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The use of authentic listening materials
in EFL classroom

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci dne

.....

vlastnoruční podpis

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List of abbreviations

EFL – English as a foreign language

ELT – English language teaching

ESL – English as a second language

L1 – first language

L2 – second language

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Abstract

This diploma thesis focuses on authentic listening materials in English language teaching with regard to learners' motivation concerning the possibility of selecting or suggesting authentic listening materials they are interested in. In the theoretical part, relevant literature is reviewed and topics of listening and teaching listening, regarding authentic listening materials, are discussed. The practical part comprises the interpretation of three questionnaires, distributed to both elementary school teachers and pupils, and examples of authentic listening activities.

Introduction

As an elementary school learner, the author of this thesis found listening exercises and activities in English lessons rather challenging. Coursebook recordings occurred to her as tedious, and it was always quite easy to lose the track of the listening input, since it was difficult to keep attention on the rather dull content. Therefore, the results of the author's listening tests and exams were not as successful as they presumably could have been. However, the approach to listening in English lessons changed radically with the first authentic materials the author encountered during the lessons. It was thrilling to hear a song by The Beatles instead of simplified, not utterly interesting, songs written for English teaching purposes. Suddenly, the author realized that listening skills could be practised, vocabulary broadened, and more about the culture of English speaking countries learnt through an engaging medium of authentic listening materials.

This former experience influenced the choice of the topic of this diploma thesis, which focuses on authentic listening materials. More specifically, the aim of the thesis is to gather arguments and evidence that authentic listening materials are beneficial for learners of English as a second language, and find out how the possibility of selecting and suggesting authentic listening materials influences the learners' motivation. This is done through research questions that have been formulated as follows:

- What types of authentic listening materials do teachers use the most?
- What is the purpose of the authentic listening materials in EFL lessons?
- Are authentic listening materials motivating for learners?
- Does an active role of the learners in the process of selection of authentic listening materials influence their motivation?

To provide a foundation for answering these questions, the theoretical part of the thesis covers the topic of teaching listening with the help of authentic listening materials. Based on the study of literature, listening is discussed as a skill and a process, and various types of listening materials are compared. Furthermore, both historical and current approaches to teaching listening are described, and a model of an optimal listening session is proposed. Finally, the advantages and disadvantages of authentic listening materials along with individual types of authentic listening materials are presented.

The practical part of the thesis presents the process and results of the research carried out in order to answer the research questions. The research was conducted through two questionnaires distributed to learners before and after they were exposed to authentic listening activities, and one questionnaire distributed to teachers. In addition, the practical part contains example plans of authentic listening activities, suggesting possible ways of using authentic listening materials in English language teaching.

Theoretical part

The aim of the theoretical part is to provide necessary information concerning listening and its position in English as a foreign language (EFL) classroom with regard to authentic listening materials used in the EFL lessons. The first chapter attempts to provide information about listening as both a process and a skill. The second chapter describes the selection of a listening material and suggests two important types of listening materials. The third chapter discusses both the history and the present practice of listening teaching. The fourth chapter concerns with the advantages and disadvantages of authentic listening materials and their selection for EFL lessons. Finally, the fifth chapter provides a brief summary of the theoretical part.

1 Listening as a process, listening as a language skill

Listening was for a significant period of English teaching considered mainly a mean of presenting new grammar and vocabulary and not an autonomous skill which deserves to be understood and taught (Field, 2008, p. 1). Other skills, mainly reading and speaking, were considered as skills of top priority and listening remained a misunderstood and underestimated skill for a long time (Flowerdew and Miller, 2005, p. xi). This chapter attempts to summarize why listening is such a difficult skill both to teach and acquire by providing an overall look at both the process and the skill. Furthermore, the chapter aims to highlight the essential role of listening in the process of language acquisition and prove that listening should be held in high regard in English teaching.

Teaching the four language skills, that being speaking, reading, listening and writing, is very often the cornerstone of English lessons and courses (see for example *Rámcový vzdělávací program pro základní vzdělávání*, 2017). In the past, different skills were prioritized in teaching and learning English as a second language (ESL): reading was important for applying rules taught via the Grammar Translation Method (Çelik, 2014, p. 5), speaking was, on the other hand, essential for the direct method or audio-lingual method (Çelik, 2014, p. 16; 32).

Whereas the other skills seemed to achieve their “time in the sun” in the past, listening was not acknowledged until 1960s (Yildirim and Yildirim, 2017, p. 2095). Some of the authors even claim that listening was “treated as the Cinderella of the four macro-skills” (Flowerdew

and Miller, 2005, p. xi). Listening, therefore, remained for a long time the least understood skill (Walker, 2014, p. 168). However, recent growing interest in listening as an irreplaceable skill for language acquisition has resulted in the growing number of monographs, studies and articles, some of them being a valuable source of information for this thesis. More importantly, new ideas and ways of effective listening practice have been suggested and analyzed recently.

The following subchapters focusing on the process and listening will offer a necessary background for further discussion of listening in the English language teaching (ELT) context.

1.1 Listening as a process

In older literature focused on teaching the four major skills, listening was often labelled as a passive skill and it was in general neglected (Walker, 2014, p. 167). The aim of this subchapter is to summarize more updated claims about the process which challenge and contradict the former opinions about listening being a passive skill.

When exposed to a new audio input, several actions take place in one's mind in order to process the sound. A new auditory stimulus starts its journey in the sensory memory which holds the the sound precisely as it has been produced, but only for one second. The information continues to the short-term memory where it is being processed for approximately 15 seconds. In this part of the process, it is considered whether the message contains new or old data and if there are new clues. The memory is trying to understand the input and place it among the previously gained knowledge. When the newly gained information is processed and understood, it can be stored in long-term memory (Flowerdew and Miller, 2005, p. 23-24). The active perception of the audio input is what distinguishes listening from mere passive hearing (Yildirim and Yildirim, 2017, p. 2096).

In the past, various models of processing information were invented to understand the hidden actions taking place in the mind when processing a sound. The following paragraphs will introduce the most prevalent models of the listening processes. The models were originally assumed for first language (L1) listeners and readers but as Flowerdew and Miller (2005, p. 27) suggest, they are similar to the processes of second language (L2) listeners. We need to,

however, be aware of the fact that L2 listeners experience numerous difficulties, such as missing the cultural background or linguistic presumption, which make the process of listening distinctively more challenging (Flowerdew and Miller, 2005, p. 27-28).

1.1.1 The bottom-up model

Established by scientists in the 1940s and 1950s, the bottom-up model was the first model to describe the listening process. This model is based on a hierarchy of different knowledge implemented by a listener to construct the meaning of the received signal. The process begins at the smallest units of speech which are linked together to create words, phrases, sentences and, finally, the complex idea. Provided that the participants of the conversation are using the same code, communication is assumed to happen without any problem. According to the bottom-up model, the context and both the listener and the speaker do not any role in the process (Flowerdew and Miller, 2005, p. 24-25).

1.1.2 The top-down model

Unlike the bottom-up model, the top-down model puts a major accent on the context, co-text and listener's general knowledge (Yildirim and Yildirim, 2017, p. 2098). According to this model, listeners benefit not only from the context but moreover from their previous experience which allows them to create schemata in their minds. When encountering a similar situation again, listeners anticipate words and phrases that are likely to appear in such circumstances. Such prediction is thought to offset potential problems in comprehension (Flowerdew and Miller, 2005, p. 25-26).

John Field (2008, p. 132) indicates several problematic areas of the two models: considering that listening is an ongoing process, it would be rather difficult to build up the whole meaning from the individual phonemes to the whole sentence while listening, as it is suggested in the bottom-up model. The top-down model, as Field claims, has more than one function: it can both fill potential gaps in the received message and add further meaning. He assumes that the bottom-up and top-down models describe only the directions of processing the input (Field, p. 125). Therefore, Field suggests two operations to be found behind the two models: decoding and meaning building. Decoding converts the received input into the sounds, then words and finally phrases or sentences in the respective language. The meaning building adds the listener's general knowledge and information gained from context to the decoded literal meaning (Field, p. 85).

Nonetheless, it would be a mistake to separate those two models and claim that they are on the opposite poles of understanding the listening process, as noted by Field. In most of the cases, a listener uses both the decoding of the individual sounds and the extra information provided by context and co-text (Field, 2008, p. 133). This synthesis is projected in the interactive model, discussed in the following subchapter.

1.1.3 The interactive model

The interactive model which combines the features of both bottom-up and top-down model was originally described in the 1970s on the process of reading. It can be, however, applied to listening as well. This model suggests that input is processed on several different levels at the same moment. The individual actions are combined to gain meaning from the message. The major advantage of this model is that it allows the listener to use the approach which is the most convenient both for her and the respective situation (Flowerdew and Miller, 2005, p. 26-27). A listener can use phonological, pragmatical along with contextual and co-textual information to decode the message. This approach to the listening process is important especially for teachers of English. It helps to understand possible means a learner can use to retrieve a message from a challenging input. The approach defined what kind of knowledge is essential for learners of English in terms of listening (Field, 2008, p. 133).

As the authors mentioned in this subchapter suggest, listening is a complex process in which several actions take place. In order to achieve the complex message, it is necessary to listen actively and search for various hints and items in the input, the context and one's own mind as well. Therefore, it is not possible to consider listening a passive process.

1.2 Listening as a skill

When considering skills as presented in English lessons, they are often distinguished as productive, that being speaking and writing, and receptive, which are listening and reading (Marlina, 2018, p 1). Productive skills are also known as active skills. Similarly, receptive skills are often labelled as passive skills (British Council BBC: Teaching English). As was suggested at the beginning of the chapter, listening as a skill was in the past neglected and used mainly to present grammatical structures and vocabulary (Field, 2008, p. 1). John Field (2008, 1-2) explains why listening remained a distant and underrated skill for such a long time and in some aspects even nowadays. The history of teaching listening, as indicated in previous lines, did not offer a firm base for discussion and development of methodology or

a great volume of literature on listening and how to teach it. Listening has not yet been examined as much as other skills and, therefore, there is still a need for further research. This position has been, however, changing recently, with more methodologists focusing on listening and how to teach it effectively.

As listening is considered a rather complex skill, it is frequently described as a macro-skill consisting of several sub-skills, rather than just one skill only by itself. There are different sets of sub-skills created by different methodologists. To exemplify, we may refer to Richards' list which mentions these sub-skills: ability to recognize the stress patterns, ability to distinguish between the individual sounds of the language, ability to find keywords or ability to realize the reduced word forms, and many others (Field, 2008, p. 101-102).

Such complexity of the listening skill affects the perception of listening in the context of teaching. Field (2008, p. 2-4) addresses two main issues. The process, as described in the previous subchapter, is hidden and the evidence of improvement or progress is difficult to measure. The second issue is that since achieving good listening skills in the first language happens naturally, achieving acceptable listening skills by enough exposure in the second language is sometimes expected. It is, however, not possible because of significantly different conditions. As Field claims, the fact that we acquire adequate listening skills in our mother tongue solely by being exposed to it affects the way teaching listening skills is approached in second language teaching.

Even though listening is difficult to teach and acquire, it is a crucial skill that needs to be taught and practised, as Madelyn Burley-Allen proves in her book *Listening: The Forgotten Skill* (1995). Deconstructing the process of everyday communication, Burley-Allen found out that we spend approximately 35% of communicating by speaking, 16% by reading, 9% by writing and 40% by listening (Burley-Allen, 1995, p. 2). Considering that her research was published in the mid-nineties, we need to take into consideration the radical change of communication brought by modern technologies, especially cellphones, which would probably alter the percentual distribution nowadays. We may, however, assume that the indisputable position of listening as a skill practiced frequently in daily communication, would not change dramatically.

Since Burley-Allen's description of communication was meant for the target language environment, we cannot assume it would apply to the learners of the second language as well. A similar score was, however, measured for the involvement of skills in the process of language acquisition: 45 % of language proficiency is achieved through listening, 30 % through speaking, 15 % from reading and 10 % through writing (Renukadevi, 2014, p. 60). As the percentual rates suggest, listening is a skill much used, and it is necessary to provide the learners with enough practice and help them understand the process of listening and achieve as good listening abilities as possible.

The goal of this chapter was to establish crucial information and approaches towards listening as a skill and as a process, and explain its complexity as well as its importance. Even though listening as a skill was neglected for a significant period, it was proposed by various methodologists that it is a difficult but essential skill for language learners and their ability to communicate. The following chapters will offer a more detailed view into selecting listening materials and teaching listening itself.

2 Types of listening materials

Listening materials are language extracts to which the learners are exposed during tasks and with which they work. Most commonly, the listening materials are divided into monologues and dialogues. From another point of view, they can be categorized as static, dynamic and abstract. Static listening materials are usually monologued descriptions or a set of instructions. Dynamic inputs, on the other hand, involve more than just one speaker and very often changing scenes or time setting. Abstract material usually presents ideas or opinions, for example in the form of a lecture or debate (Kadagidze, 2006, p. 148).

2.1 Selecting a listening material

The aim of this subchapter is to briefly address important aspects which need to be considered when selecting a listening material. The first aspect which should be taken into account is the goal of the listening session and the purpose of the listening materials. Shelagh Rixon (1990, p. 8) proposes two major areas in which listening materials are used: to develop listening comprehension of the audio input, or to offer a model of the target language and respective accents which the learners should reproduce.

The presence of visual clues belongs among other desirable features which offers important additional information usually present in a real-life listening situation (Ur, 1992, p. 5). Furthermore, a listening material should be relevant for the learner (Rost, 2011, p. 161), inspire a follow-up discussion, allow a variety of exercises, and be suitable for self-access study (Kadagidze, 2006, p. 148).

Michael Rost (1999, p. 158-160) mentions among other criteria worth acknowledging the length of the text, cultural elements contained in the input, amount of information and abstract ideas, and linguistic demandingness of the text. He also holds in high regard consistency in terms of variety of English (British or American) and also consistency and continuity of listening material. Rost claims that the established context of a series of listening materials has a great value for the learners.

It is necessary to mention that listening materials are not always suitable for the respective group of learners, usually because of their age or language abilities, therefore, they need to be often simplified. It is, however, important to thoroughly consider the advantages and disadvantages before simplifying a listening exercise. Excessive simplification may have long-term negative effects on the learners and take away the joy of overcoming obstacles. The biggest peril is, however, according to Rost, the loss of cultural elements from the input, which he considers important for the learner's growth in the target language (Rost, 1999, p. 161-162).

As a solution, Michael Rost (1999, 163) offers a partial simplification in some of the linguistic features, such as phonology, vocabulary, syntax or text structure. The teacher can alter the speed of the input, use simple connections between sentences and phrases and compensate the difficult vocabulary with paraphrases or simple explanation. He points out, however, that simplification of the audio input is relevant only if it allows the learner to participate more readily as a listener (Rost, 2011, p. 173)

To conclude, several factors and qualities should be taken into consideration when selecting a listening material for learners. As authors offer various criteria, they agree that the listening material should be of appropriate difficultness, relevant for both the learners and the purpose of the lesson, and interesting. There are, however, two notable terms frequently mentioned when discussing the process of selecting listening material and which have been avoided so

far: scripted (sometimes called purpose-written) and authentic materials. The question of authenticity and purpose-written materials will be discussed in the following subchapters.

2.2 Purpose-written materials

Purpose-written or scripted materials are materials designed and recorded solely to teach the target language. They traditionally follow a pre-written script, therefore, they are not spontaneous (Field, 2008, p. 270). Presumably, every coursebook of an ESL course nowadays contains a CD or an online link with a set of such recordings (see for example Project, *Oxford University Press*). These materials, when included in a coursebook, are designed and simplified considering the respective level of language learners they are intended for. The speakers talk usually quite slowly and pronounce very precisely and without mistakes and mispronunciation (Field, 2008, p. 270).

These materials are primarily chosen by teachers who are not native speakers of the target language. Their major advantage is that they are mostly recorded by native speakers of English, usually Americans or British, which provides input of the desired form of language (Kadagidze, 2006, p. 149). Using a single edition of coursebooks with their respective listening inputs grants consistency in language variety (American or British), which can be considered an advantage as well. Many coursebooks contain listening sections in the form of series, often accompanied by comic or visual support. These two aspects satisfy the demand for variety and content consistency expressed by Michael Rost (1999, p. 158-160). The input provided by coursebooks can also fulfil the requests for culturally rich content because the coursebooks usually provide a section engaged in the culture and everyday life of English-speaking countries.

Another key point is that the purpose-written materials are very helpful because teachers do not have to spend too much time searching for satisfying audio input matching the currently discussed topic. They are also very often available to students for their individual practice. Accompanied by videos, they can be a useful source of visual input providing listeners with helpful mimics and other visual clues (Kadagidze, 2006, p. 149).

The scripted listening materials have, however, some drawbacks as well. Among frequently mentioned disadvantages of the purpose-written material is the absence of the speaker and therefore the lack of mutual communication which prevents the listener from using

compensatory cues, such as additional questions and visual cues. Different authors agreed that technical difficulties, for example, poor quality of the recording or missing visual input, are other major drawbacks (Kadagidze, 2006, p. 149; Ur, 1992, p. 24-25). Nonetheless, this criticism could be easily applied to the authentic listening materials as well because such errors are common for all listening materials, provided that the speaker is not physically present in the room.

John Field (2008, p. 270-271) offers a different view on the disadvantages of purpose-written materials. He claims that a listener who is exposed to a language presented in only one manner (the same variety of English, the same rate of speech or similar intonation) is not being prepared for real-life outside the classroom. All purpose-written materials assume the language degree of the learners and, therefore, the listening materials are adjusted to fit the listeners. Field claims that only through thorough listening training a listener can obtain the skills for dealing with unclear or unrecognizable listening input. It is, therefore, necessary to expose the listeners to listening materials that overlap their current language abilities and offer them strategies to deal with them in order to prepare them for the listening outside the classroom which will be presumably very often hardly recognizable.

To summarize, scripted or purpose-written materials are the most represented listening materials in language courses. They are created solely for the language learning purpose and are easily accessible for both teachers and learners because they are part of most of the coursebooks. Purpose-written materials are devised concerning the language level of the learners and they are rich in terms of acquired grammar, vocabulary and cultural background topics. However, they have some considerable drawbacks, too. The fact that they do not actually prepare the learners for the real-life experience of listening because they are very often simplified is the most significant one. The listeners are therefore not exposed to challenging input, which would allow them to develop strategies for dealing with real-life, often incomprehensible input.

