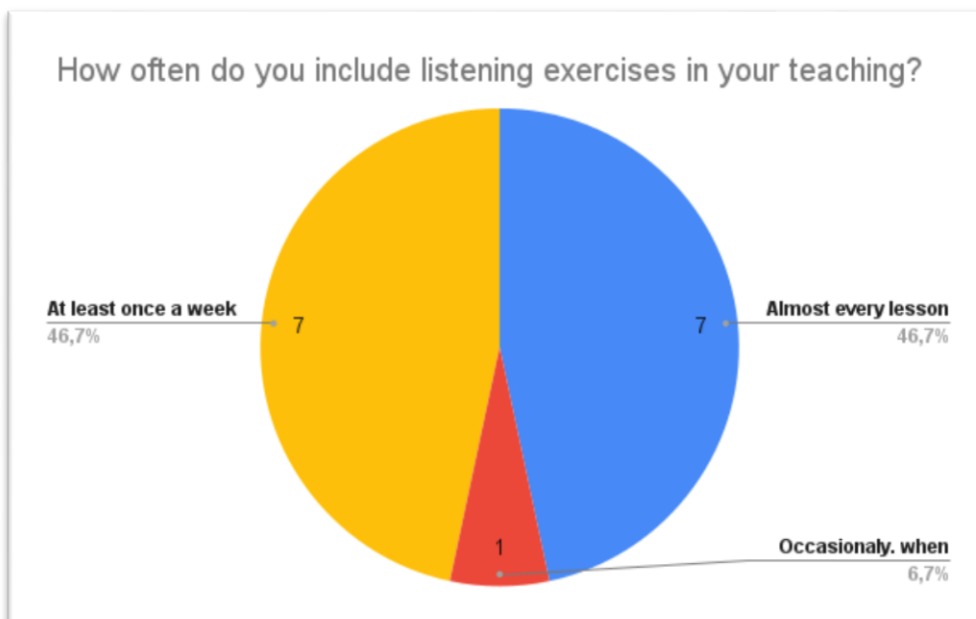
Figure 8 Frequency of listening exercises
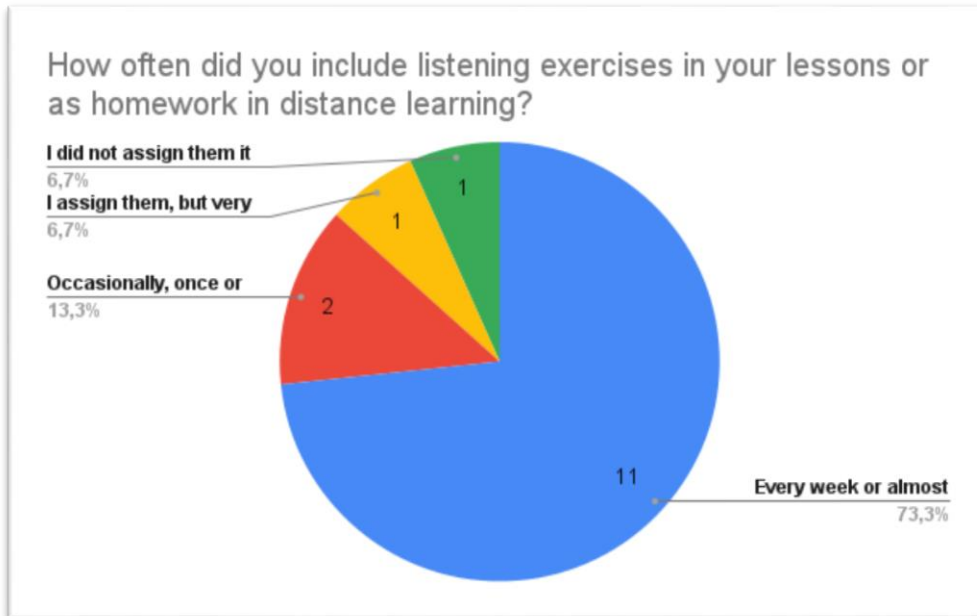
Figure 9 Frequency of listening during distance learning
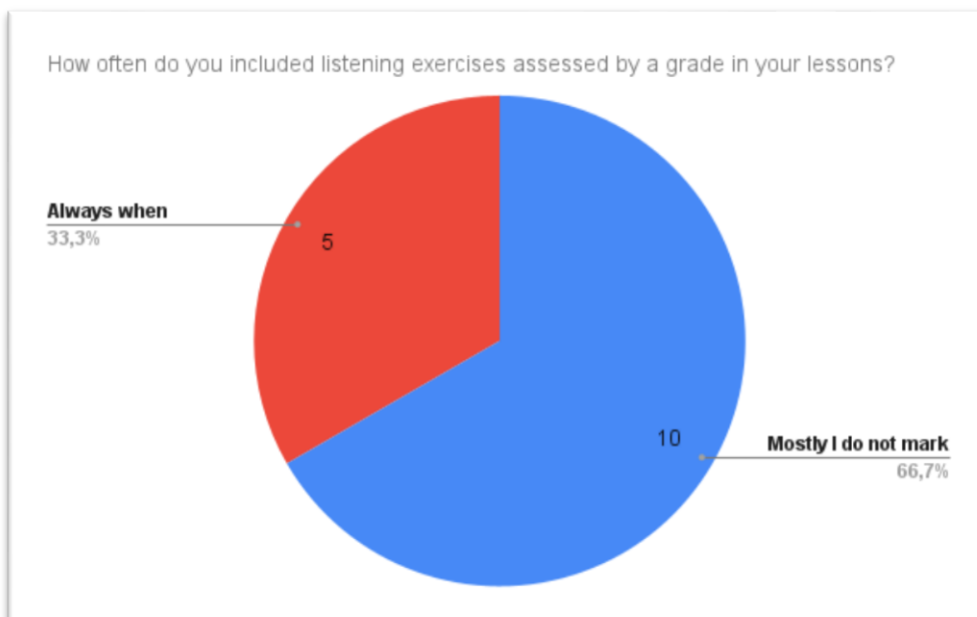
Figure 10 Assessing listening
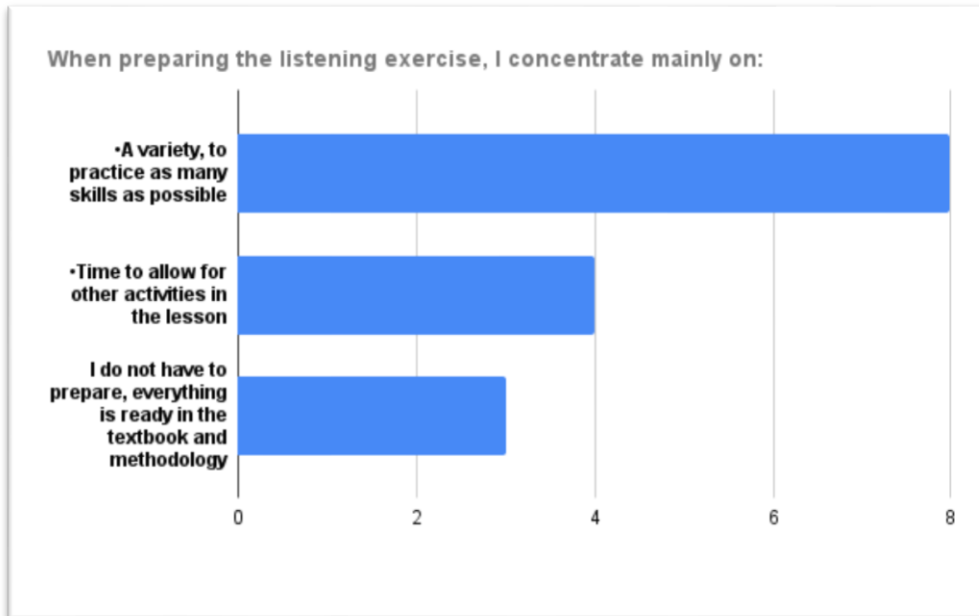
Figure 11 Preparation of listening material
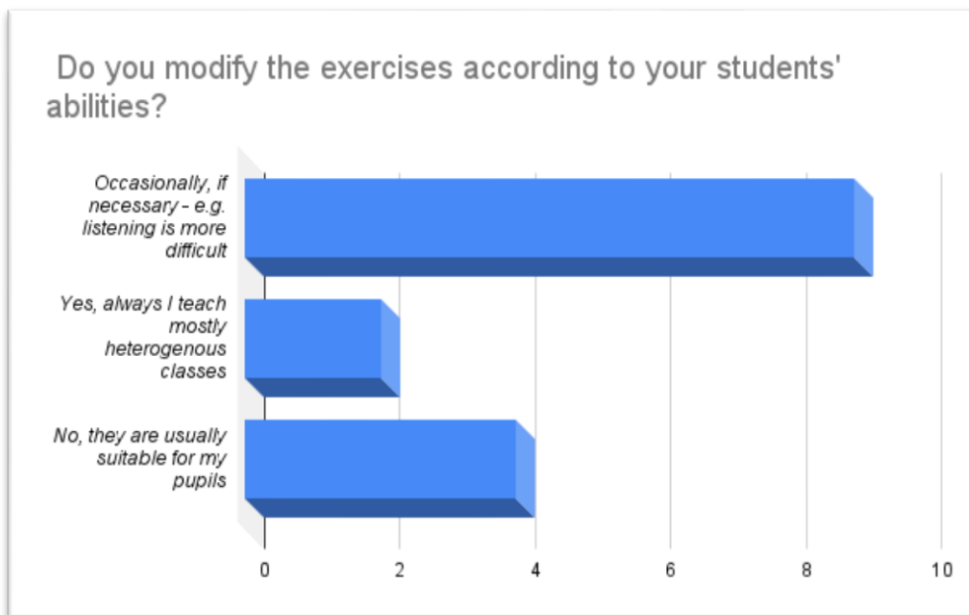
Figure 12 Adjusting tasks to learners' abilities
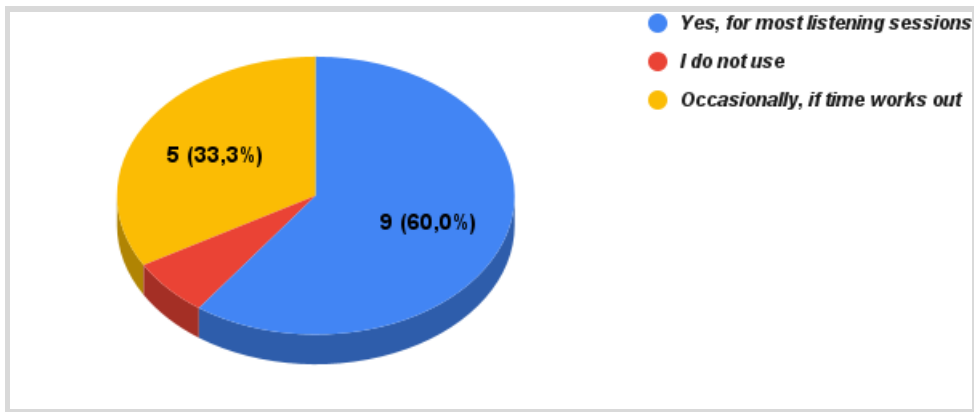
Figure 13 Using of three stage listening system
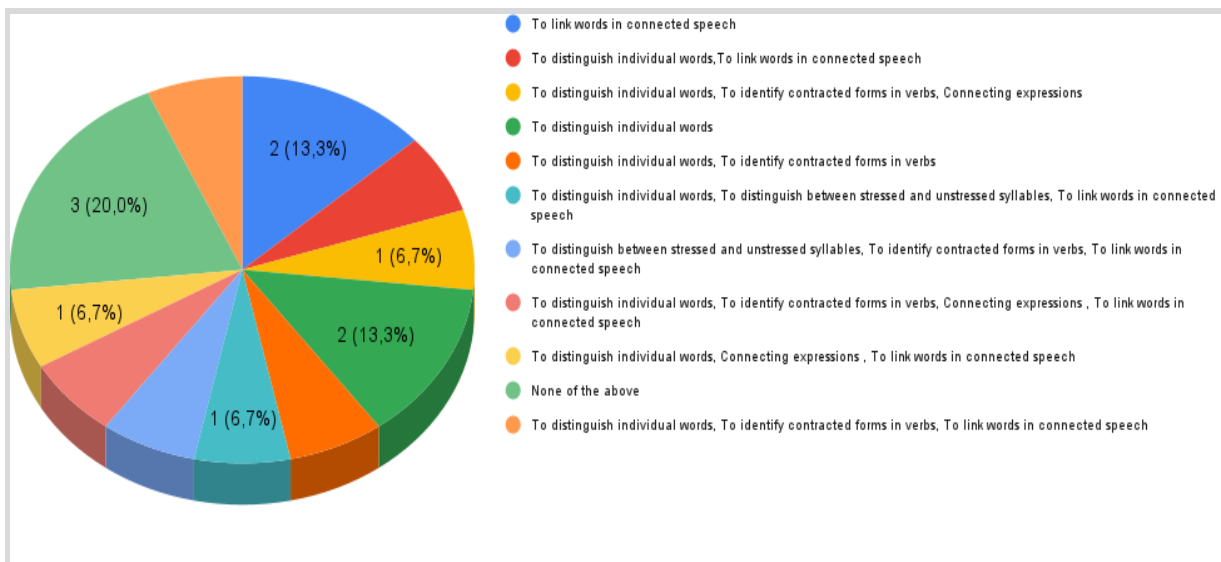
