TEACHING LISTENING WITH THE HELP
OF THE CURRENT MEDIA SOURCES

Diplomová práce

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V Olomouci 14. 4. 2010

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vlastnoruční podpis
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ABSTRACT

This diploma thesis focuses on the use of media as a helping tool for teaching listening comprehension. The theoretical part describes teaching listening comprehension, difficulties teachers might experience, the individual parts of listening process and the media which are possible to use in the lessons.

The practical part offers two questionnaires researching the situation among teachers as well as the pupils and also three lesson plans including ideas suitable for teaching listening on lower-secondary schools.
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RÉSUMÉ

ANNOTATION
1 INTRODUCTION

This thesis offers the basic insight to the building of a listening skill in pupils with a help of current media. The theoretical part deals with various difficulties the teachers might experience while teaching listening comprehension such as: environmental problems, motivation, the actual role of the teacher and the pupil in the classroom; the process of pre-listening, while-listening and post-listening practice and of course describes the media possible to use in English lessons. The practical part is concerned with the situation in nowadays schools from the viewpoint of both, teachers and pupils. It researches their opinions and attitudes towards teaching or learning listening and evaluates them. Second part of the practical part is devoted to sample lesson plans oriented on listening comprehension.

The reason why I picked listening as my topic is because I find it the most demanding, important and also interesting skill to learn and teach. Some people might be wondering, how is it possible that we might know the vocabulary and their right pronunciation and still might not understand the spoken word. The answer is easy, because listening comprehension is a skill and, as any other skill, it needs to be learned and practised.

When we read a written word, we can see the spelling, we can take time to look it up or re-read it and, even though, there are specific features which apply only for writing, if we use our common sense combined with our knowledge, we should be able to understand. When we listen to a radio, a television or a person standing next to us talking, the experience is much more immediate. Most of the time, we cannot ‘re-listen’ to it and we can never see the spelling. There are many specific features of a spoken language such as tone of the voice of the speaker which influences the meaning or the more often usage of contracted forms and ellipsis etc. Even the vocabulary can differ. According to Harmer (2007, p.78): “People use ‘go’ and ‘be like’ to mean ‘said’ (‘She goes/She’s like “How are you feeling?” and I go/I’m like “Not so bad”’...’) in speech but almost never in writing.” Different people speak with different accents or even dialects. So, when two people write the same, it remains the same but if they say the same, it does not have to be the same and most probably it does not sound the same. For example, as Harmer (2007, p.79) points out: “...if we
take just British English...a speaker from southern England might say ‘It’s really warm in here’, someone from Newcastle in the north of England might say ‘It’s right warm in here’ (where ‘right’ is pronounced ‘reet’).” We can see that a spoken word can become tricky at times and we need to practise a lot to master the listening skill.

The computer with internet connection becomes crucial for many people nowadays. As a student, I cannot imagine my life without it. One of many examples can be this diploma thesis. Because I did not start to learn English until I was at grammar school and even then I took only second foreign language courses I needed to learn a lot more on my own to be able to prepare myself for various exams. To learn a foreign language on anyone’s own is not an easy process so it is very helpful if the person has accessible sources for practice. Even better help is when a person can learn through something really interesting and enjoyable. Most people like watching television or listening to music and it is nothing else than these things which can make learning a language as enjoyable as possible even for pupils who do not like learning it otherwise. Internet is an infinite source of working materials and most of the teachers should be able to modify these materials to make them suitable for any-level pupils. Rephrasing that, with nowadays possibilities it depends only on the teachers how the lessons will work and if the pupils will like English as a subject and listening in particular.
2 THEORETICAL PART

2.1 Teaching English language and the role of listening

“...listening is probably the key initial skill. After all, we cannot talk without listening first.”

Wilson (2008, p.17)

2.1.1 Second language teaching

Teaching second language went through a large transformation since its beginning. There were many different theories according to which a second language was taught. Two of them are very important for teaching listening comprehension.

First method used was so called Audiolingualism. It is actually a drill-technique originated in behaviourism (Lanternfish, [online]). This method started to spread with the invention of tape-recorder when a set of phrases and grammatical structures is recorded and the learner’s task is to repeat what s/he hears and through doing that, they learned the language. This approach, however ideal in theory, failed in practice when people who were, thanks to this technique, supposed to ‘know’ the language were not able to comprehend a native speaker talking (Wilson, 2008).

Audiolingualism was replaced with Noam Chomsky’s belief that people can express infinite number of thoughts and, therefore, there cannot be fixed set of grammatical structures and phrases. His insight was highlighted with input hypothesis by the author Stephen Krashen. This was probably the one of the crucial moments in language learning. Listening remained as a central skill to learn but was approached from the native-speaker-language acquisition. Krashen believed that in the same way as a baby listens to a language and, even though, it does not speak, its brain learns the usage of the language and, after a period of imperfect and incorrect speaking, the baby is able to communicate and becomes a native speaker; the foreigner is able to learn the second language (Wilson, 2008).
2.1.2 The reason for English as a second language

When people found ways how to travel long distances in a short time there started
to raise a need for a means of communication among people of different mother
tongues. According to Wilson (Wilson, 2008), at the end of 19th century a man called
Paul Julius Reuter founded a news agency and since that time till today there are two
main news agencies which offers most of world’s news, they are Reuters and APTN,
both English based. The reason why it is English language is simple. The number of
English speaking people grows almost exponentially and today English language
plays the crucial part in the globalized world. According to Wikipedia (Wikipedia,
[online]) English, with 309 – 400 millions of native speakers and about 199 – 1,400
millions of second language speakers, is one of three most spoken languages in the
world. It is also one of or the only official language in most of the world’s largest
organizations and companies.

2.1.3 Teaching listening

Even though listening skill is no longer as neglected in the English lessons as it
used to be in the past, it was not until recently when listening gained the attention it
deserves. According to Hedge (2000, p.228): *It is also undoubtedly the case that
contemporary society exhibits a shift away from printed media and towards sound,
and its members therefore need to develop a high level of proficiency in listening.*”

As said in the previous paragraph listening is certainly a very important if not the
most important skill, there fore, there is a need to teach it well and effectively. There
are many different methods or ways how to approach it and it depends on the teacher
only which one s/he will choose. The teacher should not be so much concerned in the
method as in the result. In other words, it does not matter if the teacher picks for
example **bottom-up** or **top-down** (Wilson, 2008) approach as long as it is effective.
2.2 Difficulties in teaching listening

While teaching listening the teacher may and probably will encounter several problems. S/he may be able to eliminate some of them but some are permanent and can be only reduced. There might be the pupils’ problems in acquiring the listening skill but also there might be a problem with the teacher’s attitude and methods. Both of these difficulties have some kind of solution. As Chastain (1988, p.205) mentions: “Both teachers and students need to analyze the task and how they approach it. They must focus on the materials, the assigned task, and the listening process. With patience, effort, insight, new strategies and guided practice, language students can improve their listening comprehension skills.” However, even if the teacher, with the pupils’ participation, is able to eliminate these problems, there is always a chance of environmental or otherwise unpredictable situation or disturbing factor. When the teacher becomes aware of the fact that something might go wrong, it is much easier to predict the situation and prepare her/himself.

2.2.1 The teacher’s role

The first and most important thing to consider is the role of the teacher. As Chastain (1988, p.204) says: “Since teachers choose the objectives, materials, and activities as well as the tone for the class, they may unconsciously contribute to their students’ lack of success in listening comprehension.” The role of teacher can be either short-term or long-term.

Short-term role

It includes teacher’s preparation for individual lessons and temporary events. It is closely connected with lesson planning in general. While planning a lesson, a teacher must be aware of things s/he has to do before and during the lesson. Of course that in real lessons the teacher is not able to practice all further mentioned steps but an experienced teacher should be able to follow most of them without much of an effort.

Teachers’ tasks before the lesson (Underwood, 1989):
- choose the listening text,
- check that the activities are suitable,
- adjust the level of difficulty of the activities if needed,
- consider whether the planned listening work will fill the time available,
- think about visual aids,
- decide whether any special equipment will be needed,
- make up the mind what procedure will be adopted for the listening session,
- practise reading the text, if the listening text will be ‘live’.

Teachers’ tasks during the lesson (Underwood, 1989):
- be available to give help whenever it is needed,
- encourage the pupils to help each other,
- do not treat the activities as tests (do not mark or score them),
- suggest using dictionaries,
- include lots of pair- and groupwork,
- make listening work enjoyable,
- leave out parts of lesson plan rather than rushing,
- give feedback.

Long-term role

It deals with the syllabus. As Wilson (2008, p.113) explains: “A complete listening syllabus will include planned, unplanned and spontaneous speech, monologue, dialogue and three-way conversations, fixed situational discourse (e.g. buying a ticket) and free-flowing discourse (e.g. ‘chat’), and a mix of formal and informal discourse.” According to the same source the teachers’ biggest concern is in available materials, exam requirements and students’ needs rather than in tasks themselves.

The teacher also has to decide if the listening will be primary or secondary throughout the lesson. Every teacher should consider her/his participation in speaking during the listening exercise because while the teacher thinks it is necessary the pupils might not get the opportunity to speak and vice versa.

The teacher has simply many roles that Wilson (2008, p.62) nicely describes:
‘A tailor’ – must decide if topic, level, genre etc. are appropriate for the class.
‘A stand-up comedian’ – do not be shy and be able to keep the attention of the pupils.
‘A sleuth’ – must be able to analyze the audio text very closely.
‘An engineer’ – must know how to use listening equipment.
‘A spy’ – look at pupils’ expressions, if they are finished,…
‘A doctor’ – must be able to diagnose what is and what may go wrong.
‘A firefighter’ – after revealing a problem s/he must be able to eliminate it.
‘A tour guide’ – point out interesting facts and make sure that the group members are ‘in the same place’.

On one hand, it is true that the teacher’s role is very difficult and if something goes wrong it is always the teacher’s fault but, on the other hand, teaching is also a skill and after learning it and practising it, it will be easier and easier.

2.2.2 The role of motivation

After the teacher prepares her/himself for the lesson the focus moves on the motivation of the pupils. There is no doubt that motivated class is much easier to work with that class which do not see any point in the activities they have to participate in. As Ur (1992, p.27) declares: “It is much more interesting to respond to something than to listen passively; and a well-constructed task can be fun as well as learning-effective, for an element of puzzle-solving or game-playing is easily built in… A little drama or humour can do a great deal towards arousing interest even if not of a particularly high standard of sophistication!” So, if the teacher finds a way how to be friendly and yet serious and will bare in mind that the idea of learning through a game (in other words, enjoying and having fun) is an idea almost 350 years old, s/he will have much higher probability to succeed with the activity and the whole lesson.