2.3 Authentic listening materials

Authenticity is a quality that has been disputed among experts for a significant period without a clear conclusion. Authentic language can be understood as an utterance used by a native speaker for some actual purpose, however, it is not the only way of understanding

authenticity in terms of language (Rost, 2011, p. 167). The range of authenticity is extensive and, therefore, for this thesis, a rather wide definition will be used. In this thesis, authentic listening materials will be understood as listening inputs originally intended for native speakers. In other words, these materials were not created and recorded or spoken with the intention of teaching listening or concerning second language learner (Field, 2008, p. 23). This broad definition allows to focus on a wider range of materials than only a spontaneous authentic stream of speech as Penny Ur (1992, p. 22-24) describes an authentic listening material. More specifically, authentic recordings will be discussed in detail, as they are necessary for this thesis.

Even though a central idea of authentic listening materials, which shapes this thesis, was expressed above, it is desirable to describe the authentic materials in more detail. There are two concepts that help to indicate the major differences between the purpose-written and authentic listening materials. Grading materials, being the first one, is a step that is taken to make the listening material suitable for learners. The purpose-written materials are created with regard to the learners, therefore, they are graded beforehand. They are labelled as such because the grammar, vocabulary, or the rate of speech is adjusted to meet the needs and abilities of learners. Authentic materials, which are considered ungraded, are under no such restrictions, at least not for language teaching reasons. If intended for a listening session, they need to be graded by the teacher to make sure they are suitable for the respective learners. The second major difference is that all purpose-written inputs are always scripted, whereas most of the authentic speech remains unscripted. This category is, however, rather relative because a large portion of authentic listening materials is premeditated and even scripted. More detailed examples will be presented in the fourth chapter of the theoretical part (Field, 2008, p. 270).

As there is a considerable amount of graded and ready-to-use purpose-written materials with respective exercises, one might argue why to prepare and use authentic materials. Authentic materials, however, offer opportunities for listening practice which purpose-written materials lack. The learners are exposed to an audio signal which is not altered specifically for their level but is very often overlapping their current possibilities. This experience allows them to develop, with the tutor's assistance, coping strategies that will help them to deal with an incomprehensible input outside the classroom (Field, 2008, p. 271). As authentic listening

materials are essential for this thesis, their advantages and disadvantages, along with examples of authentic listening materials will be discussed in the fourth chapter in detail.

To conclude, this chapter focused on two main types of listening materials and their selection. As was suggested, both purpose-written and authentic listening materials have their undeniable position in language courses. Scripted purpose-written materials are suited for specific language levels, are easily accessible for both teachers and learners, and usually come in one pack with respective exercises. Authentic materials are not designed for learners in the first place, therefore, they need to be selected and evaluated by teachers before used in a lesson. Authentic materials are an important opportunity to expose learners to input which they are likely to meet in real life. When selected with regards to learners' abilities and age, they can be very useful for their language acquisition.

3 Teaching listening

The following chapter aims to provide an overall view of listening teaching. As the approach to teaching languages changed in the previous centuries and decades, the approach to teaching listening changed as well (Flowerdew and Miller, 2005, p. 3). The various approaches lead to the current practice in teaching listening, therefore, it is advisable to provide at least a brief summary of the development. Teaching listening is, however, not complete without an assessment, therefore, assessing listening will be addressed shortly as well.

3.1 A brief history of approaches to teaching listening

In the history of language teaching, the approach to listening changed significantly. This subchapter will briefly summarize the most significant approaches to language teaching concerning their influence on listening teaching. The list of approaches is based on the list provided in *Second Language Listening: Theory and Practice* (Flowerdew and Miller, 2005).

The first generally recognized approach is the Grammar-translation method. Used mainly for teaching academic languages such as Greek and Latin, this approach targeted primarily the development of reading and writing skills. New grammatical constructs were presented in mother tongue and vocabulary was taught through translation. Listening input took place only rarely in the classroom because, considering that the learners would presumably not

have an opportunity to listen to Latin, it was not as important as gaining control of grammar rules and vocabulary (Çelik, 2014, p. 3-5).

As the acquisition of modern languages became more prominent in the late 19th century, the view of appropriate methods changed radically and the Direct method was established (Çelik, 2014, p. 15). Since the aim was to allow the learners to acquire the target language in its most natural form, the target language was the only language to be heard and spoken in language lessons. Grammar was taught inductively, vocabulary was presented in the second language and speaking and listening skills were considered of high importance. No attempt to teach listening or listening strategies, however, took place in the classrooms. The learners were exposed to a listening input with an assumption that understanding would be gained during the process automatically (Flowerdew and Miller, 2005, p. 4-6).

The subsequent approach, the audio-lingual approach, reflected contemporary demands caused by increased mobility and prominence of individual languages after the Second World War. Developed by the U. S. Army, the audio-lingual approach is based on drills and repetitive dialogues. The goal was for the learners to develop and reinforce good language habits and ultimately reach language fluency (Flowerdew and Miller, 2005, p. 8). According to this approach, skills were developed in the lessons successively from listening to speaking, reading and writing (Çelik, 2014, p. 32). Listening played a major role in this approach because the listening comprehension is developed in the first place for successful acquisition of language. In the audio-lingual approach, there is a substantial amount of input, considering that only the target language is used in the classroom and that the learners are exposed to a number of recordings of dialogues they need to repeat or complete. The teaching of listening as a skill is, however, not what concerns the audio-lingual approach in the first place, the main focus is on grammar (Flowerdew and Miller, 2005, p. 8-10).

Flowerdew and Miller (2005, p. 10-11) claim that the audio-lingual approach influenced another approach, the discrete-item approach, which also uses drills. This approach pays attention to segmental (vowels, consonants) and suprasegmental (stress, tone) elements of spoken language. Some segments of the second language can cause problems because they do not occur in the learners' first language. This approach assumes sounds and other aspects of language which might be problematic, and trains learners in distinguishing them through presentation and drills.

The communicative approach is a commonly acknowledged approach. This approach assumes language to be mainly a tool of communication and, therefore, communicative approach lessons should be useful for students and developing their communicative abilities. As its goal is to result in successful everyday communication and information exchange, the communicative approach uses material not intended for teaching purposes. Considering the role of listening in this approach, the main ambition is to prepare learners for an interaction with a speaker. A variety of authentic materials is, therefore, used in the communicative approach (Çelik, 2014, p. 187-189).

The task-based approach, an approach developed after the communicative approach, suggested that language acquisition should be built around tasks focusing learners' attention on meaning (Çelik, 2014, p. 227-228). In terms of listening, the main goal of this approach is to help the learners to become active listeners who are capable of individual processing of audio input. For this purpose, learners are exposed to listening materials, usually authentic or semi-scripted with follow-up exercises which usually require them to process the input to extract the crucial information (Flowerdew and Miller, 2005, p. 14-15).

As Flowerdew and Miller (2005, p. 16-17) explain, listening can also be taught as a skill specific to all learners. Such an approach is called the learner-strategy approach and it enables the learners to develop their own strategy in listening tasks. It allows them to be aware of various listening skills, and to use them as they need. The optimal tasks based on the learner-strategy approach should be authentic, should help the reader realize how they arrange the input in their minds and should be of such variety to provide the learners with opportunities to try their listening tactics in different situations.

It is necessary to mention that teachers nowadays usually do not use only one approach for teaching listening and the textbooks offer a diverse collection of listening exercises that develop different areas and different listening skills. This approach can be labelled as the integrated approach (Flowerdew and Miller, 2005, p. 18).

Field claims that even though the approaches varied in attitude towards listening in the second language acquisition, the development led towards three prominent ways of conducting a listening exercise. The first of them is listening exercise divided into three stages: pre-listening, while or during-listening and post-listening. The second prominent way would be listening on two levels, extensive and intensive. Then the third way of exposing

listeners to listening input considered multiple exposures beneficial. These three formats of listening became very popular among teachers of second languages and they are being used (Field, 2008, p. 13-14). They will be discussed in the context of current practice in the following subchapter.

To summarize, perception of listening and approach to listening teaching varied in the different approaches and methods radically. Even though the approaches and methods provided different points of view, they determined the form of today's practice. The current practice is influenced by three ways of conducting a listening session which emerged from the previously mentioned approaches and methods.

3.2 Current practice in listening teaching

The following subchapter attempts to address the topic of current listening teaching. First, several features a listening session should have will be suggested. A listening session should be built around a specific task for a task makes the session effective. Moreover, tasks widen possibilities for exploiting the recording. Suitable tasks can offer the field for an immediate response which is typical for listening in real life. A listening exercise should be motivating for students and have a purpose. If the topic is somehow relevant or interesting for the learners or if the task seems to be a bit of a challenge, the learners are assumed to be more active in fulfilling the tasks. Success plays a major role in motivating students, as well. Listening tasks should be focused on success because it both motivates students and guarantees that the task will be effective. Finally, every task should be followed by feedback, ideally as soon as possible (Ur, 1992, p. 25-28).

3.2.1 Pre-listening, while-listening, post-listening

John Field (2008, p. 16-17) claims that the optimal current practice of listening is based on the three formats mentioned in the previous subchapter as the results of the development. The listening session should contain some of the following parts: pre-listening, while listening consisting of extensive and intensive listening and post-listening. Stated that, this approach to conducting a listening session combines the three stages (pre-listening, while-listening and post-listening), intensive and extensive listening, and multiple plays. These individual features will be discussed in more detail in the following paragraphs.

The pre-listening phase is an essential part of a listening session for it serves three important purposes. During the pre-listening, the learners should be motivated and provided with a

purpose to listen actively. Motivation can be created by the learners predicting what they are going to hear, based on a word or a picture on the board, sometimes it can be enhanced by a little competition about the most precise guess. The learners can sometimes discuss their ideas in pairs or small groups. Motivating learners is crucial for activating the right schemata in their minds which help them to cope better with the input. The pre-listening stage is often used for pre-teaching the critical vocabulary, the vocabulary which is essential for understanding. Pre-teaching a wider range of vocabulary than necessary would not be, however, advisable because the learners' attention would be drawn to such words and they would be missing the overall text. Finally, a context should be provided during the pre-listening part to make up for the, often missing, visual input (Field, 2008, p. 17-18).

Extensive and intensive listening are both parts of the while/during-listening part. Extensive listening serves the purpose of introducing the text. In this phase, the listeners can accommodate to the voice of the speakers, their speech rate and, of course, the topic. After extensive listening, the learners should be able to answer at least the most general questions about the recording (Field, 2008, p. 14). Intensive listening, which the listeners are supposed to perform during the second time they are played the recording, is focused on more detailed features of the text, such as individual words or grammatical structures, which are usually assumed to influence the overall meaning of the text (Rost, 1999, p. 233). Field (2008, p. 19-20) suggests asking detailed questions before the second listening to provide the listeners with a chance to focus on the requested features, and claims that it is suitable to give the learners enough space to mark their answers and check them right after the intensive listening.

The post-listening phase should ideally follow the while-listening part. It is a convenient opportunity to draw the learners' attention towards the functional language which might appear in the recording. Functional language is best presented in a context, which can be provided by a recording. Another advisable post-listening activity could be focused on new vocabulary. Language learners are often supposed to work out the meaning of new words from the context and co-text of the recording and, therefore, the teacher could devote some time to practice the newly gained vocabulary. The listening material can be played one more time at the end of the listening session to offer the learners an opportunity to individually listen to the recording and focus on parts that would remain vague (Field, 2008, p. 21-22). This model of a listening session provides the option of multiple plays, which should provide

the learners with desirable examples of correct pronunciation, rhythm, and intonation (Field, 2008, p. 14).

In conclusion, the pattern suggested by John Field can be applied, presumably, on any listening material for it ensures proper utilization of the recording for various purposes. Teachers do not have to use all stages for every listening exercise, since they can select only those stages which are suitable for the specific listening material and session. It is, however, necessary to remind that selection of suitable listening material is as important as the selection of the stages and respective activities.

3.2.2 Teaching listening strategies

Discussing listening teaching, teaching listening strategies should be addressed briefly. As was mentioned earlier in this thesis, teaching listening strategies and providing learners with tools for dealing with listening input is considered very important, as the attention of the learners should be drawn not only to the recording itself but also to how to deal with it. What is considered strategies in the context of listening, are techniques for approaching and handling listening input (Richards, 2016). Two types of listening strategies can be recognized: cognitive and metacognitive strategies. Cognitive strategies are related to processing input, storing it and retrieving it from memory. Metacognitive strategies focus on evaluating the listening situation and observing and assessing one's achievement. They manage the cognitive strategies. The meaning of the two strategies is to complement the listeners' linguistic competences and enable them to listen more effectively (Buck, 2001, p. 102-104).

The goal of teaching listening strategies is to make the learners aware of such strategies and help them to develop them and apply them to their own listening. Richards (2016) suggests two ways of doing so. Strategies can be taught in three developed steps. The first step is planning the listening by setting learning aims for improvement, the ways it should be achieved, followed by long-term and short-term goals. The progress is controlled via monitoring, another strategy. Learners compare their actual progress to the plan and identify possible obstacles. The final step is to evaluate the progress made and assess the strategies used.

Strategies can be also implemented to the pre-listening, while-listening and post-listening structure. Students can predict possible vocabulary based on the title and context they are

given before they hear the recording. While listening, they mark the correct tips and new information. In a follow-up pair discussion, potential issues are discussed, and the learners are exposed again to the input. The final, post-listening discussion is focused on the strategies used by learners and their evaluation (Richards, 2016). The process is rather similar to the one suggested by John Field, as was mentioned above, but it is enriched by a discussion aimed at the strategies applied.

3.3 Assessing listening

Since listening teaching was discussed in the previous subchapter, assessing listening should be addressed briefly as well. Assessing is an indispensable part of the teaching and learning process because it provides feedback to learners and helps them to set goals for their further development. Above all, it indicates the progress made by learners and, therefore, helps the teacher to design the course of action for the following lessons (Tosuncuoglu, 2018).

Probably the most prominent type of assessing listening are criterion-referenced tests in which learners need to achieve a certain score. Learners' performance is compared to a standard given for their level. (Rost, 2011, p. 207). Criterion-referenced tests can be either diagnostic, serving the purpose of analysis of the learners' progress and planning further course of action, or achievement tests, which check whether the acquisition of a certain portion of language was successful (Flowerdew and Miller, 2005, p. 203). For the second language teaching at elementary schools in the Czech Republic, the Framework Education Programme for Elementary Education is the ultimate authority in the setting criterion for individual levels.

Michael Rost (2011, p. 209) mentions a second type of listening assessment, called construct-referenced testing. This assessing aims at various abilities such as managing the speaker's speed, understanding colloquial language, or coping successfully with features such as stress, intonation, or rhythm. Rost claims in order to achieve a thorough picture of a learner's listening abilities, it is suitable to combine the two types of listening suggested.

A suitable environment is an important part of successful testing. A listening test should be accompanied by context and visual clues which, as mentioned several times in previous chapters, can be very useful for a better understanding of the audio input. Teachers or test designers should avoid any obscure dialects and extremely fast speakers, however, most of the purpose-written materials do not have such features. Furthermore, the environment of

the class should be appropriate for testing. Individual factors have, however, an impact on learners' performance which cannot be influenced by any teacher (Rost, 2011, p. 219).

An oral examination is a frequent and interactive way of testing both oral and listening skills. When testing listening abilities, the learner should be primarily in the role of a listener, e. g. an interviewee. Nevertheless, speaking and listening skills cannot be completely separated. Assessing the listening ability can be realized in the area of phonological, lexical, syntactic and pragmatic knowledge. Therefore, the listener's ability to understand features as allophonic variations, collocations or following new information and co-text, can be evaluated. Teachers can design the exam appropriately to learners' age and language level and, if needed, modify the exams in the process by altering their speech rate, asking comprehension questions, or by clarifying or repeating an utterance. (Rost, 2011, p. 213-226).

This chapter attempted to summarize crucial aspects of current practice in listening teaching. As the current practice offers a wide range of opportunities, there are aspects which should not be omitted. The listening session is presumably the most effective when organized into individual stages of pre-listening, during-listening and post-listening. All stages do not have to, however, take place in every session. When considering long-term teaching plans, listening sessions focused on teaching strategies should not be left out as they are essential for the development of listening abilities. Finally, a fair and good-quality assessment should take place to provide feedback for both the teachers and the learners and also to propose further proceeding.

4 Teaching listening with the help of authentic materials

The last chapter of the theoretical part is devoted to authentic listening materials because they are essential for the practical part of this thesis. Authentic materials were briefly discussed in the second chapter about selecting listening materials. The following chapter will provide a more detailed look at the advantages and disadvantages of authentic materials in ELT and suggest what should be borne in mind when selecting an authentic listening for ELT class.

4.1 Advantages of authentic listening materials

Authentic materials which are adopted from real settings are presumably the most suitable listening material to use when preparing learners for what they might experience outside the course. As was mentioned above (see chapter 2.3), the main advantage of authentic listening material is preparing learners for real-life listening situations. Haines (quoted in Kadagidze, 2006, p. 150-151) mentions, among other benefits of authentic listening materials, that the listeners find them generally interesting and successfully decoding an authentic text encourages them. Moreover, authentic input can be a convenient way of presenting diverse varieties and dialects of English and preparing students for the fact that they will have to deal with a variety of accents and dialects (Rost, 1999, p. 160; Herron and Seay, 1991).

Learners of English as a second language do not encounter authentic input only while travelling or meeting with people from abroad, but also every day when using the internet, social media, or even when playing online games. Using authentic materials from this area can be very motivating for the learners (Field, 2008, p. 277). Furthermore, authentic listening materials enable the teachers to collaborate closely with the learners while selecting the authentic materials and creating respective exercises and listening sessions (Rost, 2011, p. 167). Involving learners in the process of selecting listening materials and creating exercises is an opportunity to let them decide about the content of the lessons. By choosing the content, learners can pursue their areas of interest which motivates them in further individual listening (Houston, 2019, p. 22-24).

To provide data supporting the previous claims, researches using authentic listening materials are being provided in the following paragraphs. Carol A. Herron and Irene Seay (1991) compared listening comprehension of a group of students following a coursebook and respective purpose-written listening materials, and a group from the same course which has been exposed to an unedited radio programme in the target language as a substitute. They found out, based on tests taken with purely audio input and tests with both audio and visual input, that listening comprehension of students exposed to authentic listening materials improved during a rather short time. Herron and Seay concluded regular exposure to the authentic language of unrestricted speech rate and with a variety of accents enable listeners to cope better with the listening input.