Figure 14 Other abilities taught along with listening
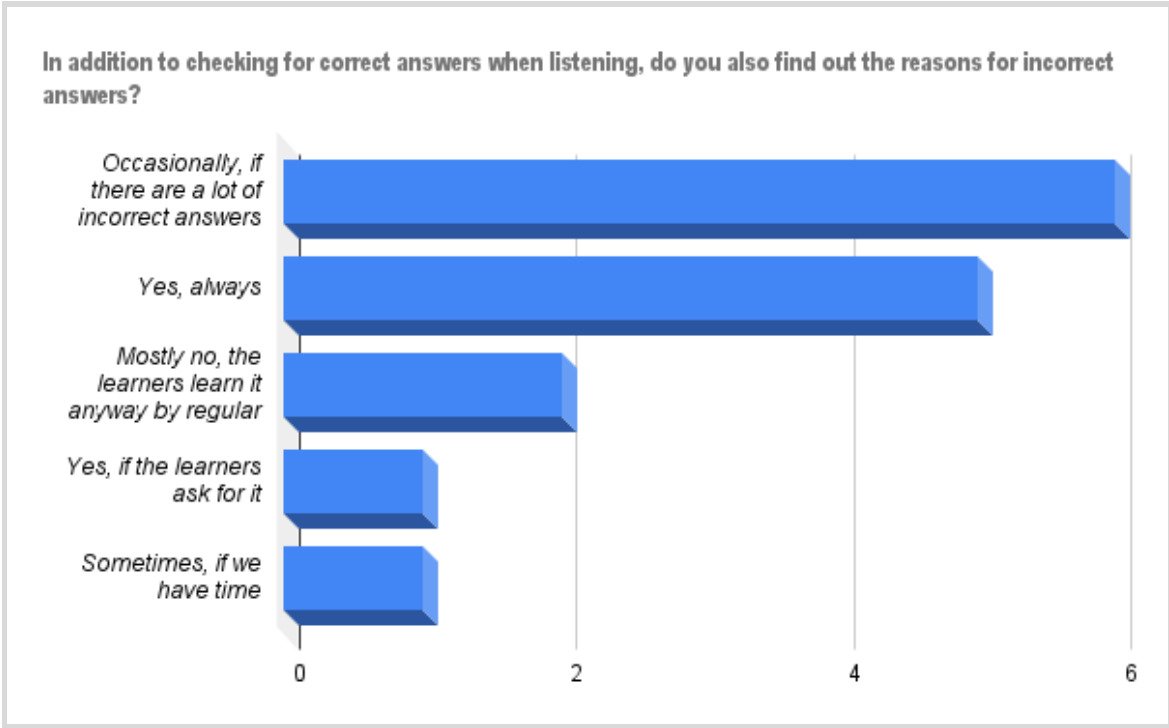
Figure 15 Obtaining feedbacks after listening
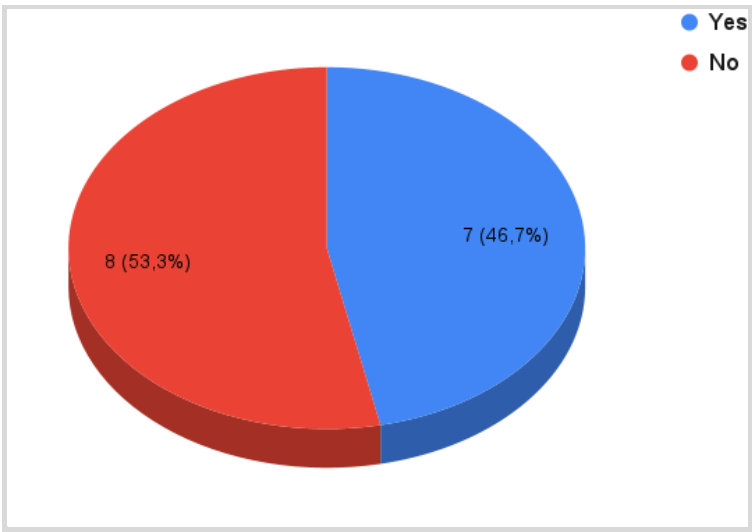
Figure 16 Schools providing language classrooms
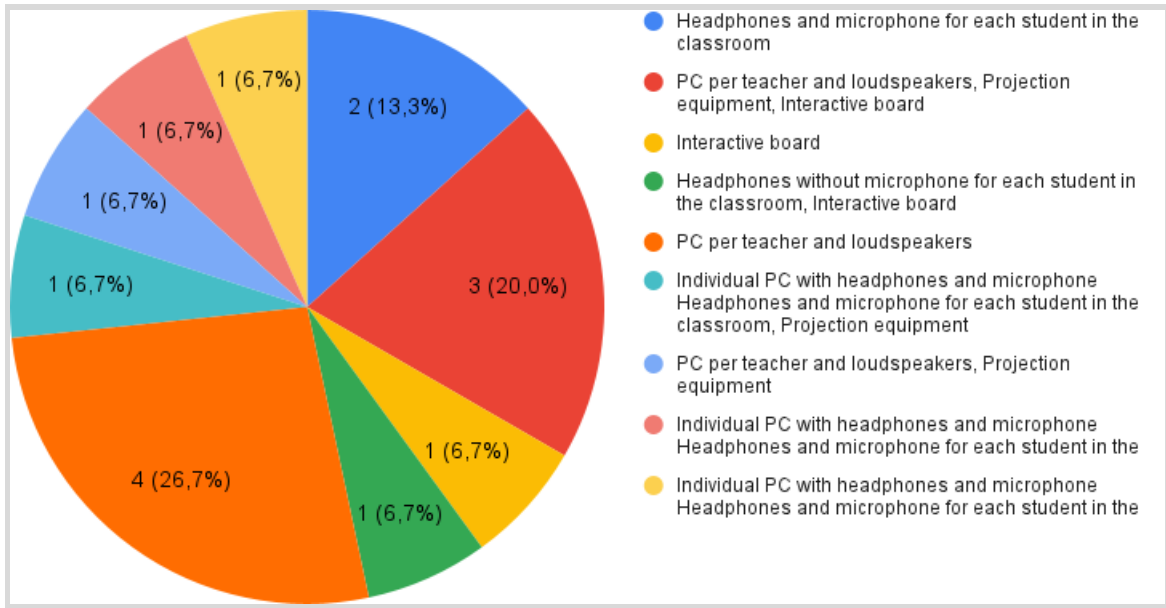
Figure 17 Classroom equipment for teaching listening
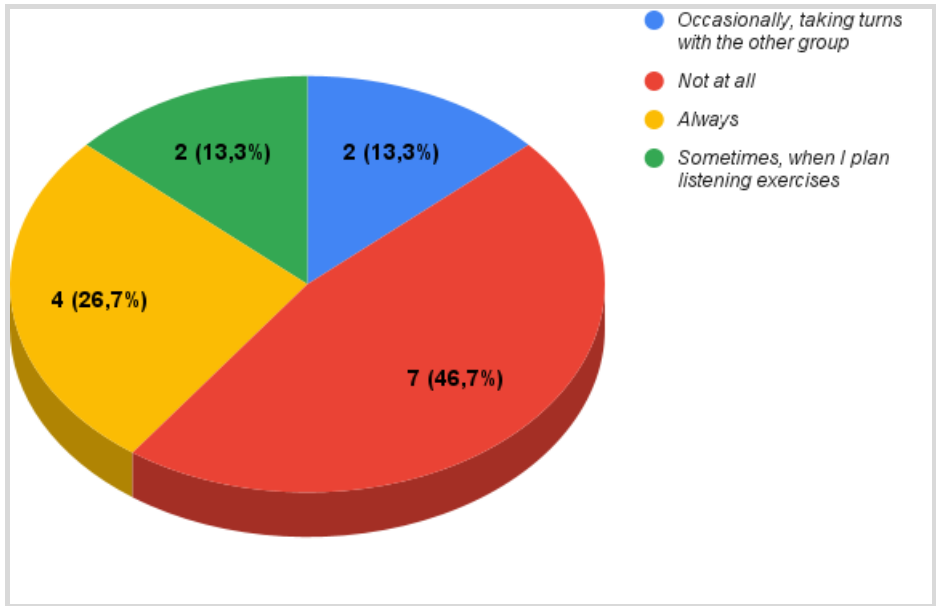
Figure 18 Frequency of using language classroom (lab)

Appendix 5 Overview of figures representing data from learners' questionnaire
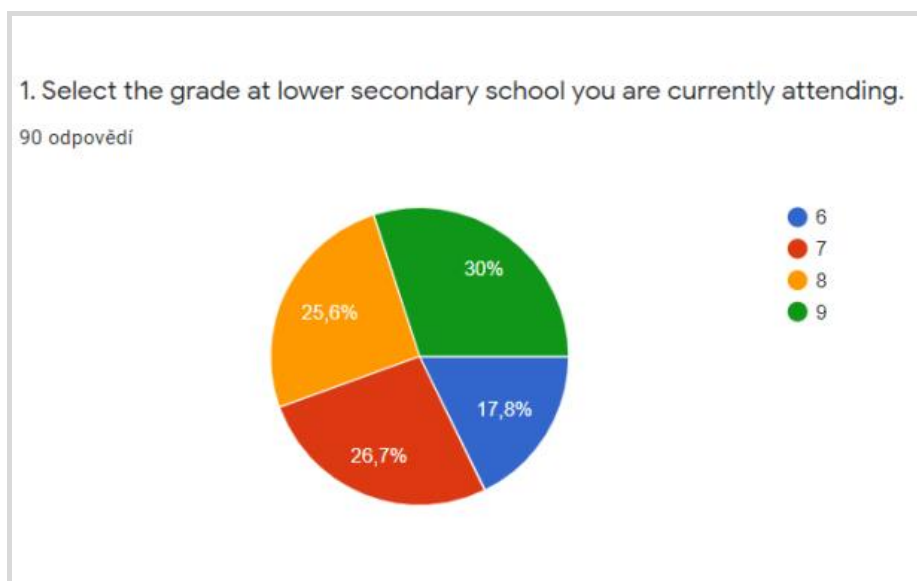