One of the main concerns of motivation is to find the purpose and as Wilson (2008, p.9) explains: “We learn to listen and we listen to learn. But humans also listen to Beethoven and The Beatles, bedtime stories and bad jokes. Why? Because humans have another reason to listen: sounds can stimulate the imagination and enrich our lives.” So the purpose is either for pleasure but it also might be for information-gathering. So it is important to find a listening activity that the pupils find relevant to them; that carries some interesting information. The pupils might not know what is the information and why it should be relevant for them so the teacher should offer few ideas, such as: to understand movies, TV series, songs,…).
But by gaining pupils’ motivation and interest the teacher did not succeed yet. The motivation must sustain throughout the activity and that might be even more difficult than gaining it in the first place.

To sustain pupils’ interest can be achieved by (Harmer, 2009):
- involving pupils in the activities as much as possible,
- making them curious,
- choosing an appropriate level of challenge (the teacher must not make the listening exercise too difficult so s/he does not discourage the pupils but making it too easy does not help either),
- being confident, in other words ensuring the pupils in the teacher’s abilities and professionalism,
- support and value the pupils, on the other hand, let them have some level of responsibility and decision making power (it is very helpful to let them pick the listening activity every once in a while or at least discuss with them why the one picked by the teacher is the best choice), etc.

The motivation described above is called **intrinsic**. It is the kind that develops inside the classroom by actions of the teacher and the pupils’ perception. Another kind of motivation is **extrinsic** motivation which according to Harmer (2009, p.20): “…comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question.” In other words, motivation can be originated also by external factors.

As you may have noticed there was mentioned only motivation external to the pupils which can help them but, unfortunately, makes only small difference in the learning process. The most important kind of motivation it the one originated insight the pupils’ heads. In layman’s terms when the pupil does not want to do anything the teacher will have a very hard time to make him/her (Hedge, 2000).

### 2.2.3 Native speakers vs. Second language learners

According to Wilson (2008, p.21) there are six myths that accompany listening skill learning, they are: “You can’t teach people how to listen. Listening is a ‘passive’ skill. It is easier for students to understand native speakers of English than foreign speaker of English. The skills involved in listening to a foreign language are the same
as those that we use for listening to our native language. While listening in class, students shouldn’t try to understand every word. Students shouldn’t be allowed to read the scripts of recordings.” I believe that there are many more myths or incorrect ideas which can be only changed by studying the listening process.

A second language learner has much more difficult position because the acquisition of a language which is not our mother tongue is always more demanding.

Native speakers’ language acquisition

When Anderson and Lynch (1991, p.22) says that: “When listening to our native language, we usually do so at speed and without effort. Our attention is focused on the meaning the speaker is trying to convey, rather than on the language sounds he is producing.” we must agree. On the other hand, it is true that also native speakers have occasional problems with understanding their own language (Underwood, 1989), such as: comprehending different accents (especially in large countries or even in two separate countries with the same official language), understanding scientific or technical language (mathematical lectures, advanced technical instructions), being able to orientate oneself in a speech while being in a noisy place (at the railway station), focusing on a long speech, listening to the radio or phone. Even though, these are rare problems they are encountered every once in a while by native speakers. So, imagine what these situations must bring to SL (second language) learners.

But why is there such a difference among speaking and listening to the first and second language? The answer lies in the time when a child learns the language for the first time. Even though it is a natural process, it is not that simple. Before the child starts to talk, it is a passive listener for a long time. Even in pregnancy the children are able to hear sounds and after they are born they start to differentiate among various types of tones in voice. Later on, they are trying to participate in the conversations with their parents and slowly their expressions start to include sounds gradually turning into words.

We may think that it takes only three or four years to get fluent in a language but we have to consider the fact that there were many ‘teachers’ involved and the exposure to the language was uninterrupted, and still the child makes mistakes even in older age.
Second language learners’ language acquisition

One of the above mentioned six myths connected with learning listening comprehension was that it is the exact process to learn first and second language. It takes just to think about it to find out how wrong this idea is. First of all, the second language learners are much older than those of first language which means that the brain works differently. Also, there is already one language in their minds so there is conscious or unconscious comparing of the two languages going on. The most significant difference in acquisition of second language is immediate connection with the grammatical structure and the system of the language. Also the exposure to the second language is much lower because most of the pupils learn the language (and all of its skills) only at school.

Learning listening comprehension or learning how to listen is a very complex process and it might be demotivating at times so it is more than important to learn it well. As Underwood (1989, p.4) says: “By learning to listen we mean that we want our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond to it. We want them to become involved and active listeners.”

There are many different explanations oh how this process works but the basics remain the same. First of all, there is motivation to start the process. When the pupils are interested and willing to exercise, the teachers need to follow the fact that the pupil must learn theory simultaneously with the practice. As in every learning process the teacher needs to proceed (Wisdom of the Hands, [online]):

- from simple to complex;
- from known to unknown;
- from easy to difficult;
- from concrete to abstract;
- from particular to general;
- from near to far;
- from actual to representative,...

If the above mentioned rules are fulfilled it is also important to continue as constantly as possible. After all that, the teacher needs to be aware of which areas of listening are the most difficult.
First of many difficulties is the understanding of background of the language in culture. **Background knowledge** is crucial for any-age pupils because without it they cannot fully comprehend all the texts. This applies, above all, to texts where there occur ambiguous expressions, words typical for some field of interest, area, people etc. (Anderson and Lynch, 1991). The background knowledge problem might be eliminated by a cleverly picked pre-listening activity or a simple introduction of the topic and as Ur (1992, p.3) says: “Rarely if ever do we listen to something without some idea of what we are going to hear: only, perhaps, when we turn on the radio or television at random, or enter a room where a conversation is already in progress.” She also offers a representative list of real-life communicative situations which you can find in the Appendix 1.

However, even if everything so far is clear and the teacher eliminates it, most of the listening problems stem from the linguistic aspect. There are several problems that pupils may encounter:

**Pronunciation comprehension**

As Ur (1992, p.11) mentions: “…my students actually did not perceive certain English sounds with any accuracy because these did not exist in their own language.” It is very frequent problem of the pupils, to do not make proper differences among some sounds. Especially unknown sounds should be taught straight from the beginning to prevent errors. A lot of Czech pupils have pronunciation problems. They pronounce words like ‘thing’ /θɪŋ/, ‘this’ /ðɪs/, ‘rare’ /ræə/ with strong Czech accent so the initial sound of the word ‘thing’ they pronounce as /fing/ or /fing/ etc. Even though, the pronunciation aspect deals more with speaking than listening, the pupil who pronounces incorrectly is much more likely to understand worse. Also the English intonation and word stress differ greatly. When the pupils experience such problems the spoken language seems to be uncontrollably fast. It is, however, very difficult to find out what is going on because thanks to the context a lot of pupils may not understand particular word standing alone but are able to estimate its meaning when it stands in a sentence. But this is a question of a completely different topic.
**Inadequate vocabulary**

If the teacher considers the audio text and its suitability for the pupils and some of the pupils still do not understand, it might be caused by their lack of vocabulary range. Then the teacher must decide if it is the case of too many pupils and s/he should pay more attention to it or if it is just the case of some pupils. However, sometimes the core of the problem lies somewhere else. The pupils might focus too much on individual words and then the text is likely to ‘run away’ from them. As Underwood (1989, p.17) says: “Determination to listen to what is coming, and letting things that have passed go rather than dwelling upon them, often gives surprisingly good results. Speakers often say things more than once, or rephrase them, or another speaker echoes what has been said.” By familiarizing pupils with this fact, the teacher might calm the pupils down that they do not worry too much and are able to focus better.

But the important thing is to not confuse the fear or wrong approach of the pupil to their inadequate vocabulary.

2.2.4 Concentration

The inability to concentrate may be caused by quite a lot of factors. These factors are either external or internal for the pupils. The external factors are going to be discussed further in the text. The internal factors are the ones which are originated in the pupils’ minds. These can be: health-connected problems, fatigue, lack of motivation, stress, etc.

From my own experience, a lot of teachers are not aware of the fact that even a long listening exercise may cause the lack of concentration. While listening, the pupils need to focus the whole time and cannot take a break they also need to know what they hear and focus on the meaning so they are under quite a lot of pressure. All these factors cause that pupils might get tired very quickly and so the listening activity should be of an appropriate length.

2.2.5 Elimination of disturbing factors

As mentioned above, there might be also some kind of external factor involved. Every teacher should check the tape-recorder or CD-recorder in an empty classroom with the listening activity s/he wants to practise because there is not anything worse
when the pupils cannot hear the recording properly. Unfortunately, when a teacher already knows what is the recording about it might be quite misleading for her/him. Imagine that there is your favourite song in the radio. It does not matter if the volume is low and the radio is out of tune or if the window is open and there is very strong traffic outside the house, you will still be able to sing along. However, if the song is followed by News, you have to put the volume up and close the window to be able to understand. The same applies in the case of listening activity in the classroom. The best advice is to ask the pupils if they can hear properly and tell them that they should ask you to put the volume up if needed. The teacher should also be sure that there are no outside noises and in the case that there are, that the window is closed.

While talking about the tape-recorder, it is important to have a proper sounding material. It is not so problematic with CDs but it is much worse with tapes. Throughout the time, the tapes can deteriorate easily. The solution can be to have a back-up tape.

Another problematic fact might be lack of light (or too much sharp sunshine) which can be the cause of slow reading if the activity involves also a while-listening task written on paper.

There might be even an outsider disturbing the listening process (such as: a pupil coming from the doctor, someone bringing the class book, etc). In that case the teacher needs to develop a strategy how to deal with such problems. The strategy is completely individual but the general principle here is not insisting on completing the task at any cost. Sometimes, it is much better to press pause for a while.

There are many more outside factors such as the heat in the class, disturbing pupils from other classrooms, etc.

**Summary**

In this chapter was focused on the problem of various difficulties that the teacher or the pupils might experience while teaching or learning listening comprehension. The list is certainly not complete but all the above mentioned problems are probably the most common ones and are run across by most of the teachers and future teachers including me.