Improvement in listening comprehension was observed in Joseph Weyers' study (1999) in which he exposed learners of Spanish as a second language to authentic television shows in the target language. Listening comprehension of the students undertaking the experiment with authentic television shows was positively influenced by long-term exposure, in comparison to students who were not exposed to the same authentic input. Better listening comprehension after exposure to authentic listening materials was proven also by Sabet (2012) among listeners of the elementary level of English.

Authentic materials positively influence learners' motivation, too. Learners may find successfully dealing with material from a real situation motivating, as well as being able to apply knowledge learnt in a course to an authentic material (Field, 2008, p. 276-277). Furthermore, learners' motivation can be enhanced when they are allowed to actively participate in choosing authentic listening material (Houston, 2019, p. 22-24; Rost, 2011, p. 167).

To summarize, exposure to authentic listening input seems to be beneficial for learners' listening comprehension development. Learners experiencing language in its unrestricted and unmodified form tend to respond better to listening input than learners exposed only to purpose-written materials. Authentic materials can also influence learners' motivation.

4.2 Disadvantages of authentic listening materials

To offer a complete picture of authentic listening materials, it is necessary to also mention the drawbacks. The fact that authentic language is for learners difficult to comprehend is mentioned quite often (Ur, 1992, p. 23; Field, 2008, p. 271). The potential problem can be, however, prevented by the teacher's careful choice and grading of the material. When exposed to incomprehensible input, learners can be taught coping strategies which will help them to deal with such difficulties (Field, 2008, p. 269-272). Therefore, the disadvantage can be turned into a new opportunity.

Another drawback Ur (1999, p. 23) mentions is that the absence of the visual cues is in the case of authentic input more critical than in the case of scripted recordings. Difficult incorporating into the schedule of the course could be sometimes considered a disadvantage. Since it can be rather ambiguous in terms of grammar vocabulary and even topic, authentic material does not have to always fit perfectly into the plan (Kadagidze, 2006, p. 151).

Presumably, more drawbacks of authentic listening materials could be found and presented. However, most of them can be avoided by selecting the materials carefully or turning the disadvantage into an advantage, as was suggested. When choosing the authentic materials considering the language abilities of the learners and their interests and when presenting them at a reasonable length, we should be able to conduct a fairly successful listening session.

4.3 Selecting an authentic listening material

General criteria for selecting a listening material were mentioned in the second chapter, therefore, they will not be discussed further in this subchapter. This subchapter aims to suggest several types of authentic listening materials suitable for English teaching purposes and points out aspects which should be remembered when choosing an authentic listening material.

Criteria such as language level, presence of visual cues, relevance and general difficultness of the listening materials were mentioned in the second chapter of this thesis. John Field (2008, p. 63) mentions other criteria which should be respected when selecting a listening material. Listening materials as a whole, especially authentic ones, should provide a variety of input in terms of topics, types of material, and varieties of the language. When choosing a recording, this bigger picture of useful diversity provided by the listening input should be remembered. In his second point, Field suggests that listening should be practical, preparing learners for an actual listening situation. Nevertheless, the material should remain applicable in the classroom and adaptable for teaching purposes (Morales and Beltrán, 2006).

The following list aims to provide several various types of authentic listening materials which can be applied in English lessons. The list does not aspire to cover all potential listening situations or areas, it rather offers brief hints of possible listening situations and materials which should serve as a mere inspiration. These materials will not be specifically distinguished based on the language level of the learners since in most cases, the listening materials are not suitable for only one specific language level. What makes them applicable to specific learners is the teacher's adaptation and individual exercise (Field, 2008, p. 68).

Movies/TV programmes/YouTube videos

Joseph Weyers' study (1999) was mentioned above as a successful example of the use of authentic TV programmes for the improvement of listening comprehension. TV series and movies provide, together with the listening input, the desirable visual cues and generally can be considered interesting for the learners. YouTube videos offer almost an infinite number of sources, however, a careful selection should be prioritized in this case. The learners can also take an active part in choosing a specific movie or series which could ensure their genuine interest. There is a growing number of diverse types of TV programmes and shows, most of them being easily available. Therefore, they are suitable sources of authentic listening input.

Radio broadcast/podcasts

The positive influence of authentic radio programmes applied in second language course was presented by Herron and Seay (1991). Radio broadcasts offer a great variety of inputs, from weather forecast and sports broadcast to news and interviews. The radio broadcast is a common source of new information, therefore, it would be advisable to prepare learners for this authentic input. A specific form of audio input are podcasts, a series of episodes focusing on various topics. As podcasts are of growing popularity and great variety of topics, podcasts suitable for EFL lessons can be selected.

Announcements

Listening for a train or bus departure and searching for the key information is a situation often encountered during travelling. Training with authentic announcements when learners are listening for one specific piece of information can prove very useful in everyday experience (Field, 2008, p. 64).

Songs

Songs, in everyday life often perceived passively, can be a convenient initial authentic material to present to young learners. Short songs are not very demanding in terms of attention. Porter and Roberts (1981, p. 41) suggest using a song for identifying individual words in the text. They also mention the natural interest of learners in current music which can be used effectively in the classroom to boost the learners' interest.

Conversation

Listening to a conversation without actively participating is in the context of teaching listening often labelled as eavesdropping (Field, 2008, p. 61). This practice has, however, its undisputable place in English courses for it offers an opportunity to build up the meaning from the context and clues given in the conversation (Porter and Roberts, 1981, p. 40). Authentic conversation with a learner's active participation would be a suitable listening and speaking exercise, however, the eavesdropping version is more suited for larger groups of learners.

Lesson/lecture

Lectures or lessons provide teachers with an opportunity to conduct a more advanced listening exercise. Students could listen to the main point of the lecture or summarize the crucial ideas presented in a lesson. Surely, these forms of listening could be used for less experienced learners as well, but they have considerable potential for more complex exercises (Field, 2008, p. 64).

Administrative requirements

Learners might find themselves in a situation when they will have to fill in forms or deal with some form of administration. Therefore, a practice of filling forms and listening to directives could be found useful, even though it probably will not be interesting for learners (Field, 2008, p. 64; Porter and Roberts, 1981, p. 40).

Taking a message/listening on a telephone

Listening to a message on a telephone offers an opportunity for an exercise focused on quick identification of important details and their reproduction to the addressee, or a short listening session with only a little context (Field, 2008, p. 64; Porter and Roberts, 1981, p. 40).

The list of possible authentic listening materials applicable to English language lessons is not by far complete or complex by any sort. The number of possible authentic materials is still growing, and it offers new opportunities. One of them being, for example, online games which are a very important source of authentic input for many young learners. However, the more authentic materials, the more thorough selection should take place.

Authentic materials seem to be essential for language acquisition nowadays because learners are exposed to English content on daily basis. For teaching purposes, recordings of suitable purpose and language should be used to provide the learners with models of both the language and situations they might face outside the classroom.

5 Summary of the theoretical part

Listening has been often considered both an insignificant and challenging skill to acquire and teach. As was presented, however, listening is a skill critical for successful communication and its acquisition in the second language does not happen spontaneously. Therefore, it is necessary to provide learners with both listening strategies and sufficient practice. A successful listening session should contain most or all of the following stages: pre-listening, extensive and intensive listening, and post-listening; as these stages should ensure optimal presentation of the listening input. In the long-term plan of listening sessions, it is desirable to comprise a session focused on building listening strategies, important for the learners' coping with the listening input.

Listening materials play an essential role in every listening session, therefore, they need to be carefully selected based on the purpose of the session and the age and language level of the learners. When preparing a listening session, teachers may choose from two major categories of listening materials: purpose-written and authentic listening materials, both types having their advantages and disadvantages.

Authentic listening materials, however, offer opportunities which purpose-written materials lack. Authentic materials provide the learners with listening input they are likely to encounter outside the classroom and prepare them for the extensive variety of accents and dialects. Authentic materials are in general considered more interesting for learners. Additionally, authentic materials are assumed to motivate learners by both their nature and also in case the learners take an active part in the process of selection of the authentic listening material.

In the following chapters, the topic of authentic listening materials is being discussed from a practical perspective.

Practical part

The theoretical part discussed listening as both a process and a skill, possible types of listening materials and their selection for teaching purposes, the practice of listening teaching, and most importantly, listening teaching with the help of authentic listening materials. In the practical part, the main topic of this thesis, the use of authentic listening materials in EFL lessons in lower secondary school, is discussed.

The sixth chapter of the thesis introduces the aim of the research and the research questions. The seventh chapter describes the respondents who participated in the research and the school in which the research was carried out. In the following two chapters, questionnaires distributed to learners and teachers are introduced and analyzed. Chapter ten provides examples of activities using authentic listening materials, which were performed during the research. In the eleventh chapter, the second questionnaire distributed to the learners is interpreted. Finally, in the last chapter, the results of the research are discussed.

6 Introduction and research questions

The theoretical part of the thesis proposed how learners may benefit from authentic listening materials. Exposure to authentic listening materials prepares learners for listening they might experience outside the classroom and provides desirable practice which was proved to lead to increased language proficiency (see chapter 4.1). The use of authentic listening materials positively influences not only the learners' language proficiency, but the motivation, as well. As discussed in chapter 4.1, motivation can be increased by choosing material relevant to the learners or by engaging learners in the process of selection.

In the light of the claims proposed in the theoretical part, the practical part of this thesis further develops the subject of authentic listening materials in the EFL classroom. The research consists of two main parts. The first part, intended as a brief survey, is based on two questionnaires distributed to both learners and teachers. The questionnaires were focused on the perception of authentic listening materials in the EFL lessons from the perspective of both learners and teachers.

The second part of the research provides and discusses information collected during the practical application of authentic listening materials in EFL lessons. The application of authentic materials is described in detail in individual plans of activities, and their

advantages and drawbacks are discussed in respective reflections. A second questionnaire distributed to the learners, in which the learners' motivation is being surveyed, is reflected in the final part of the research.

For this particular research, questionnaires were chosen as a relevant technique of collecting information. Due to the pandemic situation, the questionnaires were created as online documents using Google Forms and the links were sent to both teachers and learners via e-mail. The original, Czech versions of the questionnaires can be found in the appendices, along with the English translation. The information gathered through the questionnaires is complemented by plans of authentic listening activities and their respective reflections. The research using these sources of information attempts to answer the following research questions:

- What types of authentic listening materials do teachers use the most?
- What is the purpose of the authentic listening materials in EFL lessons?
- Are authentic listening materials motivating for learners?
- Does an active role of the learners in the process of selection of authentic listening materials influence their motivation?

Answers for these questions are being gathered in the following chapters and summarized in the conclusion of the thesis. The following chapters will not only contribute to the conclusion but, hopefully, they will provide both an insight to application of authentic listening materials in present Czech lower secondary schools, and possibly an inspiration for authentic listening activities.

7 Respondents and the school

In the following chapter, respondents, both teachers and learners, and the school in which the research was conducted are introduced and described. The choice of respondents and school is being explained, along with a more detailed look into English teaching in the respective school. All respondents were addressed via e-mail with attached online questionnaires, since it was not possible to realize this stage of the research in person due to the pandemic situation.

7.1 The school

The research took place at ZŠ Salvátor in Valašské Meziříčí, Zlín Region, an elementary school at which I accomplished my teaching practice. During the teaching practice, I had the opportunity to implement several authentic listening materials into my lessons, therefore I decided to continue with my research at the very same school.

ZŠ Salvátor is a complete elementary school established in Valašské Meziříčí by the Roman Catholic Church. The school is of a small size, attended by approximately 170 pupils. In each grade, there is, therefore, only one class, of approximately twenty learners (O škole. ZŠ Salvátor).

At ZŠ Salvátor, English is compulsory since the second year of studies. The English lessons' organization is based on the number of pupils in individual classes. Small-numbered classes are taught as one language group, classes of a large number of learners are usually divided into two groups, usually based on the learners' language proficiency. The groups are taught English simultaneously by two English teachers or alternately with Czech lessons. Since the school does not have a specially equipped language classroom, one of the groups is usually taught in the computer classroom.

English is taught not only in compulsory lessons. ZŠ Salvátor provides extracurricular lessons for learners who are interested in developing their language skills. There are conversation lessons, providing learners with an opportunity to practice their speaking skills, and a lesson for the first graders, which provides a playful introduction to English.

7.2 The learners

During the teaching practice, author of this thesis had the opportunity of teaching learners of both primary and lower secondary school. For the purpose of this thesis, the author of this thesis focused, however, only on learners of the lower secondary school because their language proficiency allowed using a wider range of authentic listening materials than the language proficiency of primary school learners.

The author of this thesis taught lessons in small classes which were taught as one language group, as well as in large classes which were divided into two groups. In the case of large classes, the opportunity to teach only one of the two groups was provided, therefore it was not possible to try the authentic listening materials with all learners. That being said, the

decision has been made to involve all learners of the lower secondary school in the research and distribute them identical questionnaires. It had been assumed by the author of this thesis that this step would provide information from both the learners the author of this thesis presented authentic listening materials to, and the learners the author was not able to teach. This decision allowed to include the eighth grade in the research. This class represents a sample of students which were not exposed to authentic listening materials. In other words, this decision allowed to acquire information from all learners and compare it, in case there are any discrepancies.

In the following paragraphs, classes and groups of learners the author of this thesis taught are introduced. In total, 45 learners participated in the research.

6th grade

In the case of 6th grade, only one group of learners was taught. This class was not divided into language group based on the learners' proficiency but both groups included learners of varied proficiency. This factor had to be considered when selecting an authentic listening material and preparing respective activities. Usually, an identical listening activity was designed for all learners, and more advanced learners were asked additional, usually more challenging, questions. One of the learners proved his outstanding proficiency, therefore the author of this thesis usually engaged with him in a more elaborate post-listening discussion to provide him with an opportunity to practice his language skills.

7th grade

The learners of 7th grade formed only one group of learners because of a relatively small number of pupils in the class (16 pupils). Therefore, this group was of mixed abilities, as well. The learners' diverse proficiency was treated similarly as in the 6th grade. The activities were identical for the whole group, but the more proficient learners were asked additional, more detailed questions, or they were assigned additional discussion in pairs.

9th grade

The learners from 9th grade were divided into two groups based on their proficiency. The author of this thesis was assigned to teach a group of less proficient learners. Since the learners were of similar language abilities, the activities were usually conducted in an identical manner for the whole group. The learners were not very confident in more complex

language structures, therefore short extracts were chosen (usually of the maximum of three minutes of length) with reduced speed rate and very clear accents. Since it was quite challenging to motivate this particular group of learners, it was attempted to implement mainly materials which the learners proposed themselves, or materials the author of this thesis assumed to be entertaining or relevant to the pupils.

7.3 The teachers

As suggested in previous paragraphs, ZŠ Salvátor is a rather small school. At this school, there are presently only three teachers of English. Since the school did not offer a particularly large number of respondents, remaining elementary schools in Valašské Meziříčí were addressed to enlarge the sample of teacher respondents. However, only one of the schools responded, therefore, schools in the surrounding area were addressed, as well. The relatively small number of replies is presumably due to the current pandemic situation. Since the access to schools was restricted, the questionnaire were distributed only via e-mail. The teachers are overwhelmed by online communication and e-mails nowadays, therefore, it is quite understandable that most of them did not reply to the e-mails. In conclusion, the author of this thesis received responses from ten elementary school teachers. Respondents are being described in more detail in the following chapter discussing the questionnaires distributed to teachers.

8 Analysis of the teachers' questionnaire

The topic of authentic listening materials is discussed in this thesis from both the learners' and the teachers' perspective, to provide an insight into the topic from both points of view. The eighth chapter analyses the answers from the teachers' questionnaire.

The questionnaire was distributed to elementary school teachers of English in Valašské Meziříčí and surrounding area. Eleven elementary schools were addressed. In total, ten elementary school teachers of English responded to the questionnaire.

As suggested in Figure 1, the teacher respondent group was, despite a considerable small number of respondents, quite diverse in terms of length of English teaching experience. Most respondents (4) have taught English for more than 15 years, the second most numerous group of respondents (3) comprised teachers with relatively short English teaching experience (less

than 5 years). The remaining respondents have experience of 5-10 years (2) and 11-15 years (1).

Considering that the thesis is focused on the use of authentic listening materials, the respondents were not further distinguished based on their age or gender, since such personal information was not considered of an essential importance for this particular research. The length of English teaching practice was surveyed since it might provide additional information to teachers' choice of authentic materials or their sources.

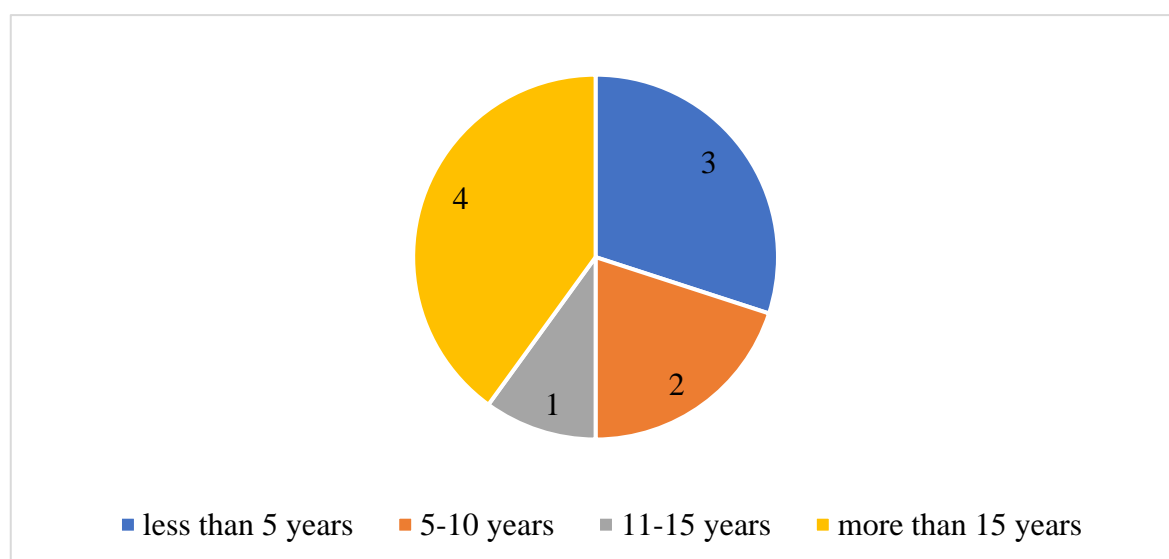


Figure 1 The length of English teaching experience

The second question aimed to find out which skill the respondent pursue as the most important in their lessons. The respondents were asked to mark the four skills on the scale from four to one, using four points for the skill they consider the most important, and one point for the least important skill. As can be observed in Figure 2, the teachers unanimously indicated speaking as the most essential skill (40 points), followed by listening (33 points). Three respondents labelled listening as the most important skill along with speaking. The remaining two skills were acknowledged as skills of lower priority. Reading received 26 points, writing was found the least essential skill (21 points).