Figure 19 The grade of the respondents (learners)
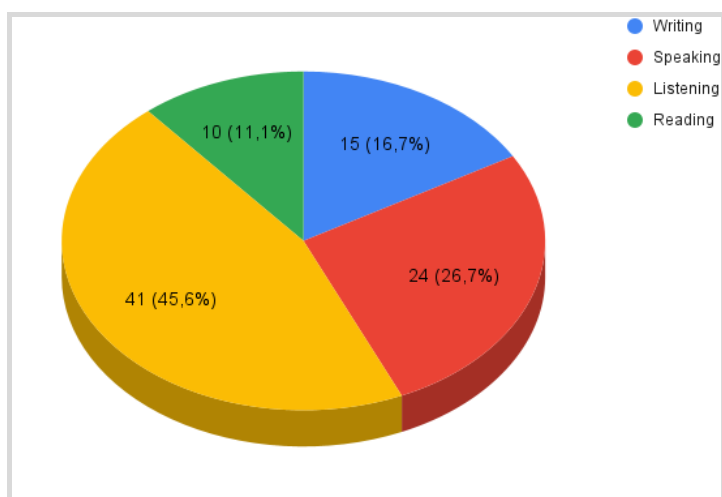
Figure 20 The most difficult skill for learners
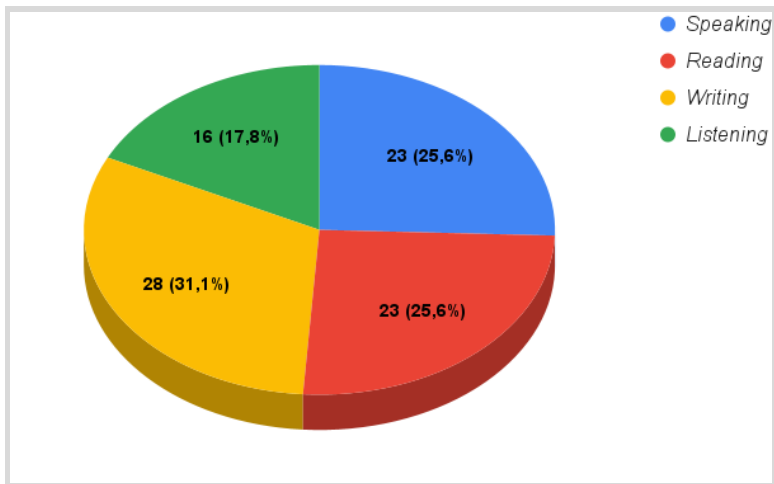
Figure 21 The easiest skill for learners
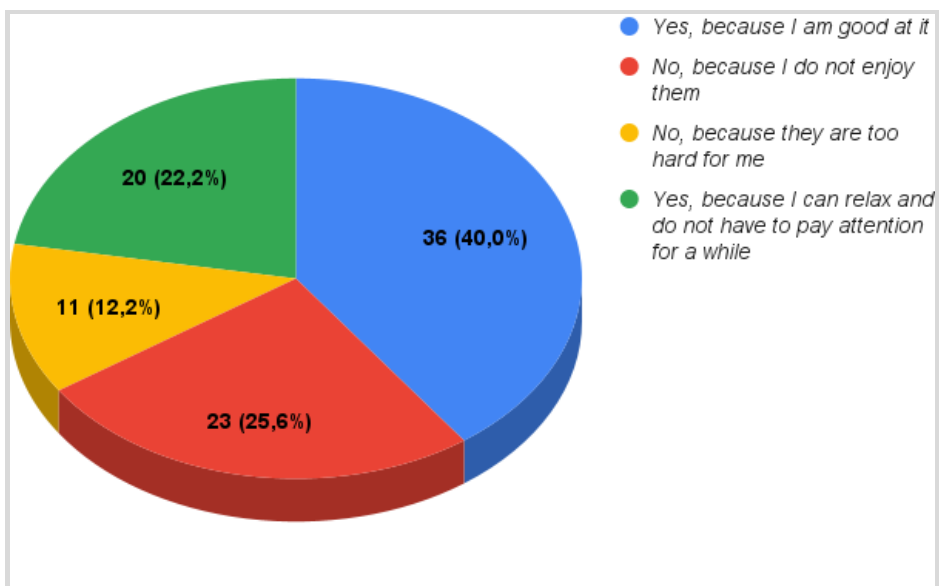
Figure 22 Popularity of listening

Figure 23 The frequency of listening exercises
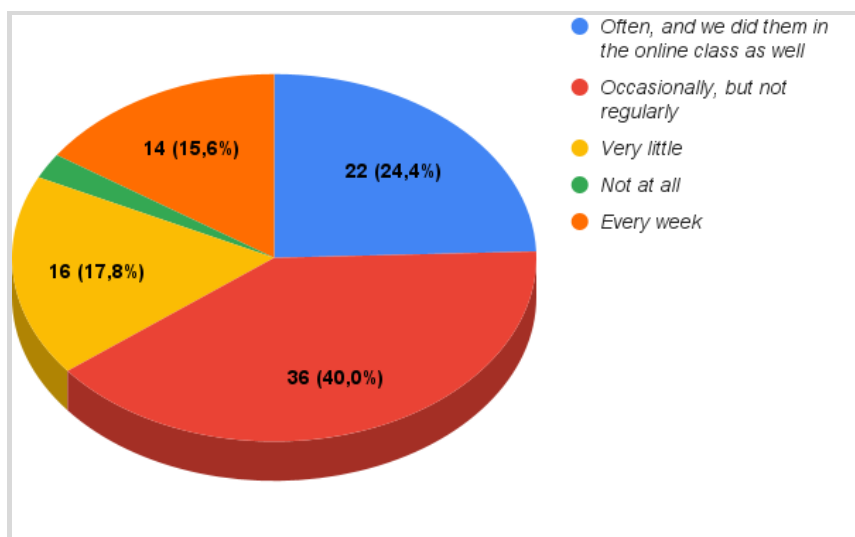
Figure 24 The frequency of listening assignments in distance learning
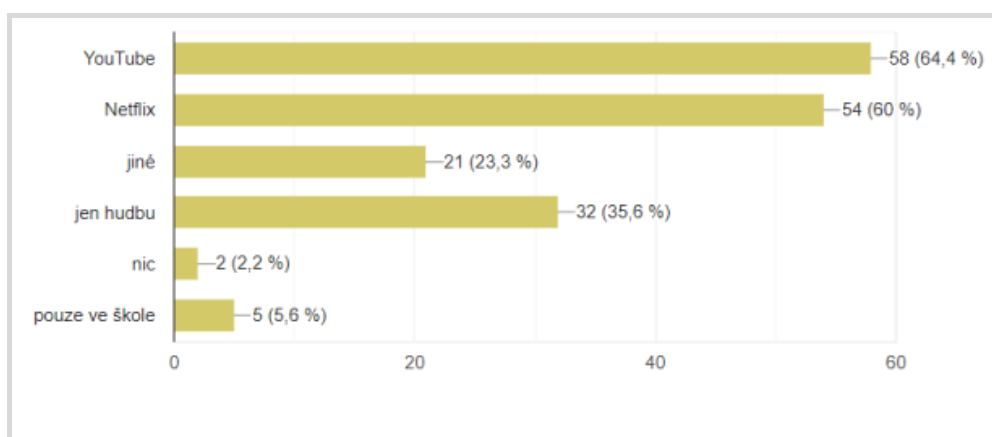
Figure 25 Extensive listening