The next chapter will describe the listening process and various types of exercises connected with individual parts of the process.
2.3 Listening as a complex process

Listening practice does not consist only of giving instructions, pressing “play” on the recorder and checking the exercises. Even simple exercise in a form of listening to a song as a bonus for good work or behaviour has to be introduced to some particular level and also finished properly. As in everything else, teachers need to be sure what is their goal and how they are going to achieve it. Incorrect preparation and wrongly introduced topic can not just make the listening activity irrelevant but also it can ruin the whole lesson. The same applies for the activities which follow listening. Therefore, it is very important to pay attention to all three parts which participate on the completion of the listening process: pre-listening activities, main listening process and post-listening activities.

2.3.1 Pre-listening activities

Most of the listening activities in nowadays classrooms are in the form of an audio format only so there is a need to introduce the topic properly. In real life, it is much easier for the listeners to predict what they are going to hear as, for example, when they go to the shop or they are being introduced to another person. But without the visual input and knowing what they are going to hear, the listeners can get very confused or misunderstand the whole information completely (Wilson, 2008). Also as Underwood (1989, p. 30) says: “It is unfair to plunge students straight into the listening text...as this makes it extremely difficult for them to use the natural listening skills of matching what they hear with what they expect to hear.”

The basic information the teachers have to present is obvious, any listener needs to know who are the people talking and what is the situation they are in but this is not enough (especially for less-experienced learners). The teachers should present much more context such as the length of the audio text, the function of the text (ordering, conversing, narrating), how many speakers there are etc. (Wilson, 2008).

Any of the above-mentioned information can be introduced in many ways. As Underwood (1989, 33 p.) mentions: “The choice of activities will depend on a number of factors, such as: the time available, the material available, the ability of the class, the nature and content of the listening text itself etc.”. Correctly chosen activity can serve as motivational device, warm-up activity, introduction of unknown
vocabulary or even a combination of all of it. In Appendix 2 you can see which technique can be used with which pre-listening information.

Here are six main fields pre-listening activities can be divided into (Wilson, 2008):

**Brainstorming**

Brainstorming is one of the most used processes how to explore pupils’ knowledge of a topic. Particularly, it is very useful when there is only one topic involved. Even though, most of the teachers know the concept of brainstorming, they might not know of all the possibilities: **individual brainstorming** - every pupil makes his/her own list of ideas and the whole class then put all the ideas together, **poster display** - the whole class helps the teacher to list all the possible things connected to the subject and the teacher puts them to an organized scheme such as ‘word web’, **brainwalking** - there are also posters involved but the pupils walk around the class and add their ideas on appropriate poster, **board writing** - the students rewrite their ideas onto a board using different colours and the class then compare the individual ideas and also **shout to the scribe** - this is the most time-effective way how to brainstorm – the pupils shout out their ideas and the teacher writes them all on the board (Wilson, 2008).

**Visuals**

If we consider the multiple intelligence theory, we must also acknowledge the visual aids as a very effective way of introducing the topic. One of the most appreciative groups of pupils are the beginners and primary school pupils. The most used visual aids are, without a doubt, **pictures** - showing the pictures as a visual input of what the teacher says, asking questions, such as: ‘What does it remind you of?’; ‘What is in the picture?’; ‘Where do you think was the picture taken?’; ‘Who are the people in the picture?’ etc., **guessing from the picture** - to pick the right picture is crucial here, there must be something interesting going on in the picture, **story-telling** - a set of one-topic pictures, cut commix may be the right possibility here, the pupils then organize the pictures and tell the story within them, **pupils’ pictures** - a bit time-consuming but very creative way is to let the pupils to draw their own story and let every pupil then describe his/her picture, **guided visualisation** - imagination-demanding way where the teacher asks the pupils to imagine things while having
closed eyes and also diagrams - an aid bordering visual and verbal perception, useful mostly in the case of comparing two topics (Wilson, 2008).

Realia
A very good means of cross-curricular subject teaching can be the usage of realia in pre-listening activities. Fliers of all kinds – guides, maps, brochures, menus, calendars, advertisements etc. can activate pupils memory or knowledge of given subject or topic discussed, photos – can be used in many ways, either teacher brings his/her photos and let the pupils guess what is depicted in them or the pupils can bring their own photos connected with the topic and these photos can become a subject of a pair work or a group work; another useful realia are objects – which are crucial to the story or topic introduced (Wilson, 2008).

Texts and words
Probably the most widely used kind of exercise is any written exercise. A good choice can make a huge difference in getting the pupils interested. The text can be of course presented as a reading exercise but in order to involve as much pupils as possible the teacher can prepare an incomplete text. The most well-known examples are: gap-fill exercises – the teacher can delete the key nouns, verbs and adjectives and let the pupils to create many original texts or, in the case of song lyrics, the gaps can be in place of one of rhyming words, with a little bit more advanced learners it might be fun to change some words or phrases and let the pupils to correct them; in this case it may even be the same listening text and the listening exercise can serve as last correction; key words – the teacher provides key words from the upcoming text and the pupils’ task can be telling their own story using the words, guessing the main plot of the story etc (Wilson, 2008).

Situations
Speaking exercise can be also very effectively used as a pre-listening activity. Letting the pupils to experience the same situation which is going to repeat in the listening exercise can be the best way how to introduce the listening exercise itself. The pupils will later know exactly what they can expect and will be able to focus only on the grammatical structures used or pronunciation of people involved. One of these
situational exercises might be functions – the pupils can write a dialogue knowing only the basic situation, such as: buying a CD and such; the pupils might even try to act the situation if they know the vocabulary, another exercise involving situation can be mystery headlines – again the main listening activity will serve only as a checking of the story here, the pupils are given headlines which can be a bit confusing and they are supposed to make up a story which will explain these headlines (Wilson, 2008).

Opinions, ideas and facts
This is one of the most pupil-oriented pre-listening exercises. The pupils bring their own ideas and insights of the topic which enables them to get involved in the story. They can even prepare an exercise for their colleagues or present their own researches (Wilson, 2008).

It is important, though, to make the pre-listening exercise short and make clear that the listening exercise itself is the main thing. Also any listening exercise should not be used as a ‘pre-listening’ exercise because the main listening would become pointless. And also, the activity preceding listening should be very topic oriented and not bring up questions on its own because the pupils do not have to be able to connect the two activities and be confused anyway (Underwood, 1989).

2.3.2 Main listening process
The main listening process should again contain some while-listening activities to prevent the fact that pupils will not pay attention or they will be not focused on the topic. On the other hand, it is possible that the pupils will only listen to a text but will not do anything else while listening but such a case has to be followed by a strong after-listening activity. Mostly it is not recommended, though because as Underwood (1989, p.45) says: “The purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language.”

If the pupils are already motivated and interested in what is going to follow (thanks to the pre-listening activity) the teacher has not that much work to do. Otherwise, the teacher has to be sure that the listening exercise is interesting enough to attract the pupils’ attention.
If we are talking about the level of difficulty (Underwood, 1989), it is important that the listening text is accessible for everyone and not impossible to comprehend, otherwise the demotivation of pupils is almost certain.

There is a very large number of listening activities, again they can be divided into organized categories (Wilson, 2008):

**Listening for the main idea**

The basic and most important information is the main idea or a purpose of the text said in the exercise. It is going to be the first listening exercise for most of the pupils. Typical questions can be for example: ‘What are they talking about?’; ‘What happened?’ etc.

These questions should be also asked for example after first listening to a text to make sure the pupils are not lost or confused (Wilson, 2008).

**Listening for detail**

This type of exercise should follow the above mentioned listening for the main idea and should appear after second listening to the same text. Especially for younger learners it is important to be able to pick what to focus on, this process is also known as selective listening. The teacher should be able to teach pupils selective listening in second language because most of them already know it from their mother tongue. The principle lies in the fact that people are not listening to everything constantly. They are picky and listen only to things which are interesting or important for them. One of many example can be found at home where the family members are in the same room but everyone is doing something different and do not pay attention to anything else. Then he/she hears some ‘key-word’, such as their name or (in the case of TV) product they are interested in and they start to pay attention. After the information finishes the attention is drawn elsewhere again. Here are several techniques how to achieve the acquisition of selective listening: **bingo** – the well-known principle of the game is applied on listening activity, the teacher writes words (nouns, adjectives and verbs) on the blackboard and the pupils pick seven of them, when they hear the word in the audio text they shout out ‘Bingo!’; **times, dates, numbers** – the teacher can ask the pupils to note any time, date or number they will hear as they are appearing in many listening texts; **spot the difference** – a little bit more challenging version of the
previous activity where pupils are asked to spot any difference there is between the audio text and the picture it describes; a story told twice – if there is an insufficient number of possible audio texts the teacher can become the source of listening, main idea of this exercise is to tell the same story twice only with few differences and ask the pupils to spot them; mixed focus – the teacher divides the pupils into two groups and each one of them gets a different task (a different part of listening to focus on) as for example one group listens to one speaker’s ideas and the second group to the other speaker’s ideas; the last example is hoarse whisperers – an activity based on lip-reading, pronunciation and using gestures where every pupil has a different chunk of information and the task is to attract attention of another student (calling their name) and whispering the piece of information to them (Wilson, 2008).

Inferring

Every person infers on some particular level which means that they take a sentence or other piece of information and contextualize it in their heads. For example, when one person says ‘I went to a park.’ Most people imagine the person walking through a park, probably not running, possibly sitting on a bench or something, in other words, they infer.

There are several possible activities, such as: pause and predict – the easy-to-prepare activity where the teacher pauses the recorder and the pupils guess what is going to happen next, gradually they become more and more accurate as the story reveals; another infer connected activity is not her, not him – the teacher distributes some higher number of pictures of for example people to every pupil (for every pupil the same set of pictures) and then describes the person in one of the pictures, pupils eliminate the improbable pictures until there is only one left; twelve questions – the teacher introduces twelve questions which may or may not appear in the audio text and then asks the pupils to answer them all, using analogy the pupils should be able to answer even the questions which were not answered in the recording (Wilson, 2008).

Participating actively

The pupils become part of the story told because their task is not only to listen and then answer but they participate in creating the story itself or adding information about the story by asking questions.
Here are four examples of these exercises according to Wilson (Wilson, 2008):

**listen and describe** – the teacher tells a story and stops every once in a while and the pupils are asked to write or say one sentence which should be the next sentence in the story; **interrupted story telling** – this exercise is used mostly while training questions, question words or verbs, the teacher tells a story again and the pupils’ task is to interrupt the teacher by asking particular questions (e.g.: the focus is on the past tense questions, so as the teacher tells the story, pupils ask questions, such as: ‘Did you…?’, ‘Did she….?’ etc.); **truth or lie** – another of possible cross-curricular exercises where the teacher tells or plays a story about a well known subject and the pupils have to take notes and divide them into two columns according to if they are truth or lie; **information transfer** – this activity involves division of pupils into pairs and giving them a task according to the level of their language as for example Wilson (2008, p. 87) states: “A higher-level activity might be to get the students to describe an average day in terms of time spent on activities. For example, a student might say, ‘I sleep for eight hours, Of the other sixteen hours, I spend about two hours a day eating, and about an hour travelling...,’ etc. Their partner listens carefully and draws a pie chart of the speaker’s average day.”