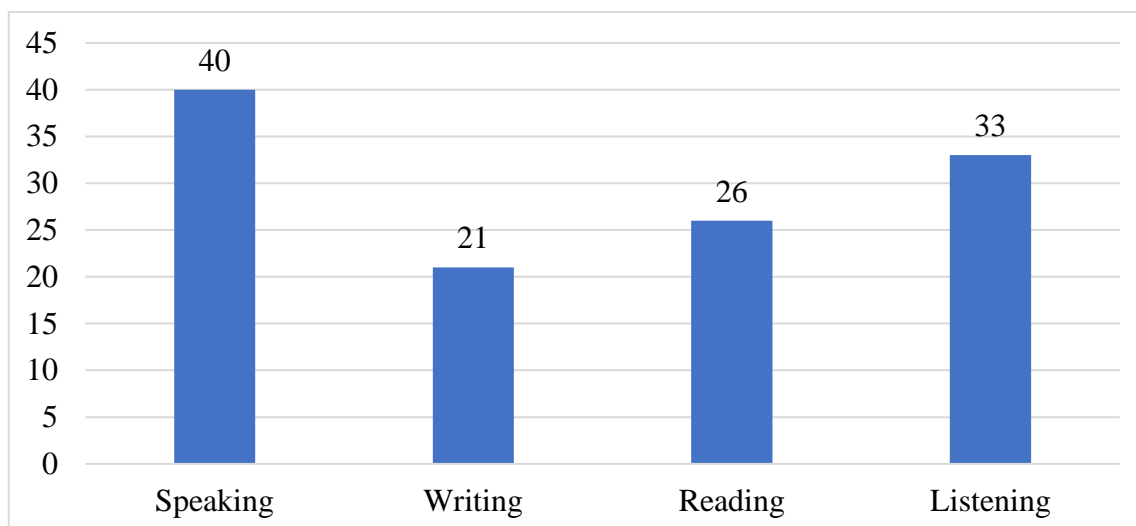


Figure 2 The importance of skills

The following section of the questionnaire focused on the use of authentic listening materials in ELT. All ten respondents claimed they use authentic listening materials in English lessons (question 3 of the questionnaire). Figure 3 illustrates the respondents' arguments for using authentic listening materials in EFL lessons acquired in question 4. The respondents were offered five options and they could also include their own arguments for using authentic listening materials. From these options, the respondents could pick multiple answers. Eight respondents claimed that they include authentic materials in their lesson because such materials are interesting for the learners. This argument corresponds with the theoretical part claiming the engaging nature of authentic materials is one of their major advantages (see chapter 4.1). Two of the teachers find the authentic materials interesting for themselves, therefore, they implement them in their lessons. Two respondents apply the authentic materials as a mean of fulfilling the thematic plans.

Four respondents added their own answers since there was an option for providing an additional argument which was not mentioned among the options suggested. One of the responding teachers mentioned, among the other reason for including authentic listening materials, the fact that they provide contact with the real world. Two respondents agreed the authentic materials provide desirable diversity for their EFL lessons. The last additional argument claimed authentic listening materials provide a suitable source of examples of native speakers' pronunciation and additional vocabulary.

The additional responses reflected partially advantages mentioned in chapter 4.1 of this thesis. More specifically, it is the diversity of authentic materials which is considered beneficial, along with the examples of native speakers' pronunciation.

Two of the suggested options, which reflected coursebooks, more specifically their potential total absence and inconvenient content, were not chosen by any of the respondents. Based on this fact, it was assumed the respondents are provided with coursebooks which are at least partially satisfying in terms of listening content. Therefore, the teachers are assumed to use the authentic listening materials to provide the learners with engaging listening input and an additional sample of native speakers' pronunciation, or they supplement for listening content lacking in the coursebooks, necessary for fulfilling the thematic plans.

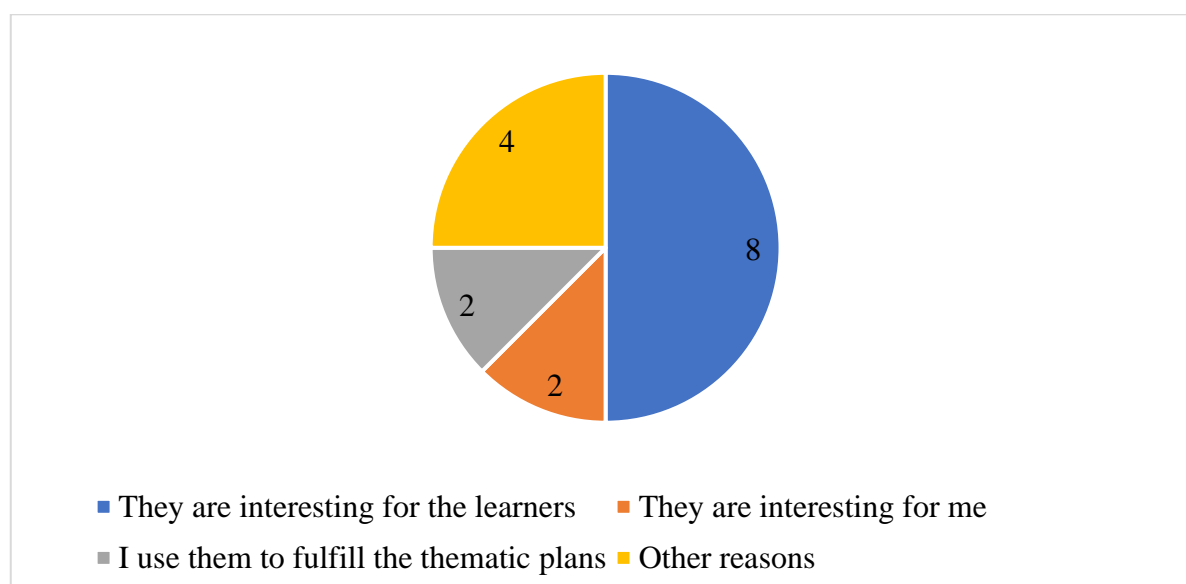


Figure 3 Reasons for using authentic listening materials in ELT

While the fourth question (Figure 3) attempted to provide an insight into the respondents' reasons for using authentic listening materials, the fifth question was focused on the sources of authentic listening materials.

All ten respondents indicated the Internet as the source of authentic listening materials. CDs and DVDs were marked by six respondents as other sources of authentic listening input. All four teachers with the longest teaching experience (more than 15 years) are using CDs and DVDs along with the Internet. The remaining proportion is rather mixed, with only two

respondents of the groups of the shortest English teaching experience (less than 5 years and 5-10 years) using both CDs and DVDs along with the Internet. The remaining respondents claimed to use only the Internet. None of the respondents indicated their own recordings as a source of authentic listening input.

Even though there could be an inclination to claim that the respondents of longer teaching experience tend to use CDs and DVDs more in general, it was assumed it would be rather misleading. There are examples of teachers of shorter teaching experience doing so as well, and the sample of respondents is presumably too small to make such generalizing conclusion.

Figure 4 illustrates the representation of individual types of authentic listening materials. Movies and other kinds of entertaining videos appeared to be along with songs the most common authentic listening materials in the respondents' EFL lessons since nine out of ten respondents chose these options. Both types of materials are considered a very suitable authentic listening input since the videos are in general considered amusing and they provide desirable visual input (Kadagidze, p. 153) and songs are both suitable means of bringing contemporary culture into a classroom, and conducting a short but effective listening exercise (see chapter 4.3).

As videos and songs seem to have established their position in EFL lessons quite firmly, other types of authentic listening materials are yet to be fully appreciated. Only two out of ten respondents use TV news, including weather forecast, which is an authentic material presumably quite heavily loaded in information but of a considerable value for a variety of listening exercises (Kadagidze, p. 153). Likewise, announcements (for instance from railway station or airport) were mentioned twice, as well. Similarly as TV news, announcements can be considered highly useful (see chapter 4.3).

Stated that, radio broadcasting was not mentioned by any respondent. Podcasts, however, were mentioned by one respondent. Radio broadcasting may be plausibly less popular among teachers due to the lack of visual input since visual clues accompanying an audio input are considered an advantage for the learners, as noted in chapter 2.1 of this thesis.

Among other authentic materials used in EFL lessons, nursery rhymes and interviews along with talks were mentioned.

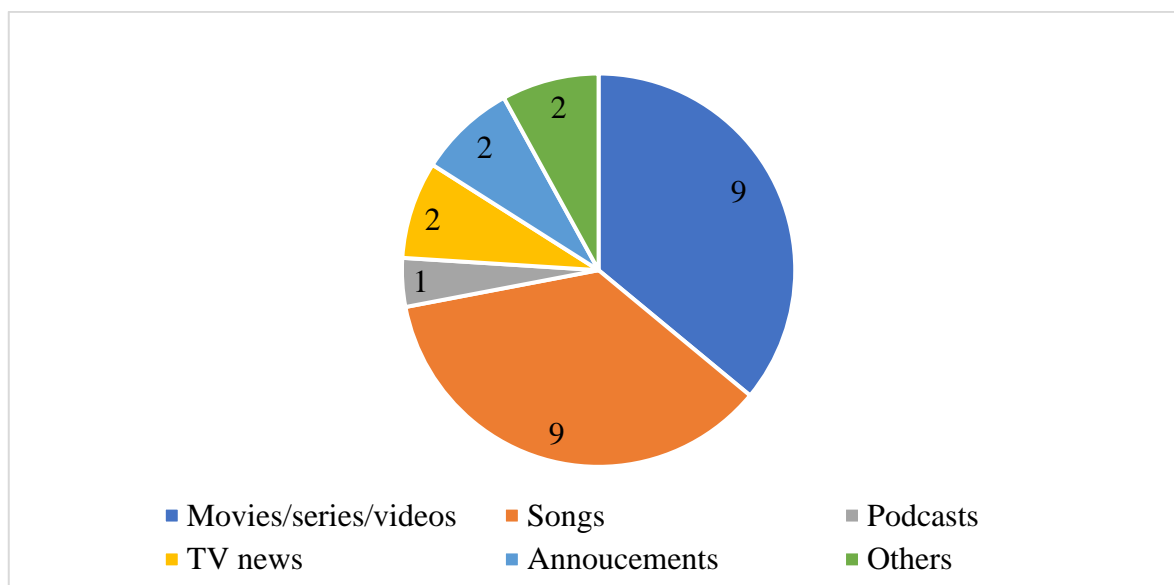


Figure 4 Types of authentic listening materials used in respondents' EFL lessons

The following question from the teachers' questionnaire was focused on particular activities and purposes of the authentic listening materials in EFL lessons. Respondents could choose multiple options or suggest their own answer. As Figure 5 presents, the majority (9) of the responders use the authentic listening material as a mean of practising listening skills. The authentic listening materials appear to have usually multiple functions in the lesson, since practising listening skills is usually involved, even when the ultimate aim of the session is to present a new structure or ensure a practice of already known items. Authentic listening materials are used in order to provide practice of grammatical structures by seven out of ten respondents, less often than to present new grammar (5 respondents). The proportion of presentation and practice of vocabulary is quite similar, with five respondents using authentic listening input to provide learners with new vocabulary and six respondents using the authentic materials to conduct a practice of vocabulary. Six of the respondents claimed that they apply authentic listening materials as a model of native speakers' pronunciation. None of the respondents added an extra option. Therefore, presumably most of the potential purposes of the authentic listening material were covered.

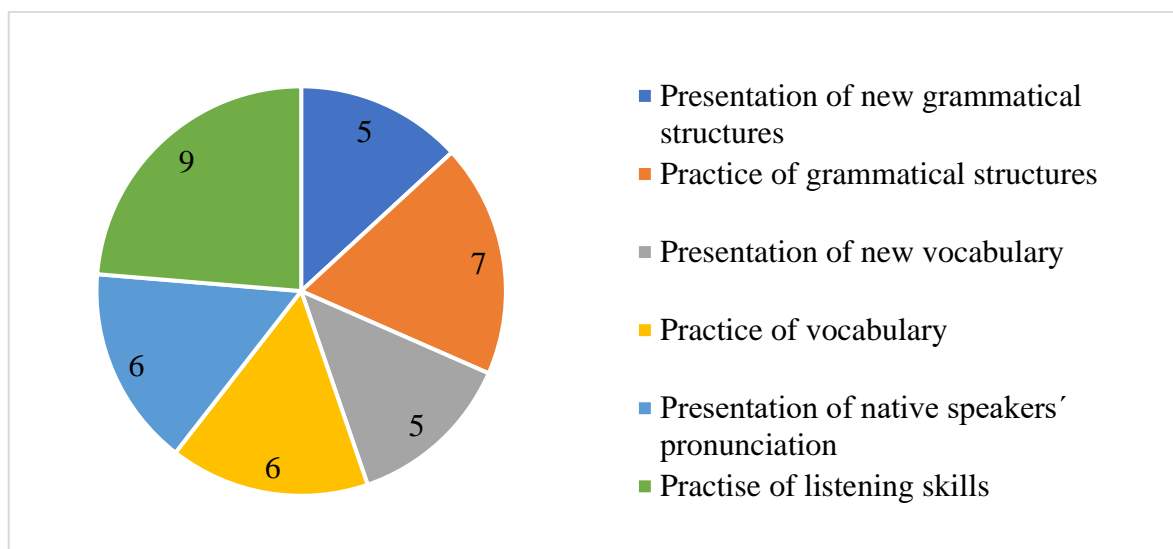


Figure 5 Purpose of authentic listening materials in EFL lessons

The final question of the teachers' questionnaire aimed at the relationship between the use of authentic listening materials and learners' motivation. To answer the question of whether authentic listening materials motivate learners, eight respondents claimed that yes, and two chose the option „rather yes“.

In conclusion, all respondents use authentic listening materials in their EFL lessons. The reasons for this differ, however, the majority of the respondents (8 out of 10) claimed that such materials are interesting for the learners, and all of the responding teachers agreed that authentic listening input motivates to some extent the learners, as well. The most common sources of authentic listening materials are the Internet, used by all ten respondents, and CDs and DVDs, used mostly by the respondents of longer teaching experience. The most frequently applied authentic materials are entertaining videos, for instance, films and series, and songs. Other types of authentic input (TV news, podcasts and announcements) are less common. The teachers usually use the materials to presents and practise both grammatical structures and vocabulary, but the practice of listening skills is naturally the most common purpose. Authentic listening materials were also found as a suitable source of model native speakers' pronunciation. Respondents agreed authentic listening materials in EFL lessons positively influence the learners' motivation.

The eighth chapter provided insight into teachers' experience and opinions about authentic listening materials. The following chapter attempts to offer the learners' point of view.

9 Analysis of learners' questionnaire before listening activities

The first learners' questionnaire was distributed via e-mail, before conducting author's own authentic listening activities at ZŠ Salvátor. The respondents were learners of the lower secondary school.

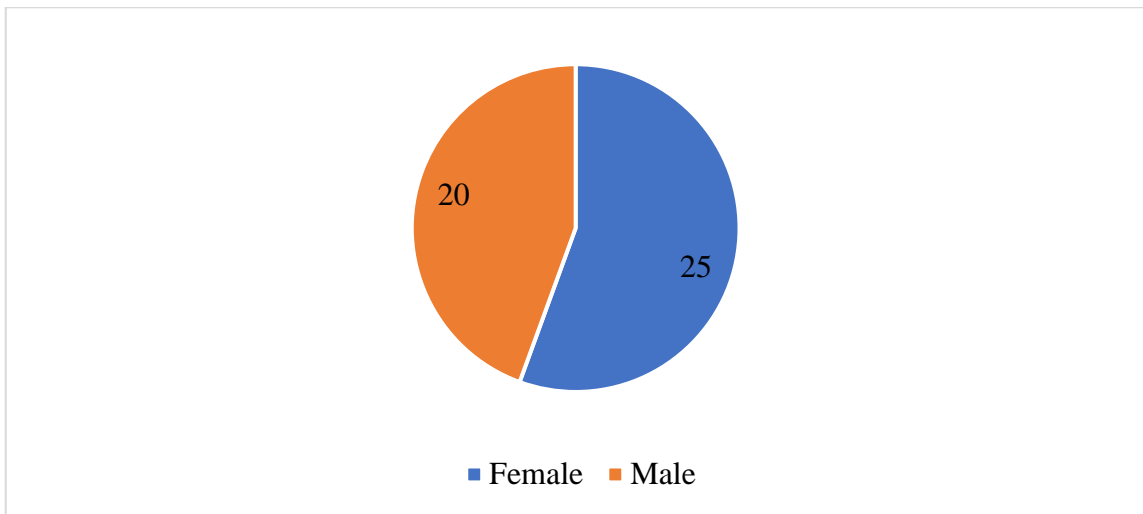


Figure 6 Gender of learner respondents

As depicted in Figure 6, 25 of the respondents were female and 20 male. In the case of learners' respondents, it was decided to acquire this additional information in case there would be significant differences in answers based on the respondents' gender.