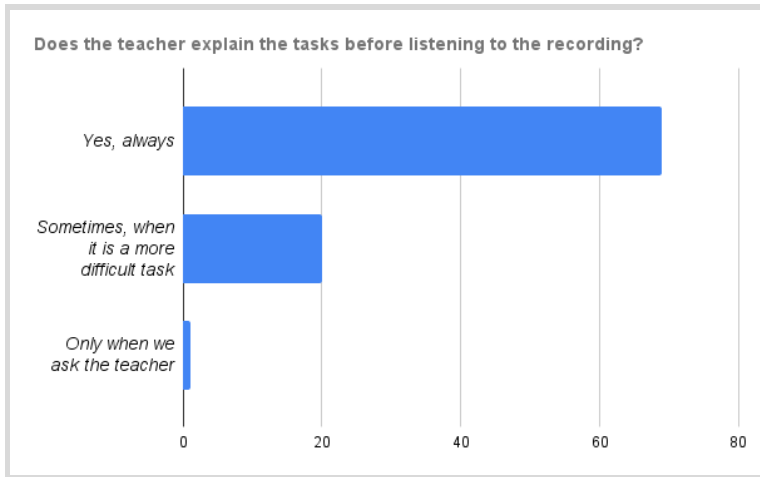
Figure 26 Pre-listening
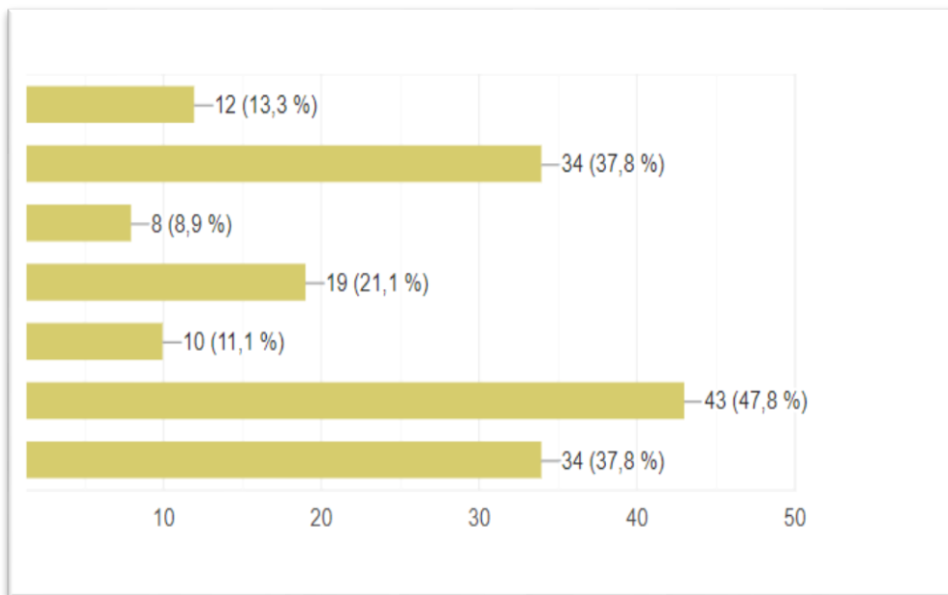
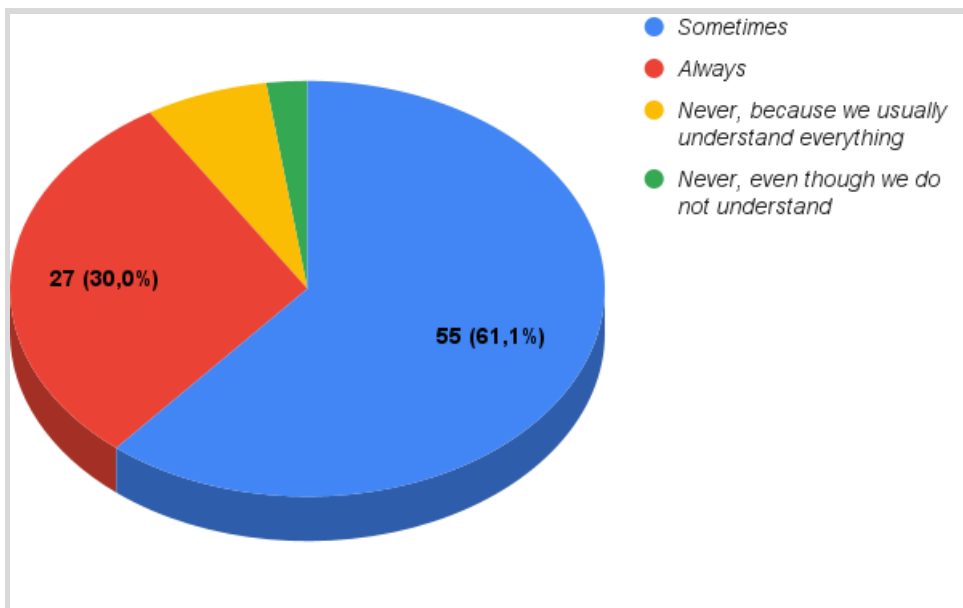*Figure 27 While-listening difficulties*
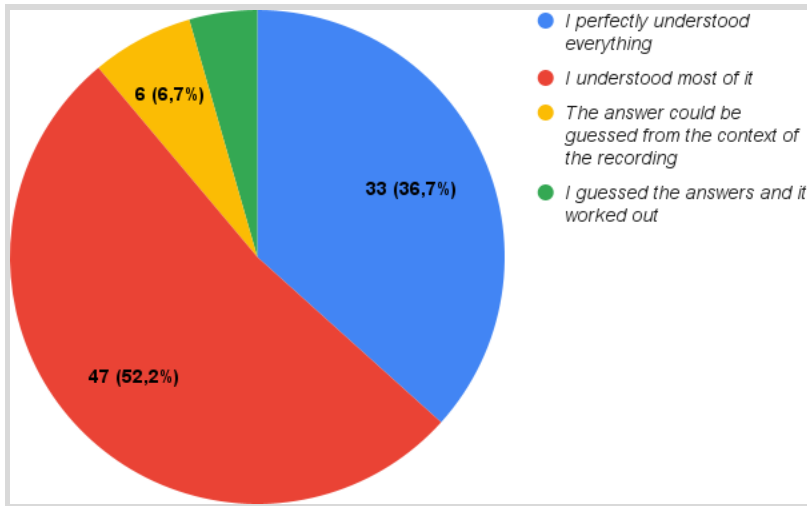
Figure 28 Successful listening
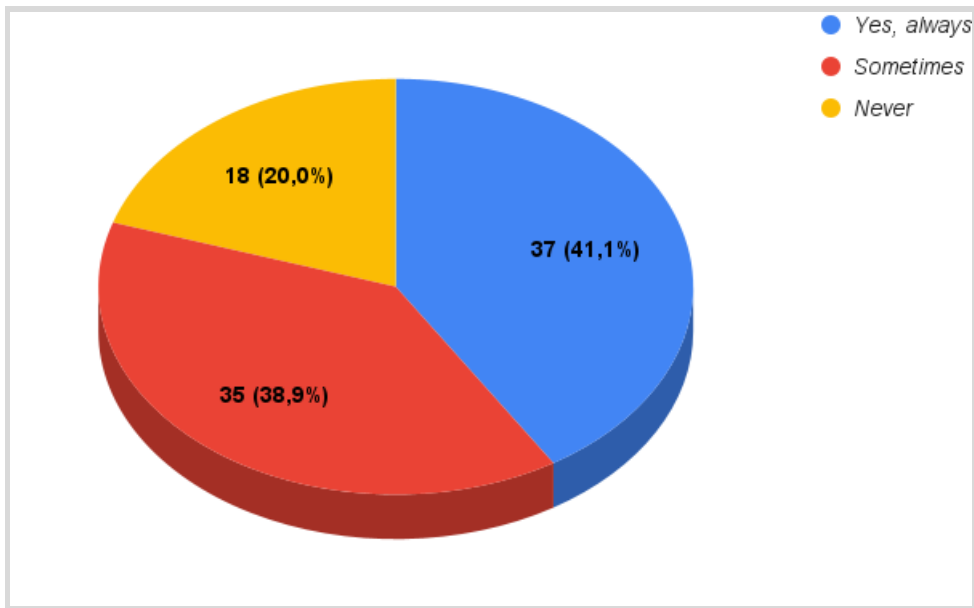

Figure 29 Post-listening feedback
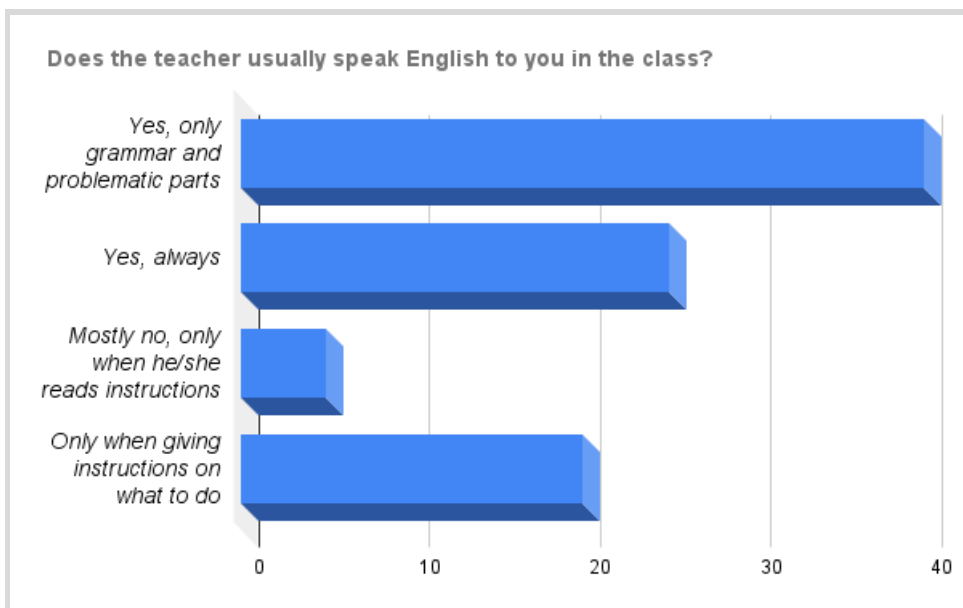
Figure 30 Post-listening - final listening

Figure 31 Using English by a teacher

RESUMÉ