**Note-taking**

This type of activity involves higher-level learners but every task can be modified even for younger learners. **Guided note-taking** – the pupils get a sheet of paper with already filled in subheadings and are supposed to fill everything they can; **phone messages** – an activity very closely connected to real life, the pupils should note down the message from a phone call (the teacher can make this activity even more real-life-like in the case of two classrooms with internal phones); **chart summary** – the pupils are filling in a chart (there should not be too many gaps in the chart) (Wilson, 2008).

**Dictation**

Probably the most controversial kind of exercise would be dictation. Dictation can become very advantageous when teaching mixed-ability classes, it also is good for teaching motor skills but the disadvantage is that it is not communicative at all. It is
probably suitable mostly for the youngest learners and is definitely not suitable for often usage.

Among the best dictation-based listening activities are: **picture dictation** – the teacher describes a picture and pupils are drawing according to what the teacher says; **false facts dictation** – it can be used especially for revising already known facts, students write the incorrect sentences; **running dictation** – this activity involves a lot of motion and sometimes also noise caused by the pupils but it is worth knowing, the pupils are divided into pairs and one person in the pair is the scribe and the second is runner, the runner runs around the school and tries to find a piece of writing stuck to a wall and then memorizes it and goes to tell it to the scribe, the pair can switch roles, who has the story correctly is the winner; **transcribe** – the teacher records pupils who are presenting a paper and the whole class later listens to it and recognizes mistakes (Wilson, 2008).

**Listen and do**

Listen and do activities are again more successful with younger learners who can not respond in comprehensible sentences but may be used as a listening activity with older pupils too.

The best know activities are: **Simon says** – the teacher present sentences in for of: ‘Simon says “smile!”’ and the pupils do what he/she says. If the teacher do not use the phrase ‘Simon says’ the pupils are not supposed to move otherwise they are out of the game; **Stand up if…** - the activity is similar to Simon says but in this case the phrase is ‘Stand up if”; **Blind man’s bluff** – the pupils are in pairs, one of them is blindfolded and the other one gives the first one directions to get to some point in the class; **Grab the word** – while the teacher plays the recording, the pupils are looking through cards with words from the recording and if they hear a particular word they grab the card, who gets most cards is the winner; **Mime** – the teacher plays a song and the pupils are supposed to mime what is being sang in the song (Wilson, 2008).

### 2.3.3 Post-listening activities

After checking the exercise, the teacher should also prepare a post-listening activity which deals with a particular word, phrase or person in the text. There are many possible activities such as:
Creative responses

Creative responses deal with creative side of the pupils. They do not answer the questions about the text only but they also create something. Sometimes it can get a bit time consuming but if the teacher knows he/she can react properly.

Among creative responses there are: **Genre transfer** – the pupils hear an audio text in one genre, such as narration and their task is to change it into another genre, such as: dialogue, letter etc.; **Headline** – the pupils are supposed to write a headline for the story or a name for a song which they just heard; **Write on** – after listening finishes the pupils continue it by writing on the paper; **Sound effect story** – the teacher plays a set of sounds and the pupils are writing verbs connected with these sounds, later they can write a story using all the verbs; **Hot seat** – the teacher picks one pupil who then sits in a ‘hot seat’ and the rest of the class is interviewing him/her about the audio text they have heard (Wilson, 2008).

Information exchange

This activity serves to acquiring the ability to exchange correct information. The pupils are divided into two groups and every group listens to something else (maybe a different part of the recording) and then they have to exchange information. They can write each other short letters or ask each other some questions. The importance here is to pass comprehensible message. A good choice of listening text is for example song with similarly structured verses (Wilson, 2008).

Deconstructing the listening text

The possibilities here are e.g.: to write word-categories on the board, divide pupils into groups and every group should focus on a different grammatical structure etc. The goal is to pay attention to the grammatical part of the listening (Wilson, 2008).

Reconstructing the listening text

Inverse process to deconstructing a text is to reconstruct it. From my experience this is an activity suitable for weaker groups of learners. Instead of asking what have happened, the teacher distributes the transcript of the text with gaps and the pupils are
trying to fill the gaps with suitable words. The teacher can then ask the pupils questions about the text (Wilson, 2008).

Reflecting, Checking and summarising, Discussion

These do not need to be described further more but certainly need to be mentioned as they are the most common and most basic exercises connected with the post-listening part of the listening process.

2.3.4 Media as material sources

Many of above mentioned activities are much more successful if the teacher uses current materials or at least proper ones. It is not difficult to guess that colourful and interesting materials are much more likely to help while motivating the pupils, and also in the time when we need to keep the pupils motivated.

Any teacher has basically only these three options when researching for materials:
- to find interesting listening text;
- to find pictures and/or video (additional materials) associated with the topic;
- to find new methods how to teach already known listening exercise.

If the teacher makes sure that s/he knows what s/he is going to search for, s/he must know where to find it. In the next chapter all the possible media will be introduced. Here I want to focus only on the internet as I find it the largest and the most beneficial source.

Internet as an ultimate source

In Appendix 3 you can find a list of possible WWW pages with materials useful in teaching listening. This list serves for orientation only but the internet is full of other useful sources too. The basic rule is “Do not be afraid.”.

First of all, the teacher must know if the activity will be used directly from the internet (projected on the wall from teacher’s computer or the pupils will be working with the internet themselves) or if the discovered from the internet will be used in the lesson by the teacher in a modified version without the direct link to the internet.
In the case of directly using the internet, the teacher has to answer the following questions:

“Do I have the right activity?” – meaning: does the activity match the topic of lesson, is it not too short or too long, does the teacher tried the activity, etc;

“Is this activity really suitable for my class?” – meaning: are the pupils able to cooperate, is it not too difficult for them, etc;

“Did I check if everything works?” – meaning: does the technical equipment such as: PC, headphones,... work in a way as intended, are there all software programmes in the computers, etc (this step is really essential for the success of the activity, there is not anything worse than when the teacher finds out that some computer do not work, that s/he does not know how to cooperate with the volume or any other technical equipment, etc);

“Do I need to explain to the pupils how to work with the equipment?” – meaning: before explaining the activity, is there any need for explaining how to control the volume, how to switch anything on or off.

If everything works how it supposed to and the pupils already know what to do the activity can turn really well and both, the teacher and the pupils, will have a good time and will learn something. If, on the other hand, something goes wrong the teacher needs to be prepared for that and have a back-up plan ready otherwise the pupils can develop an aversion to this type of lessons and loose trust in the teacher’s abilities.

If the teacher, however, does on have an access to the PCs and the other technical equipment and has only the usual, in other words CD-recorder, then s/he needs to, first of all, consider if it is possible to use the activity that s/he wants to or if it is possible to modify it.

When searching for the right listening activity there are only two types of recordings: downloadable and non-downloadable. In the second case, the teacher has only two options: either plays the recording while the technical equipment is available or does not play it at all. In the case of downloadable audio text Teeler (2000, p.77) explains: “Some files or clips require you to click on the file name, and then wait for it to download to your machine before you can play it back. This includes files whose
names end in extensions like: .qt or .mov; .avi; .wav.” However, there are many more file-types today.

As Teeler (Teeler, 2000) ads it can take few minutes to download the file. The more experienced teacher can even adjust the audio text by using special software for cutting or converting the files.

Summary

This chapter dealt with the listening process and media (Internet in particular) as a source of listening activities. I have tried to offer possible activities and advices how to practise during pre-listening, while-listening and post-listening part of the lesson. Even thought, there were a lot of activities connected to the media, the media were not yet described as a listening comprehension teaching tool which hopefully will be achieved in the next chapter.
2.4 The role of media in teaching listening

A 21st century phenomenon, mass media, has been already taken for granted in our everyday life. Information gaining and sharing is unbelievably fast today. Reading news online instead of reading newspapers or phonecalls and webchats instead of sending letters is not anything unusual. Therefore, it is only logical to bring the media into lessons and use them while teaching. There are undisputed qualities; using media is fast, cheap, easy, enjoyable and effective. Before looking at any particular kind of medium alone, it is important to introduce and organize the whole system.

2.4.1 Types of media

I have decided to divide media which I consider as most important into four categories. First category consists of well-known and often used media – audios (especially songs) and videos (here I mean recorded audio and video). Second category is TV and radio this category provides immediate and mostly real-life audio texts. Next category is PC-software which provides the interaction with the pupils. Last category is internet which can include all above-mentioned categories and yet be very different, that is also why I decided to put it in its own category. I intentionally do not provide another types of mass media, there are two main reasons, they are too complicated to use in the lessons (PC games, mobile phones) or unsuitable as a tool of listening skill teaching (newspapers, magazines, books).

2.4.1.1 Audios, videos

Songs

“Music is what feelings sound like.”

Unknown author

Music will always play an important role in people’s lives. I dare to say that all people like music because I have never met a person who would hate or dislike it. They might dislike or hate a particular genre, but not all of it. Probably every pupil in the class has her/his favourite singer/band which can be easily exploited in the lessons. From my own experience, if a teacher uses a well-known and current song, s/he can be sure that most of the class (if not the whole class) will like it and will pay
attention to the exercises connected to it. Even though, some songs are not suitable for the language lessons, and the reasons are various – length, speed, sound, vocabulary etc., there are plenty of songs which are perfect for practising various language aspects such as grammatical structures, phrase usage, pronunciation or easily for the fact that they are natural and authentic audio source. The word authentic plays an important role here.

There are many possible activities which can be songs turned into. In Appendix 4 you can see the basic pattern techniques which serve as pre-listening, while-listening and post-listening exercises using songs.