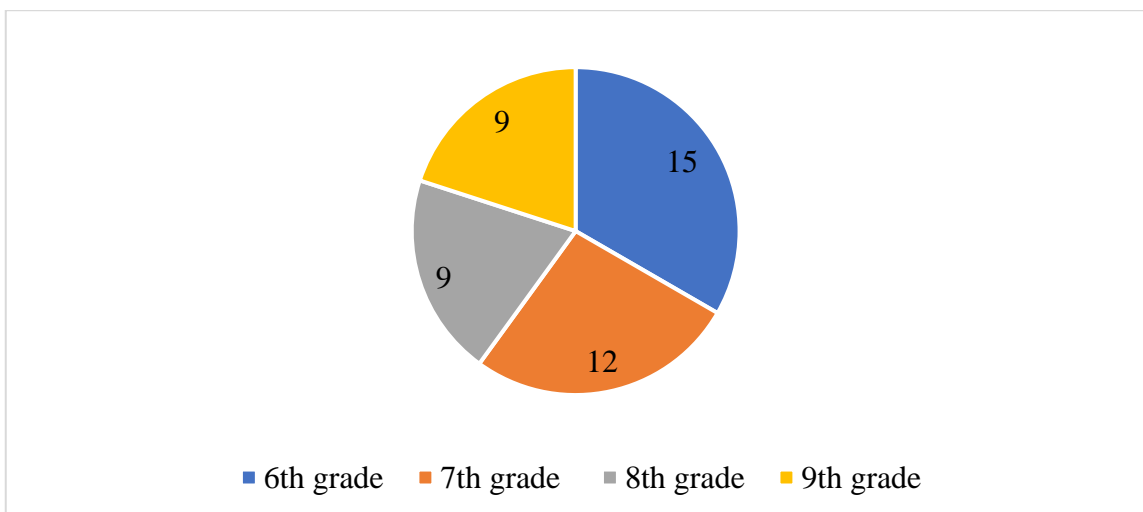


Figure 7 Respondents' grades

The proportional representation of individual grades is presented in Figure 7. The questionnaires were distributed to all learners of the second grade, 45 respondents in total participated in this part of the research.

43 out of 45 respondents claimed to encounter authentic listening materials in EFL lessons. Two respondents claiming that they have never experienced authentic listening materials in English lessons, however, responded to the following questions as if they had encountered authentic listening input. Therefore, the author of this thesis assumes this was only a mistake and all respondents presumably have experience with authentic listening materials in EFL lessons.

The representation of specific authentic listening materials, as described by the learners, corresponds with the information acquired from the teachers' questionnaire (see Figure 4). The respondents could select multiple options and, similarly to the teachers' responses, entertaining videos and songs appear to be the most common types of authentic materials (see Figure 7). A smaller number of respondents (6 out of 45) mentioned podcasts and announcements as another authentic listening material encountered in EFL lessons. Only one respondent claimed to experience TV news during English lessons. The responses differ in answers concerning radio broadcasting, since the teachers claim not to use such materials and learners propose to have experience with such material in their EFL lessons. This discrepancy could be caused plausibly by the word "radio" which might confuse learners into understanding this option as "any material reproduced via a CD player". In other options, a respondent mentions talks, which the author assumes to be, based on the teachers' questionnaire, interviews.

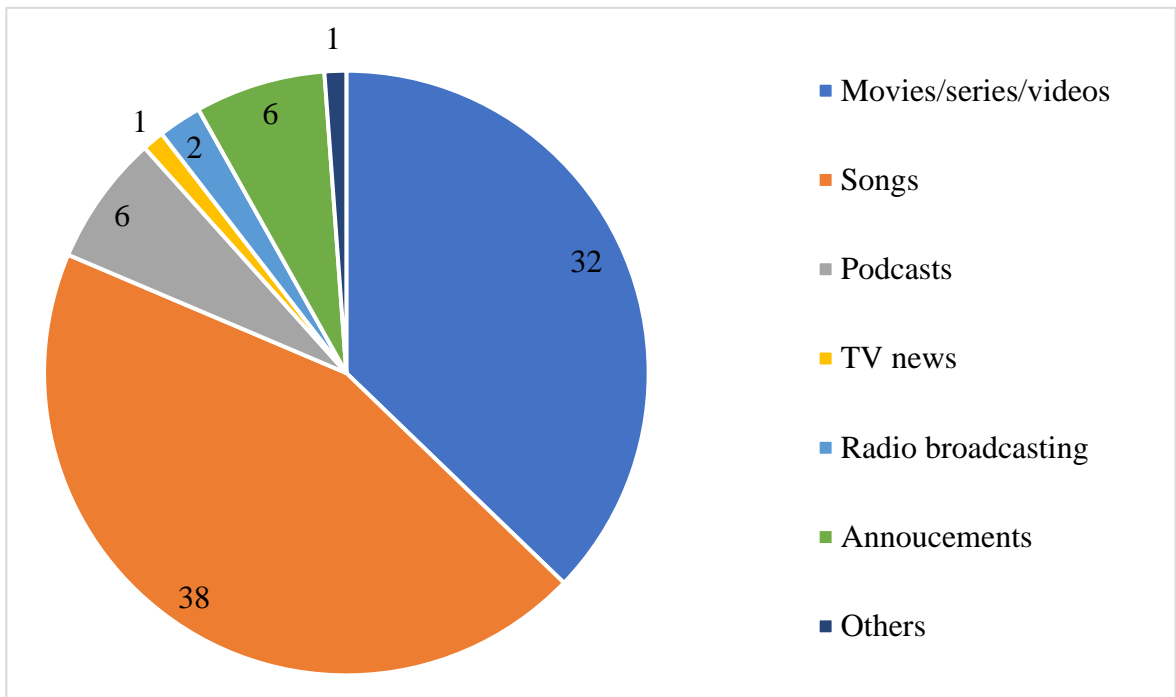


Figure 8 Types of authentic listening material in EFL lessons (learners' questionnaire)

36 (21 female and 15 male) and out of 45 respondents find the authentic listening materials interesting, as suggested in Figure 9. Seven respondents (five male, two female) do not consider authentic listening materials interesting. The remaining respondents do not provide their answer.

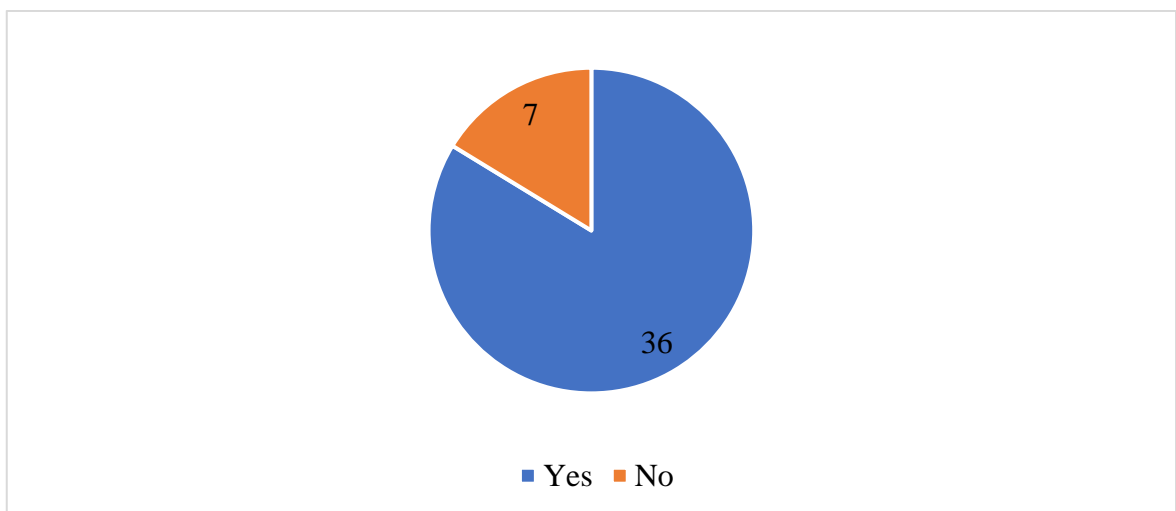


Figure 9 Do the learners find authentic listening materials interesting?

In the following, open-ended, question, the respondents provided arguments for their answers. Eight respondents claimed that authentic listening materials make EFL lessons

engaging. 15 respondents found authentic materials interesting and entertaining. Seven respondents appreciated additional input providing models of native speakers' pronunciation. Learners who did not find authentic listening materials interesting were usually learners who claimed not to be engaged in EFL lessons in general (two respondents), learners who did not find authentic materials compelling (two respondents), or a respondent who did not favor listening activities in English lessons.

The last part of the questionnaire, depicted in Figure 10, focused on the usefulness of authentic listening materials evaluated by the learners. The answers correspond closely to the learners' answers concerning how interesting the authentic materials are for them (see Figure 9). In other words, most of the respondents (34, 20 female and 14 male) considering authentic listening materials interesting, found them equally useful. Likewise, the majority of respondents who did not find authentic listening materials interesting (5) did not find them useful either. Four respondents either found the authentic materials interesting but not useful (2) or useful but not engaging (2). Two respondents did not comment on this topic.

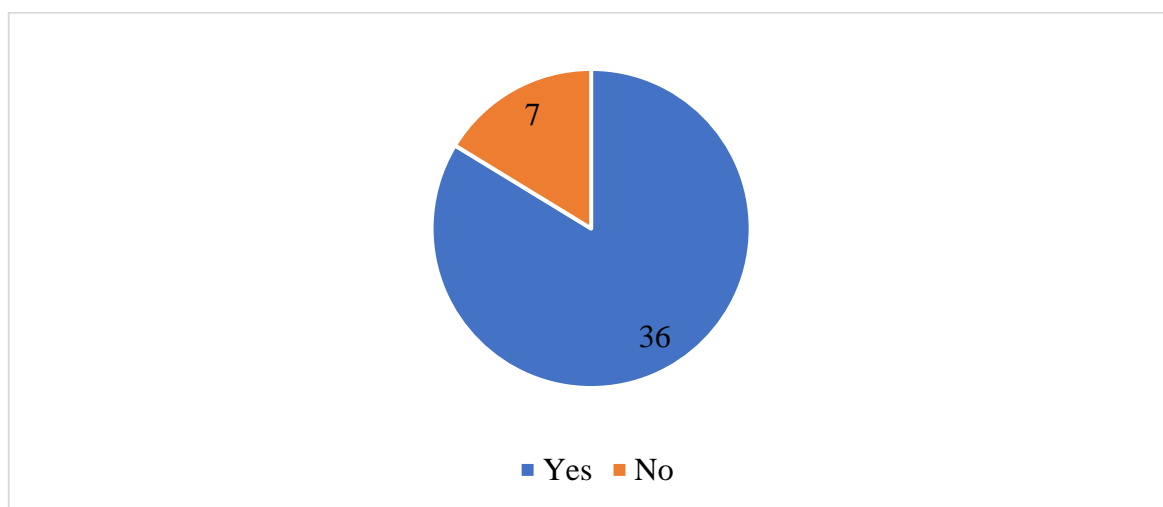


Figure 10 Do the learners find authentic listening materials useful?

The following open-ended question acquired learners comments on why they found authentic listening materials useful or not. 15 respondents claimed that they consider authentic listening input a suitable source of new vocabulary. Respondents acknowledged authentic materials as a useful source of model pronunciation (5) or a suitable opportunity to practice correct pronunciation (3). Respondents, however, saw other aspects as useful, as well. Five respondents valued new information presented via authentic listening materials, one of the learners saw the possibility to practice their listening skill through authentic input

as a useful feature. Nonetheless, different respondents considered authentic listening materials tedious and providing no new information (2), useless for their language development (1), or containing an excessive amount of information (1).

In conclusion, all learners have experience with authentic listening materials. The most common types of authentic materials correspond with answers provided by teacher respondents in chapter 8. The majority of learner respondents (36 out of 45) consider authentic listening materials interesting, claiming that such materials are entertaining (15), they make EFL lessons engaging (8), and they provide desirable models of native speakers' pronunciation (7). The same number of respondents find authentic listening materials useful. Their frequently mentioned arguments include authentic materials being a suitable source of new vocabulary (15), source of model pronunciation (5), an opportunity to practice their pronunciation (3) and listening skills (1), or a suitable way of acquiring new information (5).

Not all respondents, however, are in favor of authentic listening materials. Seven learners do not think of authentic materials as useful and interesting. Three respondents are not interested in EFL lessons, two respondents consider authentic materials tedious. Two respondents claimed that authentic materials do not provide new information, one respondent regards authentic listening input as useless for their further development.

10 Description of authentic listening activities

Practical application of authentic listening material in EFL lessons is, along with questionnaires, an essential part of the research. The following authentic materials were carried out in regular lessons during my teaching practice or online lessons after my teaching practice if noted so. The selection of the authentic listening materials attempted to follow both the list of materials as mentioned in chapter 4.3 and learners' suggestions. The variety of authentic inputs as listed in chapter 4.3 was not covered entirely. Most of the materials were suggested by the learners or the learners were given options to choose from, since the influence of possibility to actively participate in selection of listening materials on learners' motivation is the main focus of this thesis.

This chapter provides descriptions of activities and short reflections of the positive and negative aspects of each listening activity. The respective texts and transcripts, if used during

the activity, will be provided in Appendices 2. Further examples of authentic materials used during author's teaching practice will be provided in Appendices 3.

10.1 Songs

Songs, as mentioned previously (see chapter 4.3) are suitable for teaching and practising individual words and phrases and, when contemporary music is used, the songs can be very motivating for the learners.

Authentic listening material: *It's Time* by Imagine Dragons

Reference: Imagine Dragons, 2012.

Learners: 7th grade, lower secondary school (12-13 years old)

Learning objectives: Learners will translate the selected vocabulary and memorize it.

Procedure

Pre-listening activity: Guessing what kind of words is missing from specific blank spaces (optional activity).
While-listening activity: Extensive listening – listening for the revised vocabulary and approximated words, completing blank spaces with days of the week. Intensive listening – listening and completing remaining days and the rest of the blank spaces.
Post-listening activity: Teaching new vocabulary, final play.

Description of the activity

The song was reflecting the interests of the learners, as Imagine Dragons were one of the bands the learners frequently mentioned when asked what bands and singers they listened to. In this case, it had been decided to omit the pre-listening activity because the motivation was created naturally since the learners have chosen this particular band and since the author had not found any critical vocabulary that would be necessary to pre-teach before the listening itself. As suggested in chapter 3.2.1, it is not necessary to use all stages to conduct a successful listening session. A suitable activity for a song might be a guessing activity

focused on guessing word types missing from the blank spaces. However, it had been decided not to use this activity, mainly because of the tight schedule of the lesson.

The while-listening activity consisted of extensive and intensive listening. Extensive listening was again meant as an introductory listening for the learners to ensure some familiarity with the recording. Before the intensive listening, the learners were given the lyrics of the song with missing words and they had a few minutes to skim through the text. After the intensive listening, the answers were checked, and possible mistakes corrected.

The post-listening activity focused on new vocabulary. The learners were searching for the meaning of the phrase “to give a rain check” with their mobile phones. For the remaining phrases “you were spent”, “don’t hold back, let down”, they were given a list of synonym phrases they were familiar with “to be tired/worn out”, “to hesitate, to fail” and their task was to make pairs of respective phrases. These phrases were then revised in the following lessons. Since there was some time left at the end of the lesson, the author of this thesis decided to finish this session with one final play of the song. The final play is considered a suitable post-listening activity because it provides the learners with an opportunity to check their understanding individually (see chapter 3.2.1.).

Reflection

The listening material chosen for this lesson had both its advantages and drawbacks. The learners were motivated to listen actively and participate during the whole session because the material was naturally interesting for them. The following lesson, they even claimed that they looked up more songs from the same band and they listen to them and read the lyrics simultaneously. From the perspective of creating motivation, this material and session were both quite a success. However, the author of this thesis found this material not utterly useful for further English teaching. The repetitive nature of the song offered only a small range of vocabulary and grammatical features to be turned into practice. The learners, however, took an active part in the post-listening phase which concluded in a rather successful and motivating result.

10.2 Podcasts

Podcasts nowadays provide an expanding variety of authentic input of various topics and length, therefore, they appeared to be potentially useful for EFL lessons (see chapter 4.3).

Authentic listening material: *Welcome to Night Vale: 1 - Pilot*

Reference: Fink and Cranor, 2012.

Learners: 9th grade, lower secondary school (14-15 years old)

Learning objectives: Learners will predict presumable content, they will translate the selected vocabulary and they will take an active part in a discussion.

Procedure

Pre-listening activity: Pre-teaching critical vocabulary, guessing the potential content of the recording.
While-listening activity: Extensive listening followed by a short discussion. Intensive listening focused on specific pieces of information.
Post-listening activity: Final play with the transcript.

Description and reflection of the activity

The choice of the first episode of the podcast *Welcome to Night Vale* was based on the learners' decision. The learners were offered two podcasts beforehand and they had decided on an extract from *Welcome to Night Vale*, a podcast presented as fictive community statements and news broadcasted by a local radio station. The extract chosen for this particular lesson was a four minutes long segment of local news, presenting the opening of a new place, strange appearances in a local resident's house, and a new interesting member of the community.

The pre-listening activity ensured the learners' familiarity with critical vocabulary. The selected words "hooded figures, household chores, lightbulb, city council" were written on the board and the learners were supposed to guess their meaning with the teacher's help. As the learners correctly guessed only hooded figures and city council, they looked up the

meaning of the remaining vocabulary using their phones. The second part of the pre-listening was a guessing game. The learners were supposed to suggest ideas of what could be presented in community radio broadcasting. Their ideas were marked on the board and discussed in the post-listening part of the session.

The while-listening consisted of extensive and intensive listening. After the initial extensive listening, the learners were asked to share information they were able to understand during the first listening. The follow-up question was focused on the critical words and whether the learners noticed them while listening to the recording. As they were rather successful, the learners were asked the questions listed below before the intensive listening, as this was found the most appropriate approach (see chapter 3.2.1). After intensive listening, approximately half of the learners were able to provide correct answers. In the final part of the while-listening, the correct answers were discussed.

“What is the name of the new place? Who is not allowed in there? And who will you probably see there?”

“Who visited Old Woman Josie? What did they do? What is she selling now?”

“Who is the new man in the town? What is he wearing? How does he look like?”

There was no specific activity in the post-listening part of the session. The learners were given the transcript and the extract was played again with the support of the transcript. The post-listening part aimed to provide the learners with an opportunity to check their own understanding and clarify possible ambiguous parts of the text.

Reflection

The pre-listening was quite successful, the learners were motivated by both the possibility to use their phones to look the vocabulary up and by the guessing activity. It fulfilled the purpose of creating motivation and providing the learners with critical vocabulary. The while-listening part was accomplished without any major problems. The recording was, however, not used at its original speed, because it was found too fast for the learners to fully comprehend, therefore, it was slowed it down by 25 %. The slower rate of the recording presumably ensured quite a manageable listening session. The post-listening discussion shown that several of the learners considered the podcast interesting and funny and, as it appeared, the fact that they were able to understand most of the text was motivating for them.