Diplomová práce se zabývá efektivní organizací výuky poslechových dovedností na 2. stupni základní školy. Teoretická část charakterizuje poslechové dovednosti, způsoby jejich výuky s ohledem na požadavky kurikula, specifika žáků a vybavení školy. Praktická část je zaměřena na reflexi těchto poznatků v učitelově přípravě, kde je aplikován třístupňový model výuky poslechových dovedností. Výukou těchto lekcí a v dotazníkovém šetření bylo zjištěno, že pro efektivní výuku poslechových dovedností je nutné pracovat se zpětnou vazbou, která se následně promítne v učitelově přípravě.

ANOTACE

Jméno a příjmení:	Pavlína Nascimento
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil Ph.D.
Rok obhajoby:	2021

Název práce:	Efektivní způsoby organizace výuky poslechových dovedností na 2. stupni ZŠ
Název práce v angličtině:	The effective ways of organising teaching listening skills at lower secondary school
Anotace práce:	Diplomová práce pojednává o způsobu organizace výuky poslechových dovedností za účelem jejich rozvoje a zdokonalování žáků. Teoretická část předkládá organizační prvky a strukturu výuky a praktická dotazníkovým šetřením a praktickými lekcemi realizovanými na zkoumané škole vyhodnocuje faktory ovlivňující efektivní výuku poslechu.
Klíčová slova:	poslech, výuka poslechu, organizace výuky, zpětná vazba, vybavení učebny
Anotace v angličtině:	The thesis deals with the way of organizing the teaching of listening skills in order to develop and improve them. The theoretical part presents the organizational elements and structure of a lesson and the practical part evaluates the factors influencing the effective teaching of listening skills by means of a questionnaire survey and practical lessons carried out in the researched school.
Klíčová slova v angličtině:	listening, teaching listening, lesson structure, feedback, language classroom facilities
Přílohy vázané v práci:	Příloha 1: Plány lekcí s přepisy nahrávek a použitými materiály Příloha 2: Dotazník pro učitele v češtině a angličtině Příloha 3:Dotazník pro žáky v češtině a angličtině Příloha 4:Přehled grafů na základě dat z dotazníků pro učitele Příloha 5: Přehled grafů na základě dat z dotazníků pro žáky
Rozsah práce:	124 stran
Jazyk práce:	angličtina