Other audio texts

Under this headline we can imagine audio texts such as: narrations, interviews, model situations, etc. It is these texts which are used in the textbooks in nowadays lessons. Even though, there is more and more thought put into the making, in most cases, they are visibly simulated which make them artificial and non-authentic. As you can see in the table bellow, authentic and non-authentic audio input differs significantly (Underwood, 1989):

<table>
<thead>
<tr>
<th>Authentic audio text</th>
<th>Non-authentic audio text</th>
</tr>
</thead>
<tbody>
<tr>
<td>- natural rhythm</td>
<td>- unnatural rhythm</td>
</tr>
<tr>
<td>- natural intonation</td>
<td>- unnatural intonation</td>
</tr>
<tr>
<td>- natural pronunciation</td>
<td>- over-clear enunciation</td>
</tr>
<tr>
<td>- some overlap between speakers</td>
<td>- little overlap between speakers</td>
</tr>
<tr>
<td>- normal rate of delivery</td>
<td>- slow delivery</td>
</tr>
<tr>
<td>- unstructured/spontaneous language</td>
<td>- structured language</td>
</tr>
<tr>
<td>- incomplete sentences/hesitation</td>
<td>- complete sentences as utterances</td>
</tr>
<tr>
<td>- background noises</td>
<td>- no background noise</td>
</tr>
<tr>
<td>- natural starts and stops</td>
<td>- artificial stops and starts</td>
</tr>
<tr>
<td>- less densely packed information</td>
<td>- densely packed information</td>
</tr>
</tbody>
</table>

These differences do not make non-authentic audio text bad or even inappropriate but rather define it as easier and unnatural which means that, most of the time, they are not the best choice. As we mentioned above, the non-authentic audio texts are
unnatural in rhythm, intonation and pronunciation and so they do not reflect the real-
life speech so faithfully. But without a doubt they are necessary especially for
younger learners because of their language level.

**Video**

There are many things which we can imagine under the term ‘video’, such as:
films, video clips, TV programmes, series, advertisement, documentaries, etc. As
Wilson (2008, p.48) says: “*Video is dynamic in that it presents moving images – a
major bonus for students with short attention spans – and for those who can’t read or
write well, it provides a ready-made context. For young learners, video, with its
combination of colour, action, engaging characters and story lines, is particularly
appropriate.*” As can be seen, video has many advantages and it is also very wide
category of media so there is a lot of different exercises and activities the teacher can
prepare. The most basic techniques for using video are (Stempleski, Tomalin, 1990):

**Sound off/vision on** (silent viewing) - even though, this technique may seem
incorrect for teaching listening we must not forget that there is always a time when
the teacher will play the video with the sound on for comparison with the pupils’
answers or their ideas;

**Sound on/vision off** – this technique is very similar to ‘usual’ listening exercises but
there is a strong motivational part in the end when the pupils’ results are compared to
the original video with the vision on;

**Pause/freeze-frame control** – there are two possibilities, we can pause either sound
or vision, by pausing sound we expect pupils to predict a word or a phrase and by
pausing a vision we expect pupils to be more creative and predict what is going to
happen using more complex structures;

**Sound and vision on** (listening and viewing comprehension) – this can be solved
by a particular amount of questions connected with the video which may be given
before or after the viewing;

**Jumbling sequences** – this technique, however difficult for the teacher to prepare, is
one of the easiest for the pupils because their task is to put the video sequences into
correct order and they do not need to speak that much, however, the teacher may want
the pupils to re-tell the story or put it in obviously wrong order (from end to
beginning) and then re-tell it to make the exercise more demanding and also more enjoyable and creative;

**Split viewing** – this means that the teacher divides the class into two (or more) groups and each group will see/hear different part of the video, their task is to compare among groups the information gained during watching the video.

The usage of video as a listening practice tool has undisputed advantages. Probably the biggest advantage lays in the fact that video is a visual tool and the pupils will understand the context much faster than in listening exercise in audio form only. As Underwood (1990, p.96) mentions: “They will see the physical context in which the speakers are speaking. They will see the facial expressions and gestures and, in some instances, the reactions of those whom the speaker is addressing.”

For the pupils the above mentioned fact brings the possibility of watching peoples’ lips in order to understand the speech much better.

Video is one of the most enjoyable ways how to prepare a listening exercise but the presumption is, of course, the possession of a TV and video-player or any other sort of screen-projector.

### 2.4.1.2 TV, radio

Both these mass media work on schedule-based principle which makes them a little bit inaccessible. The easier possibility is to know the schedule and tune-in when the desired programme is on but, on the other hand, if we are considering them as an immediate teaching aid, it is impossible to e.g. watch a show aired in the evening. The only possible solution is to record what we need but that makes a video-material from TV broadcasting and an audio-material from radio broadcasting and these both are in a different category.

TV and radio are not very easy to use and with younger learners they are not even very effective media to use in a classroom because we cannot predict exactly what is going to be said. However, the teacher should introduce them to the pupils and encourage the pupils to try to watch TV programmes and listen to radio in the foreign language in their free time in order to motivate them and to show them the ‘real’ language in ‘action’.

If, however, the teacher wants to use this type of media in the lesson there are few genres that have slightly more advantages in the comparison to others and they are:
television or radio news and weather reports, advertisements, documentaries, talk shows or interviews and also game shows (Wilson, 2008).

Series and films

As I mentioned before, the teacher should present the pupils with the fact that they can practise English in a very pleasant way on their own at home. Films and series are probably the most popular and widely accessible kind of practice. Instead of watching it in Czech language there are numerous sites all over the internet which offer subtitled versions of English speaking films and series. The pupil will not only improve in English but also in reading Czech.

The teachers’ role here is to present the opportunity and offer legal and high-quality sources. One of many ways how to introduce any films or series suitable for the pupils is to include it in an activity in the lesson and provide pupils (possibly let pupils to research on their own) with the basic information about it.

2.4.1.3PC software (and CD-ROMS)

PC software with interactive listening exercises can become a very useful source in language teaching. When there are not many lessons devoted to it, it can be very enjoyable diversion from usual classroom lessons. There are many organizations or companies which produce software as either standing on its own or as a part of a book+CD pack.

Another advantage lies in the fact that it can serve in the time of substitute lessons which are common in our schooling system. It can be advised to pupils with difficulties to understand as a home-based work or for advanced pupils as extra self-studying too.

However, PC software is not accessible to all English teachers and/or they do not have to have the desired one. This depends on the school’s financial situation and cannot be changed very much.

2.4.1.4Internet

Even though internet is the youngest media source it is also the widest and most involving one. Unlike the above mentioned media, internet became the undisputed part of our lives and also the essential source of information and means of work for
many people world wide. Taking that in consideration the teacher should introduce the work with internet in the lessons. Songs, video clips, News, etc are all motivational tools, they do help in learning English but they are not essential themselves. Internet, on the other hand, is an absolute must in nowadays job or school applications. While practising listening the pupils will learn how to use it and how to work with it which they will find very practical in the future. It is true that there are Computer science lessons in the curriculum but these lessons mostly concern only the Czech internet sites and they do not work with the English sites very much.

As I mentioned before the internet includes all above mentioned media and even more than that. It is particularly useful for the teachers because they can find almost infinite number of various materials there and they even do not have to leave their own homes.

In the previous sentence we can see the biggest advantage of the internet - it is instant and complex medium. Among other advantages we can see the fact that internet is free and so is most of the websites providing listening materials, the activities are repeatable and the pupils can often choose if they want to practise more intensively or extensively (Wilson, 2008).

Among the disadvantages we have to consider the fact that young people already spend too much of their free time by sitting in front of the computer which, in the worst scenario, can lead to health problems or a psychological addiction.

How to search the Internet

After connecting to the Internet we have two possibilities of how to get to the materials. First one is to already know the URL (www address) of the website which is much easier but not always possible. Second one is to use a web search engine to find it for us. There are several widely used search engines all over the Internet. The teachers can use Czech ones such as: www.seznam.cz, www.centrum.cz, www.atlas.cz, etc or they can use the English web search engines such as: www.google.com, www.yahoo.com, www.altavista.com, etc. Teachers of English has a really big advantage in the fact that they can use the English web search engines because they will find much more items than the Czech ones and in the case of the most popular English search engines they offer even Czech version so it is very useful to know them.
The web search engines’ work is to find and offer a list of possible websites according to the keyword the user types in so the right keyword is essential in order to be successful in your search which Teeler, Gray (2000, p.42) explain: “But because these databases are so large, they have an awful habit of returning far more information than you could possibly sift through in several lifetimes. The information supplied can also be duplicated, out-of-date or irrelevant.” The search engines will, in most cases, show all the possible websites but the general rule is to research only few first pages because the rest is mostly irrelevant to the topic.

**Podcasts**

It is a word used for digital files which are enabled to download to a persons’ computer and listen to it while they are offline or download it into any kind of portable equipment such as MP3-player or mobile phone (How to Podcast, [online]).

Podcasts are much more widely used abroad than in the Czech Republic. For finding the right podcast there are several podcast directories such as: www.podcastdirectory.com or www.learnoutloud.com.

**YouTube.com**

YouTube is one of the fastest growing websites and largest websites on the internet. It offers an incredible amount of videos of all sorts and genres which are possible to share. These videos are uploaded by registered users and are verified according to the YouTube policy (YouTube, [online]).

It offers video clips for fun but also high-quality educational videos which can be ordered according to several criteria which enable easy and fast access.

The quality varies but throughout the time it gets better and nowadays it is no exception to find HD-quality videos which are suitable even for large screen.

**Summary**

There is a system of media created in this chapter where every medium was described. The media may differ from those which would be listed few years ago. The biggest difference is that there are much more media or media sources available nowadays and still there is a lot of space for new ones which may be already used by
individual people but are not used in schools yet. This all reflect the inevitable technical progress and we probably can expect quite significant changes in the future.
3 PRACTICAL PART

3.1 Questionnaire for lower-secondary school teachers

This questionnaire serves as a survey among lower-secondary school teachers exploring the question of teaching listening with the help of current media. The reason for this questionnaire is mostly to research how much the teachers pay attention to listening, how important it is for them and how detailed their preparation gets.

The questionnaire contains 19 questions and was completely anonymous to prevent the possibility of filling in false answers. It was distributed among teachers of up to 10 schools situated in Olomouc, Bystřice nad Pernštejnem and the surrounding villages, Dobruška and Hronov. From the 25 original questionnaires only 16 returned as the rest of the teachers excused themselves of not having enough time for completing them. Most of the teachers were women and according to the questionnaire the majority of them were younger than 35 years which could but did not have to influence the outcomes of this questionnaire. According to the answers I tend to think that it did not influence them.

In the chart below, you can find the overall statistics for easier orientation and in the Appendix 5 the visualisation of the questionnaire.