10.3 Movies

Movies and videos in general are considered interesting for learners. There is a considerable variety of video to select from and the visual clues they provide along with the listening input are regarded as a major advantage (see chapter 4.3).

Authentic listening material: *What We Do in the Shadows*

Reference: *What We Do in the Shadows*, 2014.

Learners: 9th grade, lower secondary school

Learning objectives: The learners will take an active part in a discussion, and they will predict topics that might appear in the clip.

Procedure

Pre-listening activity: Discussing potential topics appearing in the clip.
While-listening activity: Extensive listening followed by a set of general questions. Intensive listening and completing and checking the worksheet.
Post-listening activity: Discussion.

Description of the activity

For this particular activity, a clip from the movie *What We Do in the Shadows* was chosen. The author of the thesis assumed the learners might find the clip interesting because it presents the everyday reality of house sharing with a comedic twist of the housemates being vampires. The aim of the pre-listening activity was to find out what learners know about shared living. They were asked the following question in order to activate the right constructs in the learners' minds (see chapter 3.2.1). As it turned out, they had approximate ideas about the situations which might appear in the clip.

“Do you know someone who shares a flat or a house with friends?”

“What is the word for people living together in one house?”

“Is such living always fun or are there sometimes some problems?”

“What kind of things do the roommates need to solve together?”

The while-listening activity consisted of extensive and intensive listening. After the extensive listening, the learners were asked to describe and name the characters appearing in the clip. Then, the learners were given worksheets (see Appendices 2) with words and phrases they were supposed to find in the clip and write down. Some of the phrases were intended for homework as a practice of currently discussed grammar. As most of the phrases and words were new to the learners, English subtitles were added for the intensive listening phase. The correct answers were checked after the intensive listening and selected phrases marked with HW were settled as homework.

The post-listening was intended as a discussion about the clip, developing ideas about house-sharing and its advantages and disadvantages. Some of the questions are listed below.

“Is this shared living always easy for these vampires? Why do they meet in the kitchen?”

“What is the word for washing dishes, sweeping the floors, vacuuming and such activities?”

“Why do you think adults share one house? What are the advantages and disadvantages?”

Reflection

This activity was considered quite successfully. The learners seemed to enjoy the clip and they took an active part in the activities and the discussion. The pre-listening discussion showed some pre-concepts the learners had about shared living which turned out to be useful for the following post-listening discussion. The while-listening part was successful as well. The author of this thesis thought of adding the English subtitles for the intensive listening as a perhaps redundant feature but as it appeared, it was necessary for the learners' successful understanding. Since movies, as authentic listening materials, have often the subtitles as supporting visual clues, implementing the subtitles during the second listening was not considered a flaw.

The learners showed only partial understanding, the whole group was however able to fulfil the whole exercise correctly. As presented above, part of the listening was used as a source of homework for practising currently discussed grammar. The learners participated actively in the final discussion in the post-listening part of the listening session. They found both the topic of shared living and the movie interesting, as well. Many of them were able to formulate quite fluent and considerably elaborate answers. This listening session fulfilled

the expectation in terms of creating motivation and interesting learners in an authentic movie and the topic of shared living.

10.4 TV programmes – the weather forecast

TV programmes are, as described in chapter 4.3, easily accessible authentic listening materials. They are quite likely to be encountered outside the classroom and their major advantage is the visual aspect of the videos.

Authentic listening material: *Prince Charles presents the weather forecast*

Reference: BBC Scotland, 2012.

Learners: 6th grade, lower secondary school

Learning objectives: Learners will predict potential vocabulary and they will take an active part in answering the while-listening questions.

Procedure

Pre-listening activity: Guessing – what vocabulary to expect in a weather forecast. What else can we hear in a weather forecast?
While-listening activity: Extensive listening – listening for general questions Intensive listening – listening for more detailed information
Post-listening activity: Final play.

The respective authentic listening material was a weather forecast presented by Prince Charles for BBC Scotland aimed to practise the learners' understanding of the weather reports. The learners were given two options of weather forecasts to select from.

In the pre-listening part, the learners suggested vocabulary and various sorts of information (advice, traffic notifications concerning the weather) which can be presented in a weather forecast. Additional critical vocabulary (highlands, bank holiday) was presented.

The weather forecast was played three times. After the first extensive listening, the learners were asked general questions about the forecast (see below). After this short discussion, the learners were given questions for intensive listening (see below) which would be checked after the second and third play.

Extensive listening questions:

For what part of the UK was the forecast intended?

What will the weather be like?

Who was the new member of the weather forecast team? Do you know him?

Intensive listening questions:

How is Prince Charles addressed by the woman?

For what part of the week is the forecast intended?

Where in Scotland we can expect snow?

Why is Prince Charles relieved?

The post-listening activity was a mere final play to allow the learners to reflect on their understanding and individually focus on possible unclear parts of the video. Since there were no new phrases or new vocabulary, it was probably a suitable option (see chapter 3.2.1).

Reflection

This listening session took part during an online lesson due to the pandemic situation, therefore it proved to be more challenging in terms of organization than a regular lesson. The authentic listening material appeared to be slightly over the 6th graders' language abilities, however, several pupils were able to cope with all of the tasks successfully. Learners were quite communicative in the pre-listening part when they were able to mention a considerable amount of respective vocabulary. The while-listening part was, however, rather difficult because of the learners' lack of communication. Only a small portion of the learners was willing to answer the extensive and intensive listening questions, therefore, it was quite problematic to assume their comprehension. In order to evaluate the material's appropriateness, a short discussion was added to the post-listening part. Despite several possible ways of communication which were suggested, the author of the thesis was able to get feedback from only a few learners who claimed that the weather forecast was quite challenging but manageable. Therefore, it cannot be utterly decided whether this listening material was a suitable choice for this specific group of learners.

10.5 Announcement.

Announcements are authentic inputs encountered frequently during travelling. As mentioned in chapter 4.3, training preparing learners for such situations can prove very useful.

Authentic listening material: *Airport announcements*

Reference: London Luton Airport Flight Departure Announcements 14 May 2019, 2019.

Learners: 7th grade, lower secondary school

Learning objectives: Learners will take an active part in the discussion. Learners will search for information in the audio input.

Procedure

Pre-listening activity: Discussion about learners' travelling experience. Guessing potential vocabulary, pre-teaching critical vocabulary.
While-listening activity: Extensive listening – listening for the general information (companies and destination) Intensive listening – listening for more detailed information (gate, destination, number of the flight)
Post-listening activity: Final play.

Description of the activity

The aim of this listening exercise was to offer the learners the opportunity to deal with an airport announcement, as it is an authentic listening input they might face while travelling.

In the pre-listening activity, the learners discussed their travelling experience and the vocabulary concerning travelling via an airplane (see the examples of questions below). The critical vocabulary was revised and pre-taught (gate, departure, flight, passenger; name of the airlines – EasyJet, Wizzair; names of the destinations in English - Zurich, Bucharest, Berlin). The aim of the pre-listening activity was to activate the learners' knowledge of the respective vocabulary and topic and create motivation.

Have you ever travelled by plane?

Have you travelled with your parents?

What destination did you visit?

What words do you expect to hear at the airport?

Do you find listening to airport announcements in English difficult?

The while-listening consisted of two parts, extensive and intensive listening. After the extensive listening phase, the learners were asked general questions concerning the airlines and their respective destinations. Intensive listening questions, presented before the intensive listening, focused on more detailed information (gates, numbers of flights).

The post-listening activity was arranged as final listening, to offer the learners an opportunity to individually check their understanding and as a short discussion intended as feedback of the listening session.

Reflection

The learners were given two options of announcements from which they chose the airport announcement. The video was played with a speed reduced by 25%. The learners were quite active from the very beginning, proving their convincing knowledge of the critical vocabulary and taking an active part in the discussion. They were in general very successful in both extensive and intensive listening activities. However, in the post-listening activities, several of the learners claimed that the listening input was rather difficult for them. This reaction pointed to differences in the learners' proficiency. When teaching listening in such a group of learners, it would be probably suitable to create two sets of listening exercises and distribute them to the learners based on their proficiency. In the case of less proficient learners, it would be advisable to focus on the most important pieces of information, in the case of more proficient learners, the teacher could provide space for extra practice.

11 Analysis of learners' questionnaire after listening activities

In the following chapter, results of the second learners' questionnaire, distributed after the authentic listening activities, are interpreted and discussed. The questionnaire focuses on learners' motivation concerning their active role in choosing authentic listening materials.

In total, 45 learner respondents took part in both the first and the second part of the research. In both parts, the sample of respondents was identical in terms of gender and grade representation (see Figure 6 and 7), based on the initial two questions of both questionnaires.

Since the main focus of this thesis is the learners' motivation in connection to authentic listening materials, the third question of the post-listening questionnaire attempted to find out whether the learners consider authentic listening materials in EFL lessons motivating. As suggested in Figure 11, the majority of learners (40 out of 45) saw authentic listening materials as motivating. This result is in agreement with the responses gathered in the teacher questionnaire. As well as the learners, the majority of teacher respondents considered authentic materials motivating for learners (see chapter 8).

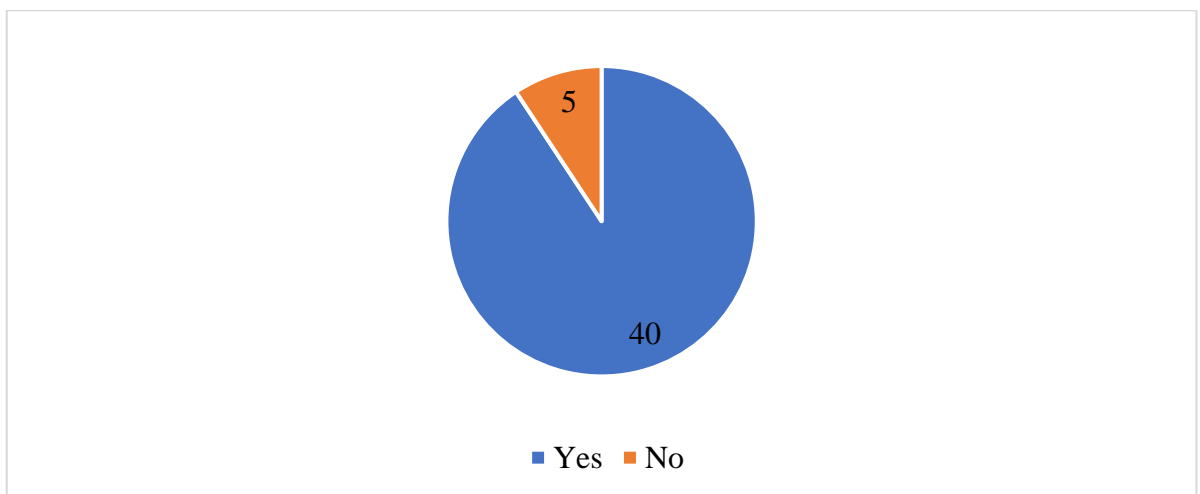


Figure 11 Do the learners find authentic listening materials in EFL lessons motivating?

As was mentioned in chapter 7.2, both learners who participated in authentic listening activities the author of this thesis prepared, and learners which she could not teach, responded in the research, to offer a more complex insight. The learners who did not participate in the authentic listening activities were represented primarily by eighth grade, since the author did not teach any learners from this particular class. As mentioned above, only one language group in each grade was taught, therefore, in the remaining grades (6th,

7th and 9th grade), there were both learners, who participated in the authentic listening activities and learners who were not exposed to the authentic materials. This distinction is essential for question number four, which represents learners experience with taking an active part in selecting an authentic listening material.

Figure 12 proposes that 28 out of 45 respondents had the opportunity of choosing authentic listening materials. 17 respondents claimed that they have not had the opportunity to choose authentic listening materials. A significant portion of these respondents are 8th-grade learners (6 out of 17). More respondents (7) are learners of 6th grade, presumably mostly learners who were not exposed to authentic listening materials. The remaining learners were of 9th grade (2 respondents) and 7th grade (2 respondents).

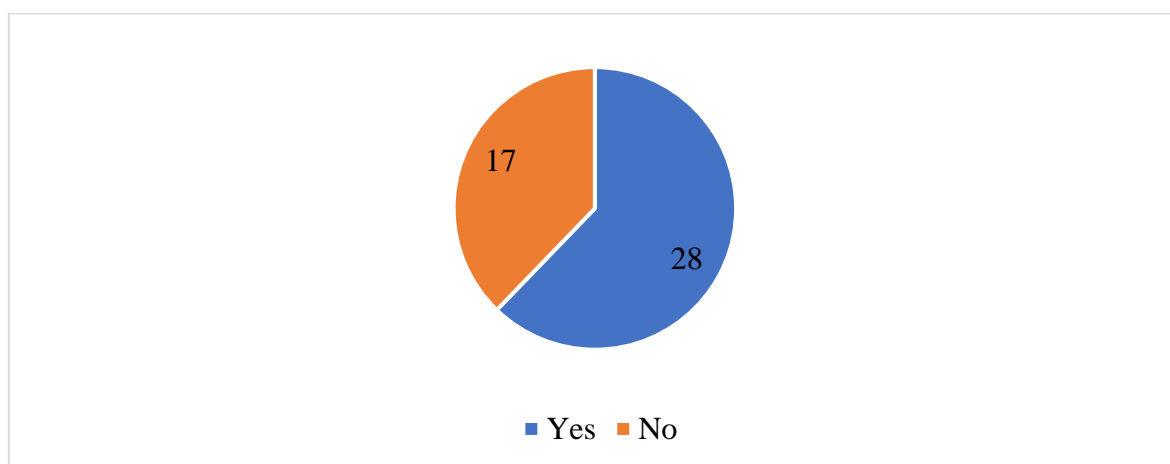


Figure 12 Have you had the opportunity to take an active part in selecting authentic listening materials for EFL lessons?

The fifth question focused on learners' perception of authentic listening material they had the opportunity to select. The question attempted to find out whether the learners consider authentic materials more interesting or useful if they take an active part in the process of selection. Answers were provided by 27 respondents, one respondents decided not to answer the question. Nine respondents considered materials they selected more interesting and six respondents find these materials more useful than materials selected by the teacher without learners' contribution (see Figure 13). Nine respondents considered materials selected by them identical to materials chosen by the teacher only. The remaining three respondents claimed that materials chosen by learners are usually less useful than materials that were selected by the teacher, one of them proposing, in an additional commentary, that materials

chosen by learners are often interesting and more engaging, however, rarely more useful than materials proposed by the teacher.

None of the respondents considered the learner-nominated materials less interesting than materials that were chosen by the teacher.

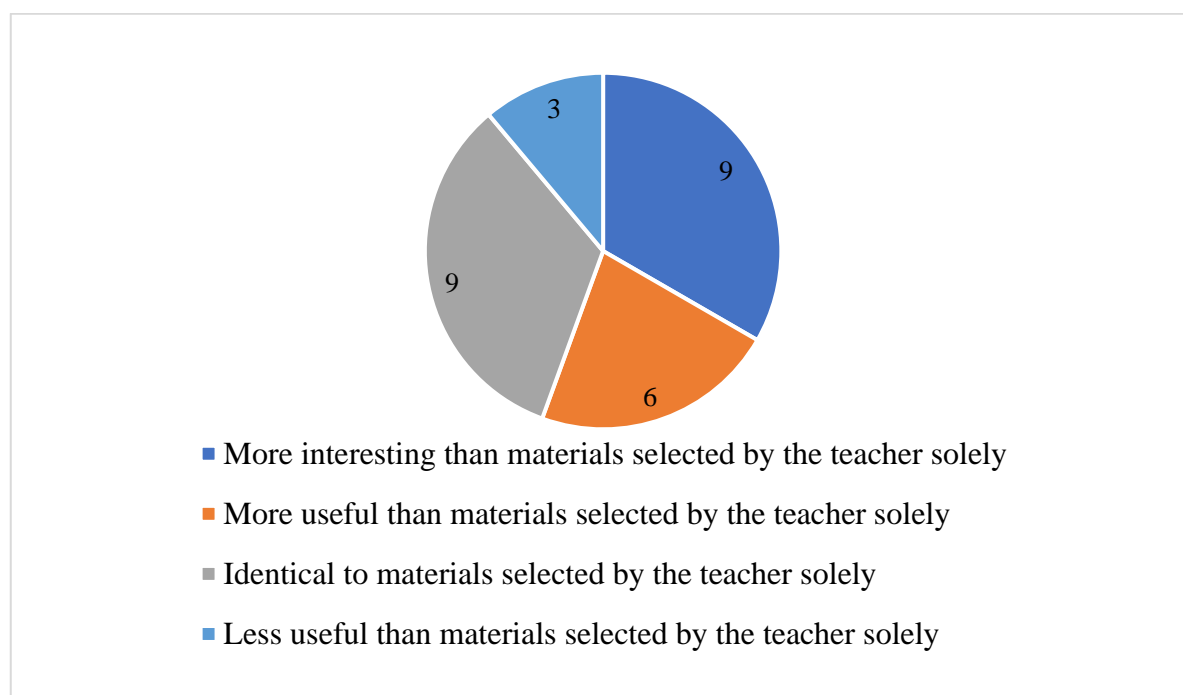


Figure 13 Learners' perception of authentic listening materials selected by themselves

Questions number six and seven further examined the learners' motivation connected to the possibility of selecting authentic listening materials. Based on answers to the sixth question, 18 respondents regarded authentic listening materials as more motivating, when they could select them. This result corresponds with the claim stated in chapter 4.1, suggesting that taking an active role in selecting materials for EFL lessons can enhance learners' motivation.

Nine respondents did not consider the opportunity to select materials for English lessons a factor influencing their motivation. 18 respondents did not answer the sixth question.

The seventh question attempted to discover whether the materials, nominated by learners, influence learners' motivation outside the classroom. 17 respondents confirmed in the questionnaire that authentic listening materials, when selected by learners, motivate them to search for similar authentic listening input in their free time. As proposed in chapter 4.1, learners are likely to encounter authentic language in their free time when using the Internet

or playing online games. When given the opportunity of implementing their interests in lessons via authentic materials, they are likely to be more motivated by these materials and, potentially, look up similar authentic materials in their spare time.

Ten respondents decline this option, remaining 18 respondents decided not to answer the seventh question.

More specific information was required in the eighth question. Learners were to choose a specific authentic material that motivated them. They could select multiple options.

As proposed in Figure 14, the learners claimed to be motivated the most by songs. Songs, when chosen with regards to learners' taste in music, can be both a source of motivation and a suitable listening exercise of reasonable length (see chapter 4.3). Songs were also mentioned by the teacher respondents as frequently applied authentic materials (see Figure 4).

Movies, marked by 21 respondents, are of high motivational value, as well. The results of the learners' questionnaire corresponds again closely with the teachers' answers, as suggested in Figure 4. Movies are interesting for learners since they provide both audio and visual input and they are usually entertaining (see chapter 4.3). Learners can be motivated not only by the content but also by the fact that they are able to understand their favorite movie in English, as proposed in chapter 4.1.

Series, an authentic input similar to movies, were evaluated quite successfully, as well (9 respondents claim that series motivate them). The remaining authentic materials, that being podcasts, announcements, and news reports, were indicated as the source of motivation by significantly smaller groups of learners, as illustrated in Figure 14.

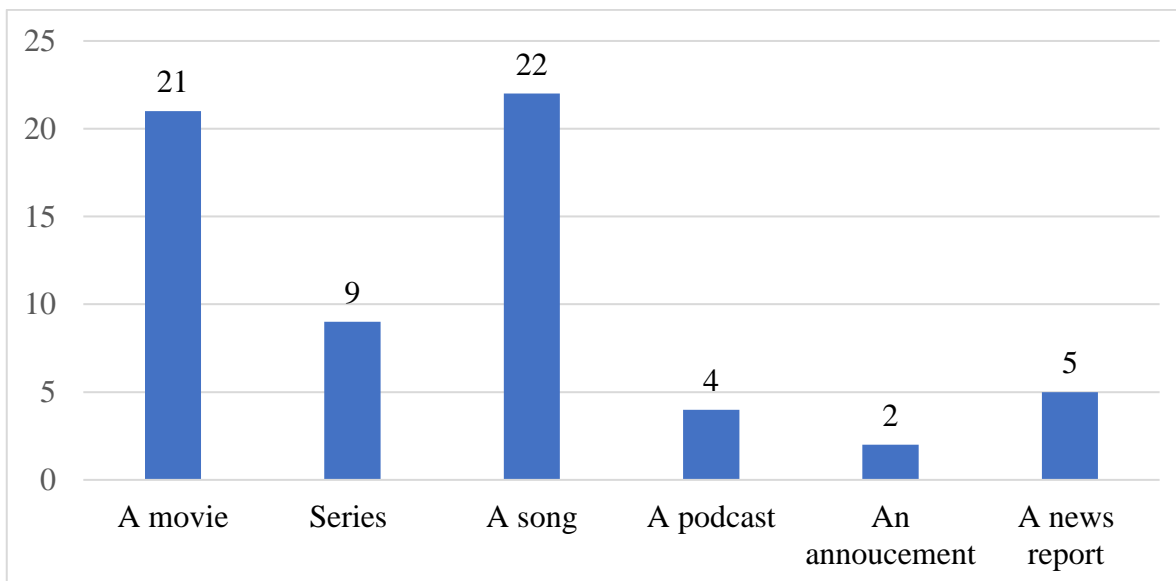


Figure 14 What type of authentic listening materials find the learners the most motivating?

The final question attempted to survey whether the learners considered the opportunity of taking an active part in selecting authentic listening materials for EFL lessons important. The results were quite equated, with 25 respondents claiming they found the opportunity important, 20 respondents suggesting the possibility of selecting authentic listening materials is not of considerable importance to them.

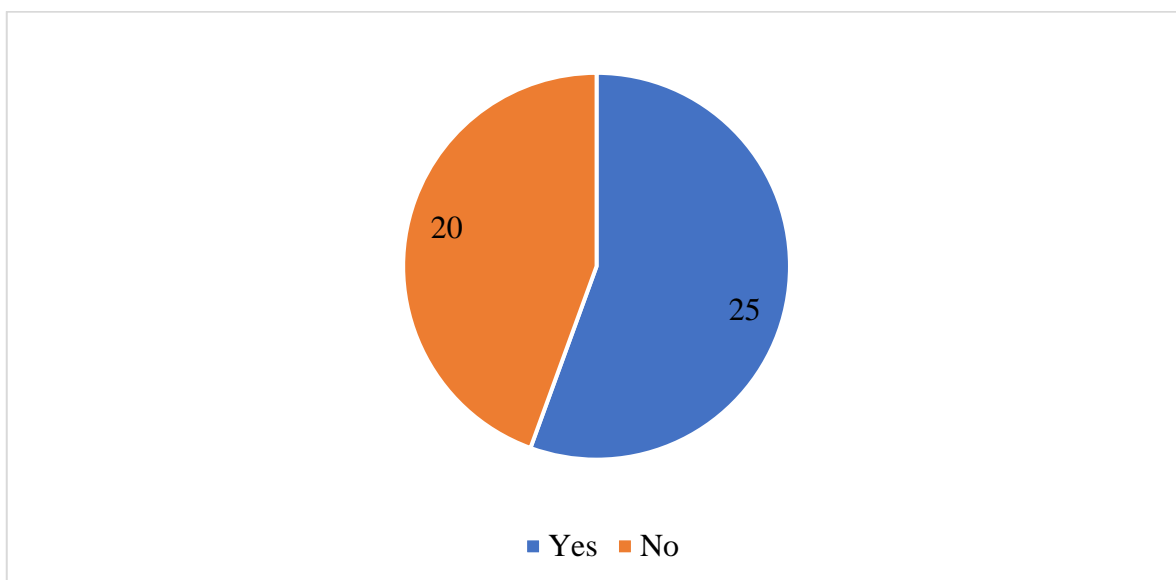


Figure 15 Do you find the possibility to select authentic listening materials important?

To summarize the results obtained in the second questionnaire distributed to the learners, the majority of respondents (40 out of 45) find authentic listening materials motivating. Movies

and songs were by learners considered the most motivating types of authentic materials. This outcome corresponds quite closely with claims presented in chapter 4.3.

28 respondents stated that they have the experience of choosing authentic listening materials for EFL lessons. 9 respondents found learner-nominated materials more interesting than materials selected solely by the teacher, however, the same number of respondents claimed that their contribution does not make any difference concerning the nature of authentic listening materials. Six respondents found the materials they nominate for EFL lessons are more useful, however, three respondents claim the opposite.

Even though respondents' opinions on the nature of learner-nominated materials varied, more than half of respondents who claimed to have the opportunity to select authentic materials for EFL lesson (18 respondents) presented that this opportunity positively influences their motivation. 17 respondents confirm that authentic materials they had the possibility to select motivated them to search for similar authentic listening input in their spare time.

Conclusion

The diploma thesis dealt with the topic of authentic listening materials in ELT. In the theoretical part, listening, teaching listening, and types of listening materials were discussed, with the accent put on authentic listening materials and their contribution to ELT.

In the practical part, three questionnaires and five activities plans were described and analyzed. The ultimate goal of the practical part was to answer four research question. The findings were following.

- What types of authentic listening materials do teachers use the most?

The majority (9 out of 10 respondents) claimed to use songs and entertaining videos (movies, series, and others) in their EFL lessons. These types of authentic materials, as mentioned in the theoretical part, are interesting for learners. The authentic materials being interesting for learners was a frequently mentioned factor that influences respondents' choice of authentic materials for their lesson. Other materials, however, appear in EFL lessons as well, namely more practical inputs such as announcements and television news.

- What is the purpose of the authentic listening materials in EFL lessons?

Two fundamental purposes of listening materials in EFL lessons are, as revealed in the theoretical part, developing listening comprehension and providing learners with a model of pronunciation. Correspondingly, according to questionnaires distributed to the teachers, authentic listening materials are most often used to provide listening practice, as was claimed by 9 out of 10 respondents. Additionally, authentic materials often serve as a mean of presenting and practising new grammatical structures and vocabulary. Equally important is native speakers' pronunciation presented via authentic material, mentioned in the theoretical part, as well as in teachers' answers. Based on activities conducted by the author of this thesis and responses gained in the teachers' questionnaire, it is presumed that authentic listening materials in ELT serve multiple purposes simultaneously.

- Are authentic listening materials motivating for learners?

As was proposed in the theoretical part of the thesis, authentic listening materials are assumed to enhance the learners' motivation. In their free time, learners are exposed to a considerable amount of authentic listening, the main sources being the Internet, social media,

or online games. Using authentic listening materials, which learners tend to seek out in their spare time in ELT, is thought to increase learners' motivation. This claim was supported by results of the teacher questionnaire when all respondents agreed that they perceive authentic listening materials as motivating for learners. Correspondingly, the majority of learners (40 out of 45) find authentic listening materials motivating. It can be, therefore, suggested that, based on multiple sources, authentic listening materials are motivating for learners.

- Does an active role of the learners in the process of selection of authentic listening materials influence their motivation?

The claim that active participation in selecting authentic listening materials was proposed in the theoretical part and it was further surveyed in the second questionnaire distributed to learners. As proposed above, the majority of learners (40 out of 45) find authentic listening materials motivating. More than half of the respondents (25 out of 45) claim that selecting authentic materials is important to them. In addition, 18 respondents find authentic materials more motivating, when they have the opportunity to select them, and 17 respondents declare that learner-nominated materials motivate them to search for similar authentic input in their free time.

To summarize, authentic listening materials are motivating for learners, according to both learners and teachers. However, learners' active role in selecting materials for EFL lessons is not a matter of course, since only a portion of respondents (28 out of 45) claimed to have this possibility in EFL lessons. This opportunity is important for approximately half of the respondents (25 out of 45), presumably because only a part of respondents have the experience of selecting authentic listening materials in English lessons.

The results of the research contribute to the discussion about authentic listening materials only by a limited insight into the issue. The research was carried out with a relatively small number of respondents, mainly due to the pandemic situation. To verify the results, it would be presumably suitable to survey the topics of authentic listening materials and learners' motivation concerning learners' active participation in the selection of materials on a larger sample of learners and teachers.

The topic of authentic listening materials in ELT still offers a number of potential topics to discuss and survey. The number of authentic listening materials is constantly growing, with

new types of authentic materials emerging, as well. Learners are nowadays exposed to an enormous amount of authentic input in their free time. Authentic materials encountered by learners of EFL outside school and their influence could be one of the possible following topics to be discussed. There are not only enough topic for further surveys and researchers focused on authentic listening materials, but there is certainly a need for them since authentic materials offer new possibilities for ELT. Such surveys, especially when focused on teaching reality, are always needed.

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Appendices

Appendices 1

Appendix 1.1

Appendix 1.2

Appendix 1.3

Appendices 2

Appendix 2.1

Appendix 2.2

Appendix 2.3

Appendices 3

Appendix 3.1

Appendix 3.2

Appendix 3.3

Questionnaires

Learners' questionnaire before authentic listening activities

Teachers' questionnaire

Learners' questionnaire after authentic listening activities

Transcripts and worksheets

It's Time by Imagine Dragons (lyrics)

Welcome to Night Vale: 1 – Pilot (transcript)

What We Do in the Shadows (worksheet)

Extra activities plans

Song

Podcast

News

Appendices 1 Questionnaires

Appendix 1.1 Learners' questionnaire before authentic listening activities

Czech version

1.) Jsem (vyber, prosím, správnou variantu)

Dívka

Chlapec

2.) Jsem žákem/žákyní (doplň, prosím, ročník, který navštěvuješ): _____

3.) Setkal/a ses při výuce anglického jazyka s autentickým poslechovým materiálem (písničkou, ukázkou z filmu, televizním, nebo rozhlasovým pořadem...)? (vyber, prosím, jednu možnost)

ANO

NE

4.) O jaký typ materiálu se jednalo? Vyber, prosím, z následujících možností (můžeš vybrat více odpovědí).

Film/seriál/jiné video

Písnička

Podcast

Rozhlasové zpravodajství

Televizní zpravodajství

Hlášení (např. na nádraží)

Jiné: _____

5.) Byl pro tebe takový materiál zajímavý? (vyber, prosím, z nabízených možností)

ANO

NE

6.) Svou odpověď na předchozí otázku, prosím, zdůvodni.

7.) Příkladala ti práce s takovým materiálem užitečná (např. dozvěděl/a ses při ní něco nového)? (vyber, prosím, z následujících možností)

ANO

NE

8.) Svou odpověď na předchozí otázku, prosím, zdůvodni.

English version

1.) I am a (select one option, please)

- Girl Boy

2.) I am a learner of (fill in your grade, please): _____

3.) Have you encountered authentic listening materials (songs, movies clips, television or radio broadcasting...) during your English lessons? (select one option, please)

- YES NO

4.) Select the types of materials you have encountered (you may select multiple answers):

- Movies/series/entertaining videos Songs
 Podcasts Radio broadcasting
 Television news Announcements (railway station, airport...)
 Other: _____

5.) Have you found the authentic materials interesting? (select one option, please)

- YES NO

6.) If possible, explain your answer to the previous question, please:

7.) Have you found working with authentic materials useful? (select one option, please)

- YES NO

8.) If possible, explain your answer to the previous question, please:

Appendix 1.2 Teachers' questionnaire

Czech version

1.) Anglický jazyk učím na ZŠ (vyberte, prosím, jednu z možností).

- | | |
|---|--|
| <input type="checkbox"/> Méně než 5 let | <input type="checkbox"/> 11-15 let |
| <input type="checkbox"/> 5-10 let | <input type="checkbox"/> Více než 15 let |

2.) Ohodno'te, prosím, dovednosti (skills) na základě toho, jak jsou podle Vás důležité při výuce anglického jazyka. 1 je nejméně důležitá dovednost, 4 pak nejvíce důležitá dovednost.

Speaking _____	Reading _____
Writing _____	Listening _____

3.) Použil/a jste někdy ve výuce anglického jazyka autentický poslechový materiál (tj. materiál, který není primárně určen pro výuku a žáci se s ním mohou setkat v běžném životě)?

- | | |
|---|--|
| <input type="checkbox"/> ANO (Pokračujte, prosím, na otázku č. 4) | <input type="checkbox"/> NE (Pokračujte, prosím, na otázku č. 9) |
|---|--|

4.) Pokud jste odpověděl/a ANO v předchozí otázce, vyberte, prosím, proč ve výuce používáte autentické poslechové materiály (můžete zvolit více možností).

- | | |
|--|--|
| <input type="checkbox"/> Jsou zajímavé pro studenty. | <input type="checkbox"/> Jsou zajímavé pro mě. |
| <input type="checkbox"/> Nevyhovuje mi obsah učebnice. | <input type="checkbox"/> Nemám k dispozici učebnici. |
| <input type="checkbox"/> Používám je ke splnění tematického plánu. | <input type="checkbox"/> Jiné:
_____ |

5.) Pokud jste na otázku č. 3 ANO, vyberte, prosím, z jakého zdroje jste čerpal/a (můžete zvolit více možností).

- | | |
|---|---|
| <input type="checkbox"/> Internet | <input type="checkbox"/> CD/DVD |
| <input type="checkbox"/> Vlastní nahrávka | <input type="checkbox"/> Jiné:
_____ |

6.) Pokud jste na otázku č. 3 odpověděl/a ANO, vyberte, prosím, typ materiálu, který jste využil/a (můžete zvolit více možností).

- | | |
|--|---|
| <input type="checkbox"/> Film/seriál/jiné video | <input type="checkbox"/> Písnička |
| <input type="checkbox"/> Podcast | <input type="checkbox"/> Rozhlasové zpravodajství |
| <input type="checkbox"/> Televizní zpravodajství | <input type="checkbox"/> Hlášení (např. na nádraží) |
| <input type="checkbox"/> Jiné: _____ | |

7.) K čemu jste tento materiál v hodině využil/a? Vyberte, prosím, z nabízených možností (můžete zvolit více možností).

- K ilustraci nového gramatického jevu K procvičení již probraných gramatických jevů
- K získání nové slovní zásoby K procvičení již probrané slovní zásoby
- K ilustraci reálií některé z anglicky mluvících zemí
- K prezentaci výslovnosti rodilých mluvčích K procvičení poslechových dovedností
- Jiné: _____

8.) Podle mého názoru byli žáci motivováni autentickým poslechovým materiálem.

- Souhlasím Spíše souhlasím
- Spíše nesouhlasím Nesouhlasím

9.) Pokud jste v otázce č. 3 zvolil/a možnost NE, vyberte, prosím, z následujících možností (můžete zvolit více možností).

- Neautentické poslechové materiály mi k výuce stačí.
- Nevěděl/a jsem, kde takové materiály hledat.
- Příprava takového materiálu je časově náročná.
- V použití takového materiálu nevidím přínos.
- V hodinách na takovéto materiály není čas.

6.) If you answered “YES” to question 3 – What sort of authentic listening materials do you use in your English lessons? (you may select multiple answers)

- Movies/series/entertaining videos
- Songs
- Podcasts
- Radio broadcasting
- Television news
- Announcements (railway station, airport...)
- Other: _____

7.) For what purpose do you use authentic listening materials in your lessons? (you may select multiple answers)

- To illustrate a new grammatical structure
- To practice a grammatical structure
- To provide new vocabulary
- To practice vocabulary
- To illustrate socio-cultural aspects of an English-speaking country
- To present native speakers’ pronunciation
- To practice listening skills
- Other: _____

8.) In my opinion, learners are motivated by authentic listening materials (select one option, please):

- Agree
- Rather agree
- Rather disagree
- Disagree

9.) If you answered “NO” to question 3 - What are your reasons for not using authentic listening materials? (you may select multiple answers)

- Purpose-written materials are sufficient.
- I do not know where to find such materials.
- Preparing authentic listening materials for lessons is time-consuming.
- I do not consider authentic listening materials beneficial.
- There is not enough time for authentic listening materials in English lessons.