In the upcoming evaluation of each question you can find the original question and the result in a form of graph. You can find the possible options for each question in the questionnaire in the Appendix 5.

<table>
<thead>
<tr>
<th>Overall statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers participating:</td>
</tr>
<tr>
<td>gender of the teachers:</td>
</tr>
<tr>
<td>age of the teachers:</td>
</tr>
<tr>
<td>1 teacher equals:</td>
</tr>
<tr>
<td>questions asked:</td>
</tr>
<tr>
<td>schools participating:</td>
</tr>
</tbody>
</table>
1. Which skill, do you think, is the most difficult to learn?

The first question was exploring which skill was the most problematic one for the teachers of English as second language when they were learning this language. Surprisingly, 62.5% of teachers had the most difficulties with speaking and none of the teachers considered reading as most difficult skill to acquire. With its 18.75%, listening is not even closely the most difficult skill for the teachers of English. The same result (18.75%) gained writing.

2. Which skill, do you think, is the most difficult to teach?

Considering the results of the first question, it is surprising that listening is the most difficult skill to teach. It gained 37.5% which is the majority of votes and left reading (6.25%), writing (25%) and also speaking (31.5%) behind. As we have discussed in the second chapter, listening is certainly the crucial skill to learn in order to achieve sufficient language level needed for successful communication.
3. How often do you use listening activities in your classes?

**Question no.3**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.5%</td>
<td>Almost every lesson</td>
</tr>
<tr>
<td>31.5%</td>
<td>Once or twice a week</td>
</tr>
<tr>
<td>6.25%</td>
<td>Not every week</td>
</tr>
</tbody>
</table>

Question number three was dealing with the frequency of using listening as part of the lessons. 62.5% of all teachers use listening almost every lesson. It might seem not so obvious percentage but considering the fact that listening as a part of all four skills should be equally distributed and in ideal lesson plan should be included in every lesson, it is not such a surprise as the fact that 6.25% (which equals to one teacher) do not use listening even every week. But if we look at the absolute majority of the teachers they tend to use listening once or twice a week which is a sufficient amount.

4. Do you like to teach listening?

**Question no.4**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Enjoy teaching</td>
</tr>
<tr>
<td>31.5%</td>
<td>Motivating</td>
</tr>
<tr>
<td>18.75%</td>
<td>Teaches</td>
</tr>
</tbody>
</table>

In this question, I was dealing with teachers’ preferences in teaching listening comprehension. Although most of the teachers find listening as the most difficult skill to teach (as mentioned in question no.2) they do enjoy teaching it in exactly 50% of cases. Teachers were asked to list reason why they do or do not like teaching listening. Here are some reasons why they do enjoy it: “It’s motivating.”, “It teaches
students a bit more real form of English (compared to grammar).”, “It’s important, useful, interesting and the easiest way how to listen to native speakers.”, “Helps pupils improve their English.” and the most important one is: “There is a lot of varieties of activities and pupils simply enjoy it.” 31.5% of the respondents have no preference and only 18.75% do not like teaching listening. The reasons why teachers do not enjoy teaching listening are: “It’s a bit boring and still.”, “Pupils pay no attention to listening parts. They think it’s not important.”, “It is difficult to find interesting listening exercise. In addition, it’s difficult to include all students.”

5. How much is listening important? Demonstrate your opinion on a scale from 1 (meaning not at all) to 10 (meaning a lot):

This question was focusing on the importance of listening as part of English language learned by the pupils. It is no surprise that the absolute majority of teachers find it very important – 37.5% of them indicated 8 as the degree of importance and the same percentage indicated even 10. In fact, only one teacher used number in the first half of the scale – s/he marked 2 which we can interpret as listening being of almost no importance for her/him.
6. What aspects of listening activities do you find the most difficult ones? (e.g.: instructions, pre-listening activities, environment, discipline, etc.)

![Question no.6 graph]

The teachers were allowed to write any factor they wanted. Most of the teachers experience difficulties especially with class discipline which gained 30.8% and pre-listening activities which gained 26.95% of all votes. In the space below this question one of the teachers also mentioned that: “Concerning the students, they have difficulties with expressing the info they hear and understanding in English.” Another teachers focus more on pre-listening activities and stated: “Crucial is the preparation of pupils on vocabulary and theme.”, “Students have difficulties with the concentration on important words, even familiar ones.”

7. Do you think the classrooms you are teaching in are equipped enough for listening activities? (is there something you do not have and would like to use)?

![Question no.7 graph]

Even though this question was intended as fill-in type of question, I prepared a graph to illustrate that 68.75% of teachers are comfortable in their classrooms and do
not need anything else than what is already there. Few teachers were satisfied with most of the classrooms but stated: “Only some of them are equipped enough because the CD player does not give us good sound.” 31.25% of teachers were not happy with the classrooms. The reasons were: “There is not even a CD player in some classrooms.”, ”I would appreciate a data-projector or an interactive board.”, “PC.” Summing this up, almost whole third of all teachers do not have a classroom equipped enough and most of them do not have even a CD player or they have it but in not very good condition.

8. What kinds of listening exercises do you use?

![Question no.8](image.png)

The 8th question gives us the insight into listening exercises used in the English lessons. Listening to monologues and dialogues together with listening to songs participated almost equally in the research and all gained between 20 and 30% which makes them the most common listening exercises teachers use. Listening exercises in the form of fairytales, films and series ended up with 13.23% of all votes. 7.56% teachers use also other types of exercises. Some of these teachers stated that they also use: “articles”, “TV News” and “pronunciation exercises, tests in Bridge”.
9. What kinds of media do you use in your English lessons?

![Question no.9](image)

This question was focused on the media actually used in the classrooms. Most teachers are still interested especially in traditional medias such as textbook CDs – 31.36%, another source CDs – 25.48% and also video – 15.68% but there are quite a lot of teachers – 17.64% - that use internet sites as a means of listening training. Almost no teachers use TV and none of them uses radio, which can be caused by the fact that this kind of equipment might not be in the classrooms and also that the level of difficulty of language used in the recordings is much higher as we can see in the chapter 2.4.1. Types of media. 5.88% of teachers stated following media: “interactive board” and “PC software such as Terrasoft, Landmaster”. Most of the teachers stated more than one medium.

10. Do you use listening exercises as parts of tests?

![Question no.10](image)

The 10th question was exploring how often do the teachers of English use listening as a part of tests. Quite surprisingly over 60% of them use listening in tests regularly.
The majority of these teachers use listening only as part of larger tests though. 31.5% of teachers used it at least once and only 6.25% do not use it at all.

11. What grade is the best to teach listening in, and why - use any criteria.

- for beginners: “easier to motivate”, “they are more disciplined”
- for 6th and 7th grade: “the discipline is better and they know more”
- for 9th grade: “their skills are on higher level – we can do more things”

12. What class is, in your opinion, better to teach?
Disciplined class showed as the best one in question number 12. From all 16 participating teachers only one picked undisciplined language class and 25% did not have any preference. The rest, which makes 68.75%, picked disciplined non-language class. Considering the fact that in question number 6 over 30% of teachers stated discipline and in question number 11 some of the teachers were mentioning discipline as the reason why they prefer some grades better this result is not that surprising. Also in the theoretical part we found out that discipline in the class is one of the crucial factors for a successful listening activity.

13. How much attention do you pay to the environment you want to have listening exercise in:

![Question no.13 Diagram]

The 13\textsuperscript{th} question showed us that nowadays teachers pay attention to some factors before actual listening exercise. Only one teacher stated that s/he does not pay attention to anything. Another 18.75% of teachers check only the volume. Half of all teachers need to have discipline in the class and they also check the volume. 25% of them are very careful about the listening and they do as much as possible to have everything under control. In the theoretical part we stated quite a lot of factors which participate on a successful listening activity and the environmental issue certainly belongs amongs them.
14. Do you use contemporary songs as part of the listening activities?

As mentioned in the theoretical part (2.4.1. Type sof media) contemporary songs are important part of the listening exercises because they are authentic and because they serve as a motivational tool. The result of evaluation of the answers only confirmed it when 93.75% of all teachers answered positively.

15. How often do you use contemporary songs as part of the listening exercises?

Thanks to the fact that most of the teachers use contemporary songs in lessons (as stated in question no. 14) there were still sufficient amount of answers in question no. 15. If we look back, the majority of the teachers use more than one listening exercise (question no. 9) and even though they practise listening almost every lesson (question no. 3) they cannot use contemporary songs that often. So, none of the teachers uses them every week. Over 50% of teachers use them regularly – 25% once every two weeks and 31.5% every month. However, 43.75% of the teachers use contemporary songs rarely.
16. Do you think that using other media than Textbook CDs is important?

The 16th question was focused on the importance of usage of more than just textbook CDs as part of the lessons. 81.25% teachers do find it important. 18.75% of the teachers, which is almost one fifth of all participating teachers, can imagine using only the textbook CD. From the face-to-face interviews I had with some teachers, I found out that it is mostly because these CDs are very well done and they do include most listening-exercise types.

17. Do you use the computer in preparing listening exercises, why?
This question is dealing with the usage of computers while preparing listening exercises. I was also interested in the difference between younger and older teachers. In the end, the difference is not really so big as people might think. They differ in 20% only. Most of the teachers who use computers in listening preparation stated: “It is easy, I prepare especially gap-fills.”, “To make some pre-listening and after-listening exercises.”, “It’s faster and comfortable.”, “It’s easy to prepare and change.” and “You have to, if you have interactive board.” The main reasons for not using computers were: “It’s not necessary.” and “It’s already in the textbook or other sources.”

18. Do you use internet in preparing listening exercises, why?

This question was also divided using age as the main parameter and as you can see the differences are much bigger than in question no. 17 but it is still not so far away. Younger teachers use internet in listening activity preparation in 90% of cases; older teachers in only 50%. The main reasons for teachers who marked “yes” were: “a good source of many songs and other activities.”, “for example to download extra materials to Brige-magazine CD”, “There are many good ideas.”, “mainly to watch
videos”, “for pictures and info about authors” or “to look up the lyrics to songs”.

The main reasons why teachers do not use the internet were: “I did not have to yet I use textbook CD – it’s enough” and “It is not so easy to find something interesting.”
3.2 Questionnaire for lower-secondary school pupils

This questionnaire portrays the situation among lower-secondary school pupils and their opinions on and preferences among listening exercises. The main reason for the questionnaire is to research the point of view of the pupils.

The questionnaire contains 12 questions and was also anonymous as the previous questionnaire with the remaining reason to achieve as truthful answers as possible. The only personal information included was the grade and sex of the pupils. The reason for asking this was to find out if there are any significant differences among certain groups but the results were in general equally distributed. If, however, there was a group which would answer in different way than the rest of them I included it in the particular question description.

I had distributed the questionnaires among pupils of ZŠ Nádražní in Bystřice nad Pernštejnem where my teaching practice took place which caused quite an advantage for me because I knew a lot of the pupils personally and I knew all of their teachers so I can now better understand the results especially if some of them are out of the norm.

There is the total number of 87 questionnaires in the research. In the chart below you can see more information about them. In the one by one question evaluation I have stated the question and put the results into the graph for better orientation.

The only significant difference between this and the previous questionnaire is that this one was written in Czech language because especially with younger learners the results could be distorted thanks to misunderstanding of a question. In the Appendix 6 you can find the visualisation of the questionnaires as they were distributed and also the full questions and choices given.

<table>
<thead>
<tr>
<th>Overall statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>pupils participating:</td>
</tr>
<tr>
<td>1 pupil equals:</td>
</tr>
<tr>
<td>grade:</td>
</tr>
<tr>
<td>girls:</td>
</tr>
<tr>
<td>boys:</td>
</tr>
<tr>
<td>overall:</td>
</tr>
</tbody>
</table>
1. Which one of these skills do you find the most demanding?

<table>
<thead>
<tr>
<th>Question no.1</th>
<th>19.54%</th>
<th>9.19%</th>
<th>48.28%</th>
<th>22.99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>b)</td>
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<td>c)</td>
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<tr>
<td>d)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

This question focused on the question of most demanding skill and not very surprisingly the result is that 48.28% of all pupils answered writing as writing is connected with learning correct forms of words by heart. Listening ended up with 22.99% which is the second biggest percentage. The reason for this result might be found in the next question.

2. Approximately how often do you practise listening in your English lessons?

<table>
<thead>
<tr>
<th>Question no.2</th>
<th>37.93%</th>
<th>22.99%</th>
<th>28.74%</th>
<th>10.35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
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<td>b)</td>
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<td>d)</td>
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</tbody>
</table>

This question deals with the frequency of listening comprehension practice in English lessons and the result is that listening is practiced almost every lesson in 37.93% of cases, in 28.74% of cases approximately twice a week and in 10.35% of cases once a week. However, in 22.99% of cases listening practiced less than once a week. I was searching for the reason and when looking across the results, most of those 22.99% are the 8th graders who do not practise listening in their lesson almost at all because their teacher thinks it is a waste of time.
3. How much do you like to practise listening? Demonstrate your opinion on a scale from 1 to 10.

The question no.3 is dealing with the popularity of listening exercises among the pupils and the result is that pupils tend more not to like it than the opposite which might be quite surprising. The reasons may be various (one of them might be seen in the previous questionnaire where most of the teachers said that they find teaching listening demanding and tricky) but from my own experience with the pupils in this school it is completely contradictory because when I was asking the pupils most of them were excited to do the listening exercise.

4. How demanding do you find the listening exercises? Demonstrate your opinion on a scale from 1 to 10.

This question focuses on the overall impression of difficulty of the exercises. More than a half of the pupils stated that they find the exercises moreless demanding.
Only few pupils find them easy. What is more, 19.54% of the pupils put 10 as the number of difficulty which may mean that the exercises might be too difficult.

5. Which media do you use in the lessons while practising listening?

As expected, the textbook CD is one of the most used sources of listening exercises when most of the pupils stated it as one of the media used. Very small percentage (4.72%) of the pupils experienced video as the tool of listening practice and none of the teacher use TV (which is not very surprising comparing it with the theoretical part where we stated that TV and radio represent the most demanding and most difficult media to use.

6. Which kind of listening exercise does your teacher use the most often?

In the question no.6 more than three quarters (76.56%) stated that the most used type of listening is conversation among two or more people. Only 10.35% picked narration as the most frequent and songs and pieces of fairytales and films are not
used. On the other hand, this question was asking for the most used type of media so it does not express anything about the actual usage.

7. Which kind of listening exercise do you enjoy the most?

In this question was dealt with the most enjoyable listening exercise and 39.08% of pupils answered that they prefer songs and 18.39% filled the space for ‘different’ with ‘PC programmes’ and another computer based exercises.

8. Which kind of listening exercise do you find most demanding?

As the most demanding kind of listening exercise most of the pupils stated conversation and narration and only 4.6% stated songs which is quite contradictory to the theoretical part where was dealt with authentic and nonauthentic audio text and songs as a type of authentic text were considered more demanding.
9. Which kind of listening exercise do you find easiest?

In the question no.9 all 47.13% of pupils stated that they find songs the easiest of exercises which is in agreement with the result of previous question but still in contradiction with the theoretical part.

10. How much are the listening exercises important in English lessons? Demonstrate your opinion on a scale from 1 to 10.

The result of this question is very pleasant because even though most of the pupils do not like listening exercises very much (question no.3) they see their importance and so 16.09% put 10, 16.09% put 9, 10.35% put 8 and 11.49% put 7 as the level of importance of listening. However, 13.79% of the pupils do not find listening comprehension important at all. These pupils belong again to the 8th grade which may explain this result because their teacher tells them that listening is not important in learning English and they did not practise it at all this year yet (few pupils stated this in the place for their notes in the questionnaire) which is alarming.
11. How often does your teacher use listening exercise as a part of a test?

![Question no.11 Pie Chart]

Question no. 11 shows that listening as a part of the test depends strongly on the teacher because most of the 9.2% who stated that they use listening everytime were the 7th graders who has one teacher and she teaches only 7th grade. On the other hand, 33.33% do not have listening as part of tests at all and 23% and 33.33% use it very rarely.

12. Do the listening exercises help you while learning English language? Why?

![Question no.12 Pie Chart]

Question no.12 deals with the actual output of the listening exercises. 70.12% stated that listening helps them in learning English. The main reasons were: “We will learn the right pronunciation better.”, “Because I will get used to English.”, “I will find out more information.” or “I am able to remember the word order.” On the other hand, 29.88% thinks that listening does not help them. The reasons were: “Because I do not understand.”, “They talk too fast.”, “I do not learn the grammar.”
3.3 Lesson plans

3.3.1 Lesson plan no.1

School: ZŠ Hálkova, Olomouc
Class, no. of pupils, level: 6th grade, 14 pupils, elementary
Topic: Christmas
Aim: to revise Christmas connected vocabulary
to learn traditional English Christmas song
to revise prepositions and colours
Skills: speaking, writing, reading, listening
Teaching aids: handouts, interactive board, pictures, computer
Classroom interaction: frontal teaching, pair work
Timing: 40 – 45 min
Motivation: game, song, video, pictures

1. Warm-up activity: Hangman

Task: Look at the blackboard. Fill the spaces with letters.

CHRISTMAS
- - - - - - -

Practice: English alphabet, vocabulary and its spelling
Teacher: fills in the blanks, draws the picture
2. **Pre-listening activity:** Revision of Christmas connected vocabulary

Pupils get the handouts (see Appendix 7).

**Task 1:** Look at the picture. What holiday is it? What is in the picture? Name all the things in the picture? Try to describe where they are.

**Example:** There is a tree in the picture. The tree is on the right. There is a gift in the picture. The gift is under the tree.

**Practice:** Christmas connected vocabulary, prepositions, there is/ there are structures

**Teacher:** writes the words on the blackboard

Repetition of the vocabulary with the usage of PowerPoint presentation (see the Appendix 12).

**Task 2:** Look at the picture. Name the thing and write it in your handout if you don’t know it.

3. **Listening + while-listening activity:** Christmas song *Jingle Bells*

Pupils are divided into pairs and given envelopes (see Appendix 8) with small chunks of text.

**Task 1:** Open the envelopes and turn all the pieces of text so you can read it. You will hear the song (see Appendix 13) twice, your task is to put the pieces into right order so you have complete lyrics.

**Practice:** the song lyrics, Christmas connected vocabulary

**Teacher:** plays the song twice
Revision: pupils read the lyrics one pupil after another until the whole song is correct, when there is a difficult word in the text, the whole class repeats it and the teacher translates.

Pupils are asked if they like the song. They are going to learn it.

Task 2: You will hear the same song (see Appendix 14). The sentences are sung twice, listen and repeat every sentence.

Practice: the pupils sing the song

Teacher: observes the class and evaluates it the song needs to be played one more time

Pupils are asked if they know the Looney Tunes and if they know some of the characters.

Task 3: You will hear the song for the last time. This time in the video (see Appendix 15). Sing with the characters. It is going to be much faster than the first time, don’t worry if you cannot sing everything.

Practice: the pupils sing the song with the characters for the last time

4. After-listening activity: Summing up and repetition of the vocabulary

Task 1: Did you like the song? What Looney Tunes characters were there in the video? What Christmas connected words were there in the song?

Task 2: Now, take your handouts. They are black and white. Take your crayons. I will read and you will colour.

Practice: Christmas connected vocabulary, colours, prepositions.
Teacher: reads: The star on the top of the tree is yellow.
       The first sock on the left on the fireplace is green.
       The hat on Santa’s head is red.
       The reindeer is brown.
       The doll on the bottom of the handout has blue dress.

Revision: pupils compare the pictures in pairs

Evaluation of the lesson

The motivation in this lesson was not very difficult as it was a Christmas lesson and the pupils tend to like holiday oriented lessons. Through out the lesson there was only one listening text but this text was presented in different ways to prevent pupils from getting bored. Also the fact that it was a group of 6th graders helped because the lower grades mostly correspond better to activities and games.

The class had fun and the lesson went well. I did not notice any bigger problem than occasional misunderstanding by one of the pupils and few disciplinary problems.

The singing part (connected with video projection) succeeded probably the most and the goal was achieved, when the pupils learned the song and were able to sing it. Also the Christmas connected vocabulary was practised and most of the pupils did not make any mistakes in naming things through out the lesson.

The fact that there was an interactive board helped a lot because pictures were in the form of PowerPoint presentation and so it was much easier to go through them.
3.3.2 Lesson plan no.2

School: ZŠ Bystřice n. P., Nádražní 615
Class, no. of pupils, level: 7th grade, 16 pupils, pre-intermediate
Topic: present simple, present continuous and past simple tense
Aim: to revise and practise all three tenses
Skills: speaking, writing, reading, listening
Teaching aids: handouts, CD player
Classroom interaction: frontal teaching, pair work
Timing: 20 – 25 min
Motivation: game, song

1. Warm-up activity: Game – Tenses

The teacher redraws the chart on the black board.