Appendix 1.3 Learners' questionnaire after authentic listening activities

Czech version

1.) Jsem (vyber, prosím, z nabízených možností):

Dívka

Chlapec

2.) Jsem žákem/žákyní (vyber, prosím, z nabízených možností):

6. třídy

7. třídy

8. třídy

9. třídy

3.) Autentické poslechové materiály (písničky, videa, podcasty...) jsou pro mě ve výuce anglického jazyka motivující

ANO

NE

4.) Při výuce jsem dostal/a možnost podílet se na výběru autentického poslechového materiálu, tj. dostal/a jsem na výběr z již připravených materiálů, nebo jsem navrhl/a vlastní materiály, které pro mě byly zajímavé (vyber, prosím, z nabízených možností):

ANO (pokračuj, prosím, na otázku č. 4.) NE (pokračuj, prosím, na otázku č. 7.)

5.) Materiál, který jsem měl/a možnost vybírat byl pro mě (vyber jednu možnost):

Zajímavější než materiály vybrané čistě panem učitelem/paní učitelkou

Přínosnější než materiály vybrané čistě panem učitelem/paní učitelkou

Stejný jako materiály vybrané čistě panem učitelem/paní učitelkou

Méně zajímavý než materiály vybrané čistě panem učitelem/paní učitelkou

Méně přínosný než materiály vybrané čistě panem učitelem/paní učitelkou

Jiné: _____

6.) Materiál, který jsem měl/a možnost vybírat mě motivoval více než materiál vybraný čistě vyučujícím (vyber, prosím, z nabízených možností):

ANO

NE

7.) Autentický poslechový materiál, který jsem měla možnost vybírat mě motivoval k vyhledání podobných autentických poslechových materiálů v mém volném čase (vyber, prosím, z nabízených možností):

ANO

NE

8.) Z autentických poslechových materiálů, se kterými jsem se ve výuce setkal/a mě nejvíce motivoval (vyber, prosím, jednu nebo více možností):

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Film | <input type="checkbox"/> Seriál | <input type="checkbox"/> Písnička |
| <input type="checkbox"/> Podcast | <input type="checkbox"/> Předpověď počasí | <input type="checkbox"/> Reportáž |
| <input type="checkbox"/> Hlášení (např. na nádraží, nebo na letišti) | | |
| <input type="checkbox"/> Jiné: _____ | | |

9.) Pokud tě zaujal konkrétní materiál, napiš zde, prosím, jeho název

10.) Možnost aktivně vybírat poslechový materiál pro výuku je pro mě důležitá (vyber, prosím, z nabízených možností):

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> ANO | <input type="checkbox"/> NE |
|------------------------------|-----------------------------|

English version

1.) I am a (select one option, please)

- Girl Boy

2.) I am a learner of (select your grade, please)

- 6th grade 7th grade
 8th grade 9th grade

3.) I find the authentic listening materials (songs, videos, podcasts...) used in English lessons motivating (select one option, please):

- YES NO

4.) I have had the opportunity to take part in a selection of authentic listening materials (I have had the opportunity to select from multiple options or the opportunity to suggest materials I considered interesting):

- YES (Continue with question 4, please) NO Continue with question 7, please)

5.) Materials I had the opportunity to select were (select one option, please):

- More interesting than materials selected solely by the teacher
 More useful than materials selected solely by the teacher
 Identical to materials selected solely by the teacher
 Less interesting than materials selected solely by the teacher
 Less useful than materials selected solely by the teacher
 Other: _____

6.) I found authentic materials I could select more motivating than materials selected by teacher solely (select one option, please):

- YES NO

7.) Motivated by the opportunity to select authentic materials, I searched for similar authentic materials in my free time (select one option, please):

- YES NO

8.) From authentic listening materials encountered in English lessons, I found the most motivating (you may select multiple options):

- A movie Series A song
- A podcast A weather forecast A news report
- An announcement (trainway station, airport) Other:
-

9.) If you found a specific material interesting, you can mention it below:

10.) The possibility to take an active part in selecting listening materials is important for me (select one option, please):

- YES NO

Appendices 2 Transcripts and worksheets

Appendix 2.1 It's Time by Imagine Dragons (lyrics)

Reference: Imagine Dragons, LY, Victor, ed. It's Time Lyrics. *AZLyrics* [online]. [cit. 2021-03-28]. Dostupné z: <https://www.azlyrics.com/lyrics/imagedragons/itstime.html>

So this is what you
When you said that you were spent
And now it's time to from the
bottom of the pit, right to the top
Don't
Packing my bags and giving the Academy
a rain check

I to
let you down
I to
leave this town
'Cause after all
This city never at night

It's time to, isn't it?
I get a little bit bigger but then I'll admit
I'm just the same as I was
Now
I'm never changing who I am

So this is where you fell
And I am left to sell
The path to heaven runs through miles of
clouded hell right to the top
.....
.....

Turning to rags and giving the
commodities a rain check

I don't ever want to let you down
I don't ever want to leave this town
'Cause after all
This city never sleeps at night

It's time to begin, isn't it?
I get a little bit bigger but then I'll admit
I'm just the same as I was
Now don't you understand

That I'm never changing who I am

It's time to begin, isn't it?
I get a little bit bigger but then I'll admit
I'm just the same as I was
Now don't you understand
That I'm never changing who I am

Now
I'm never changing who I am

This road never so lonely
This house down
slowly
To ashes, to ashes

It's time to begin, isn't it?
I get a little bit bigger but then I'll admit
I'm just the same as I was
Now don't you understand
That I'm never changing who I am

It's time to begin, isn't it?
I get a little bit bigger but then I'll admit
I'm just the same as I was
Now don't you understand
That I'm never changing who I am

Appendix 2.2 Welcome to Night Vale: 1 – Pilot (transcript)

Reference: FINK, Joseph a Jeffrey CRANOR. 1 - Pilot. *Night Vale Presents* [online]. June 15, 2012 [cit. 2021-03-28]. Dostupné z: <http://www.nightvalepresents.com/welcome-to-night-vale-transcripts/2012/6/15/1-pilot>

A friendly desert community, where the sun is hot, the moon is beautiful, and mysterious lights pass overhead while we all pretend to sleep. Welcome to Night Vale.

[music]

Hello listeners. To start things off, I've been asked to read this brief notice. The City Council announces the opening of a new dog park at the corner of Earl and Summerset, near the Ralphs. They would like to remind everyone that dogs are not allowed in the dog park. People are not allowed in the dog park. It is possible you will see hooded figures in the dog park. Do not approach them. Do not approach the dog park. The fence is electrified and highly dangerous. Try not to look at the dog park and especially do not look for any period of time at the hooded figures. The dog park will not harm you.

And now the news. Old Woman Josie, out near the car lot, says the Angels revealed themselves to her. Said they were ten feet tall, radiant, one of them was black. Said they helped her with various household chores. One of them changed a light bulb for her, the porch light. She's offering to sell the old light bulb, which has been touched by an angel (it was the black angel, if that sweetens the pot for anyone). If you're interested, contact Old Woman Josie. She's out near the car lot.

A new man came into town today. Who is he? What does he want from us? Why his perfect and beautiful haircut? Why his perfect and beautiful coat? He says he is a scientist. Well, we have all been scientists at one point or another in our lives. But why now? Why here? And just what does he plan to do with all those beakers and humming electrical instruments in that lab he's renting, the one next to Big Rico's Pizza. No one does a slice, like Big Rico. No one.

Appendix 2.3 What We Do in the Shadows (worksheet created by the author of the thesis)

Prodával jsem své zboží - _____

➤ *HW: Přepište za pomoci used to: _____*

Zatáhlo mě - _____

➤ *HW: Přepište jako „zatahovalo lidi“ za pomoci used to:
_____*

Vznášelo se - _____

➤ *Přepište jako „vznášivalo se“ za pomoci used to:
_____*

Zametl jsem chodbu - _____

Vyrostl - _____

Smekám - _____

Otravuje - _____

Appendices 3 Extra activities plans

Appendix 3.1 Song

Authentic listening material: *Friday I'm In Love* by The Cure

Reference: The Cure. Friday I'm In Love. In: *YouTube* [online]. Fiction Records, 1993 [cit. 2021-03-10]. Dostupné z: <https://www.youtube.com/watch?v=mGgMZpGYiy8>

Learners: 6th grade, lower secondary school (11-12 years old)

Learning objectives: Learners will repeat and memorize new vocabulary, they will locate the vocabulary in the lyrics.

Procedure

Pre-listening activity: Oral and written revision of the respective critical vocabulary (days of the week). Guessing what kind of words is missing from specific blank spaces.
While-listening activity: Extensive listening – listening for the revised vocabulary and approximated words, completing blank spaces with days of the week. Intensive listening – listening and completing remaining days and the rest of the blank spaces.
Post-listening activity: Teaching new vocabulary.

Description of the activity

The listening session was intended as a revision exercise focusing on familiar vocabulary (days of the week) and currently revised grammar (present simple tense) with a presentation of new vocabulary appearing in the lyrics. The learners were given printed lyrics (see below) with blank spaces instead of selected words. During the pre-listening phase, a brief revision of oral and written form of individual days took place to ensure that the learners would be reasonably successful. Learners were pronouncing the names of the days and then, they were writing them into their notebooks, following, controlling it with the example written on the whiteboard by a volunteer. To create motivation, learners were guessing what word class (noun, verb, adjective, adverb) is missing in underlined blank spaces which did not contain days of the week.

During extensive listening, learners were supposed to listen to the song and if certain, complete specific days into blank spaces and listen for missing underlined words. During intensive listening, they were supposed to complete the rest of the days and ideally the underlined words (*doesn't, comes, don't, can*). As the first listening was for the learners to accommodate to the text, only one subsequent listening appeared not to be enough. After the intensive listening, the recording was played again to allow the learner to complete all missing words. Exposed to the listening input three times, most of the learners completed between 17 and 20 out of the 20 words they were supposed to fill in.

The post-listening activity dealt with new vocabulary and phrases. Learners were given pictures representing the meanings of new vocabulary which they were supposed to describe and by instructive questions find the precise word or phrase. The target item was then found in the lyrics. Examples of the questions used in the post-listening activity are listed below.

Examples of questions with respective pictures:

A picture of two people in love: *“What do you see in the first picture? How do the people feel? Do you know how to say “být zamilovaný”? What word can appear in the expression?”*

A picture of a sad blue face: *“Can you describe the picture? Yes, the face is blue and sad. In English, blue can mean sad. Can you find the expression in the lyrics?”*

A picture of a broken heart: *“What is this? Do you know the English word for the heart? Can you find it in the text? Can you read the whole expression?”*

A picture of a man running late for work: *“What is the man doing? Do you know how to say “jde pozdě do práce? What do you say when you arrive at class in the middle of a lesson?”*

Reflection

Revision of the critical vocabulary in the pre-listening part was accomplished as planned, learners were able to produce the vocabulary in both written and oral form. However, guessing word classes appeared to be rather challenging, as it was difficult for learners to realize what word class is missing in the sentence. This part of the activity was presumably too difficult for the learners in the 6th grade. Next time it would be suitable to apply the guessing activity focused on less challenging utterances. The while-listening needed to be expanded for a third play of the song which was not originally planned. However, it ensured quite

successful results for a considerable number of learners. Learners were successful in post-listening activity, as well. They were able to suggest the correct phrases or words in English and find them in the text. The vocabulary taught in the post-listening activity was revised the following lesson and it appeared that most of the learners remembered the new words correctly.

In general, the author of this thesis considered this activity quite successful. The learners appeared to enjoy the song and guessing for the correct English words and as it seemed, they were able to recall the discussed vocabulary in the following lessons.

Appendix 3.2 Podcast

Authentic listening material: 60-Second Science – *White Rhinos Eavesdrop to Know Who's Who*

Reference: GOLDMAN, Jason G. Goldman. White Rhinos Eavesdrop to Know Who's Who. *Scientific American* [online]. August 26, 2020 [cit. 2021-03-30]. Dostupné z: <https://www.scientificamerican.com/podcast/episode/white-rhinos-eavesdrop-to-know-whos-who/>

Learners: 9th grade, lower secondary school

Learning objectives: The learners will predict potential vocabulary and they will take an active part in a discussion.

Procedure

Pre-listening activity: Pre-teaching critical vocabulary, guessing potential vocabulary.
While-listening activity: Extensive listening followed by a short discussion. Intensive listening focused on specific pieces of information.
Post-listening activity: Final play.

Description and reflection of the activity

The aim of the pre-listening part was again to create motivation and to provide the learners with the necessary vocabulary. the learners were asked to remember what they know about rhinos and then suggest what words might appear in a short podcast about these animals. Their suggestions were put on the whiteboard and completed with the critical vocabulary they did not mention (*eavesdrop, dominant/territorial, subordinate, poachers/poaching, investigate*). In pairs, listeners were assigned one word they were supposed to translate using a dictionary or their phones.

The while-listening part was intended for three plays in total, as it was found it rather challenging for this specific group of learners. The extensive listening served as the initial

introduction of the recording after which the learners were asked about how many speakers there are and what points or pieces of information they remembered. Then, the learners were provided with the set of question they were supposed to answer after the third time they would hear the recording.

“What senses do rhinos use the most?”

“Why do the male rhinos eavesdrop on others?”

“Why was the recording of a rhino calling not included in the podcast?”

“Was the woman speaking a native speaker of English? Where was she from?”

The learners were played the recording twice as the intensive listening and then, the questions were answered. The post-listening part was mostly based on the final play of the podcast and a discussion addressing the topic of the listening and the difficultness of the session.

Reflection

In total, this listening session using authentic listening material was presumably the least successful one. This time, the podcast was chosen by the author of the thesis and the learners were not included in the process. As it appeared during the pre-listening phase, the learners gained motivation to listen to the recording, but they were not utterly interested in the topic of endangered rhinos. The while-listening part was rather challenging for the learners as well. Although the learners were informed that they will hear the recording three times, many of them seemed to be discouraged after the extensive listening by the difficultness of the recording and they gave up on trying to find the answers for the questions.

However, despite the challenging listening, the learners were able to answer the questions with a little help. They were able to correctly specify the lady’s accent and assume that she was from the Czech Republic. The learners provided valuable feedback in the post-listening part, considering the choice and the difficultness of the material.

Appendix 3.3 News

Authentic listening material: *What would a world without humans be like?*

Reference: BBC Ideas. What would a world without humans be like? In: *YouTube* [online]. 2019 [cit. 2021-03-10]. Dostupné z: <https://www.youtube.com/watch?v=1ikmEL-XQQI>

Learners: 9th grade, lower secondary school

Learning objectives: Learners will take an active part in the discussion.

Procedure

Pre-listening activity: Discussion - What would a world without humans be like?
While-listening activity: Extensive listening – listening for the general comprehension Intensive listening – listening for more detailed information
Post-listening activity: Final play.

Description of the activity

The learners were given two different BBC videos, both of them being an example of news. Since the aim was for the learners to be interested in the video and topic, the author of the thesis had decided to use reports dealing with topics that would presumably be more interesting for the learners than politics or business news.

The pre-listening activity was aimed for learners to suggest possible scenarios of what a world without humans would look like. Their ideas were written into a chat, since the lesson had to take place online, due to the pandemic situation.

The while listening consisted of extensive and intensive listening. After the extensive listening, the learners were asked to name as many changes as possible. Before the intensive listening, they were presented a set of questions (see below) to answer during the second listening.

What happens with subways?

How long does it take for plants to take over buildings?

What would happen after the nuclear plants would explode?

What animals could reach Europe?

What organism might evolve to digest plastic?

As the post-listening, the learners would write or say a few sentences about what have happened to people who have disappeared.

Reflection

The listening session took part during an online lesson due to the pandemic situation. Learners were given two options for the listening session, from which they had chosen the BBC report about the world without humans. The video was played with English subtitles and the speed of the video was reduced by about 25%. During both pre-listening and while listening, the learners were mostly reluctant to answer my questions. This problem could be easily solved during a regular class when learners could discuss their ideas in small groups or pair, however, this option was not possible since the meeting programme did not offer the option of separate rooms. However, when addressed individually, most of the learners were able to answer the questions. The post-listening activity had to be omitted due to lack of time.

The activity and presentation of the video were presumably too challenging for this particular group of learners. However, it can be assume that the same video presented to the second, more proficient, group of 9th graders, would be probably of adequate difficultness. The author of this thesis presumes that the listening session, especially the problems with communication, was negatively influenced by the online mode of the lesson, as well.

Resumé

Diplomová práce je zaměřena na využití autentických poslechových materiálů ve výuce anglického jazyka. Analýzou dotazníku předloženého učitelům ZŠ bylo zjišťováno, k čemu jsou autentické poslechové materiály nejčastěji využívány a jaké typy autentických poslechových materiálů se nejčastěji objevují v hodinách anglického jazyka na ZŠ. Analýzou odborné literatury a dotazníků předložených učitelům a žákům bylo potvrzeno, že autentické poslechové materiály jsou pro žáky motivující. Na základě odborné literatury a dotazníků předložených žákům bylo zjištěno, že motivaci žáků může pozitivně ovlivnit aktivní zapojení žáků do výběru autentických poslechových materiálů pro hodiny anglického jazyka. Autentické poslechové materiály byly, s ohledem na zapojení žáků do výběru materiálů a jejich motivaci, v rámci výzkumu vyzkoušeny a příslušné aktivity reflektovány.

Annotation

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Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2021

Název práce:	Použití autentických poslechových materiálů ve výuce angličtiny
Název práce v angličtině:	The use of authentic listening materials in EFL classroom
Anotace práce:	Diplomová práce se zabývá využitím autentických poslechových materiálů ve výuce anglického jazyka a tím, jak zapojení do jejich výběru ovlivňuje motivaci žáků. Teoretická část práce založená na analýze odborné literatury poskytuje základ pro praktickou část práce, která popisuje a vyhodnocuje výzkum provedený prostřednictvím třech dotazníků a která dále obsahuje příklady aktivit s autentickými poslechovými materiály.
Klíčová slova:	anglický jazyk, učení, poslech, autentické poslechové materiály, autentický jazyk
Anotace v angličtině	The diploma thesis deals with the use of authentic listening materials in ELT and how learners' active participation in selection of authentic listening materials influence their motivation. The theoretical part based on literature review provides a basis for the practical part, in which the research, carried out through three questionnaires, is described and the results are presented. The practical part contains examples of authentic listening activities, as well.
Klíčová slova v angličtině:	English language, teaching, listening, authentic listening materials, authentic language
Přílohy vázané v práci:	Appendices 1: Questionnaires Appendices 2: Transcripts and worksheets Appendices 3: Extra activities plans
Rozsah práce:	95 s.; 125 269 znaků (vlastní rozsah práce)
Jazyk práce:	Anglický jazyk