Task: Look at the blackboard. There are example sentences for three tenses: present simple, present continuous and past simple tense. In the first line there are declarative sentences, on the second line there are negative sentences and on the third line there are questions. Your task is to stand up and I will tell you ‘who and what’ and you will continue one after another to fill in the chart. (First round with the clues, second round with empty chart.)

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ She swims.</td>
<td>She <em>is</em> swimming.</td>
<td>She <em>swam</em>.</td>
</tr>
<tr>
<td>- She <em>doesn’t</em> swim.</td>
<td>She <em>isn’t</em> swimming.</td>
<td>She <em>didn’t</em> swim.</td>
</tr>
<tr>
<td>? Does she swim?</td>
<td><em>Is</em> she swimming?</td>
<td><em>Did</em> she swim?</td>
</tr>
</tbody>
</table>

Example: They – cook.

They cook. They are cooking. …
Practice: present simple, present continuous and past simple tense; orientation in the chart

Teacher: draws the chart on the board, gives instructions and examples, organises the right order of pupils, states pronouns and verbs:

   He – listen,
   We – cry,
   It – sing, …

Motivation in this kind of warm-up activity could be in the form of prize for a winner which can be some piece of sweets or even a mark. The teacher can repeat this game many times because s/he can easily prevent the game to become boring with the same setting all the time – another examples of different task setting: the teacher says Czech equivalents and pupils translate, the teacher writes more pronouns and verbs on the board and every time points to one pronoun, one verb and into a space in the chart and the pupil has to pay attention and put it together and even pronounce it right, etc. Repeating known game with changed task can be also motivating because the pupils know the basic rules (so they will not get confused) but still they have to pay attention to some new rules.

2. **Pre-listening activity: Connecting theory and practice**

Pupils get handouts with the lyrics of a song ‘Leaving on a Jet Plane’ (see the Appendix 9).

**Task 1:** Look at the lyrics. Can you find any example of present simple tense? Can you find any example of past simple tense? Is there any question? Look at the second line, do you know the tense? What is ‘I’m standing’ short version of?

**Task 2:** Read through the lyrics in pairs and take turns in saying the short version (contracted) and then the long version every time you find one.
Practice: reading, contracted forms, present simple, present continuous and past simple tense

Teacher: asks questions, walks around the class and helps where needed

3. While-listening activity: Fill-in exercise

Task 1: Do you know the song? I am going to play it twice. The first time it is going to be a version by John Denver (see Appendix 16) which is a little bit slower. The second time it is going to be a version by Chantal Kreviazuk (see Appendix 17). Try to pay attention to the singing too. Also, there is one difference in the lyrics. If you find it write it down on the bottom of the page.

Task 2: Look at the handout. There are lyrics to the song. There are some words missing. Fill in the blanks with the correct words.

Practice: listening, writing, comparing two versions, filling the exercise with the suitable word

4. Post listening activity: Discussion

Task 1: Did you like the song? Which version did you like more? Why? Did you catch the word which differs in both lyrics? Did you understand what was the song about? Which words did you not understand?

Task 2: What is your favourite song? Pick one English song. Do you know what is it about? You can find it on the internet. Do you know how? How are you supposed to search for it?

Homework: Pick a song and write down who sings it and what is the name of the song. Try to find out what is it about in Czech.
Example: The teacher introduces her/his favourite song (may be the one played in the lesson).

Practice: speaking, deciding on an opinion

The teacher here uses two different versions of one song where one word is different. In the exercise above it became a motivational tool because it became a goal of a small game.

The given homework should motivate the pupils to listen to their favourite songs and introduce them to the class next time. In some cases they may even find out what are the songs about.

Evaluation of the lesson

In this lesson the main focus was on the practise of tense because the class had big problems using them in the past lessons. The pre-listening activity started in previous lesson as a repetition but I found out that the pupils are able to tell me memorized things but when I ask them on the individual verb forms they would fail so I transformed simple chart used for repetition to a game and the class seemed to enjoy it and were actually asking me to repeat it in the next lesson. I was very glad because the class did not show very much enthusiasm till that time so I have agreed. Fortunately, there are a lot of possibilities how to change the game so it will not get repetitive and boring.

The listening activity was also quite successful when the class started to discus the two versions of the song and which one was better. At first, I was worried that the fact that I have used two different recordings of that song will confuse the class but thanks to the fact that the slower version was played first there were no problems at the end.

I evaluate this lesson very positively because the goal was achieved when there was visible progress at the end and the pupils even liked the homework which ended up well the next lesson too.
3.3.3. Lesson plan no.3

<table>
<thead>
<tr>
<th>School:</th>
<th>ZŠ Bystřice n. P., Nádražní 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class, no. of pupils, level:</td>
<td>9th grade, 16 pupils, intermediate</td>
</tr>
<tr>
<td>Topic:</td>
<td>London</td>
</tr>
<tr>
<td>Aim:</td>
<td>to learn some facts about London and London sights to orientate on the map to read time</td>
</tr>
<tr>
<td>Skills:</td>
<td>reading, writing, listening, speaking</td>
</tr>
<tr>
<td>Teaching aids:</td>
<td>pictures, video, map, coins, flyers</td>
</tr>
<tr>
<td>Classroom interaction:</td>
<td>frontal teaching, group work</td>
</tr>
<tr>
<td>Timing:</td>
<td>40 – 45 min</td>
</tr>
<tr>
<td>Motivation:</td>
<td>game, pictures, actual coins, map</td>
</tr>
</tbody>
</table>

1. **Warm-up activity:** *I am from the Czech Republic and we have…*

**Task:** Stand up everybody. First one says *I am from the Czech Republic and we have…* and add one thing, second person will repeat the same thing and add one more thing. It can be anything connected to the Czech Republic such as towns, sights, sports, food, drinks, people, etc.

**Example:** I am from the Czech Republic and we have Prague,…

**Practice:** memory, Czech realia

**Teacher:** first asks the class what is typical for the Czech Republic to give some clues for the game and then organizes the game introduces the topic of the lesson and says some interesting facts about London, presents the realia and let pupils to look at them
2. **Pre-listening activity: Information search and presentation**

The class is divided into four groups of four and every group is given a flyer of one London sight (See Appendix 10).

**Task:** Look at the flyers. You have four tasks. Every person may work on one or the whole group works on all of them but you must get it right so be careful. The first group which will have all the right answers will put their hands up and will introduce it to the class. All groups will introduce their work but only one with all the right answers will be winners. You must read the questions and answer in a full sentence not only one word.

**Example:** This is Westminster Abbey – A Thousand Years of History.
It is a church and it is used for weddings, funerals and coronations.
It is situated in the heart of London, opposite the Houses of Parliament.
It is open on Weekdays from 9:30 am to 3:30 pm but every Wednesday till 6:00 pm and every Saturday only till 1:45 pm.

**Practice:** reading, searching for the right answer, writing the sentences, communicate among the groups, presenting time specifications

**Teacher:** states: Tell us the full name of the sight and one interesting sentence about it.

  Why is it famous?
  How can you find it?
  When is it open?

sets an example

The teacher makes this activity interesting by stating that the fastest group will win. The real flyers motivate the pupils because they may be difficult to read but the
information needed is quite easy to find and most of the pupils will succeed. On the other hand the challenge is still there because the pupils must read the information correctly and especially the opening times have a fixed structure.

3. **While-listening activity: London**

Task: Read through the text. Listen to the podcast about London (see Appendix 18). Fill in the exercise. You will see the video twice. Try to notice if your sight from the previous exercise is mentioned.

Practice: listening, filling in the exercise (see Appendix 11)

4. **Post-listening activity: List of sights in London, I visited London…**

Task 1: Try to name all the sights and interesting places in London. Read them aloud and properly and I will write them on the blackboard.

Task 2: Now we are going to play the same game as on the beginning of the lesson but this time the sentence begins with: ‘I visited London and I saw…’

Practice: naming the interesting places, right pronunciation

Revision: OPTIONAL
Gather the pupils around the map and show them where the sights are on the map. Ask one pupil where can s/he find one of the sights and the person will ask the other to find another place on the map and the other answers and asks the next one, etc.

**Evaluation of the lesson**

There were no significant problems except discipline ones. Unfortunately, there were several pupils with behaviour issues who did not pay attention or disturbed in the lesson which caused unfriendly atmosphere especially at the end of the lesson.
On the other hand, the activities turned up very well and most of the pupils enjoyed them. The warm-up activity has several very funny moments and so did the final one. The listening exercise in a form of video was accepted by the class and most of the pupils cooperated very well through out the lesson.

The map connected activity was followed by discussion about the right way how to read from map learnt in Geography lessons which few pupils had forgotten.

The goal was achieved and the timing caused no problem which was my worry before the lesson. I found out that even a simple realia as flyers and brochures can unbelievably motivate the class which I would not believe before.
4 CONCLUSION

This diploma thesis dealt with the usage of various media in English lessons and media sources in general as a tool for teaching listening comprehension. The theoretical part was concerned with various difficulties connected to teaching listening, the listening process and the suitable media. The chapters in the theoretical part were selected especially because I wanted to present the most frequent questions and the basic information every teacher should have. The theoretical part offers many advices which I have found useful throughout my teaching practices or I was interested in. Especially the media sources system in the last chapter should at least remind us that there are more than one medium suitable for practising listening comprehension and that there are no limits for the teachers’ creativity.

The main goal of the practical part was to research current situation at the lower-secondary schools. The first questionnaire was for the lower-secondary school teachers and was dealing with questions such as: Do you find listening difficult?, Do you like to teach listening?, etc. The result of the questionnaire was not very surprising, however, many people including me would think that the situation is different. Thanks to the fact that the teachers were from different parts of the country and, most of all, from different schools the results were very colourful and it was found out that the teachers lack the important technical equipment.

The questionnaire for lower-secondary school pupils had much more interesting results thanks to the fact that there was an extraordinary agreement amongst pupils from the same class so it became visible that their opinions were shaped also by the approach of their teacher. Especially the case of the 8th grade was interesting when most of the pupils stated that listening is not at all important but most of them also stated that they did not have a single listening exercise for at least two months because their teacher does not like to use it.

Last chapter of my practical part was in a form of three lesson plans which were all taken from my own experience. In the lesson plans I have tried to use as many media as I could, to see for myself if it is possible to use them and I must say that I was quite surprised how well was the activities excepted by the pupils.
According to my research the status of listening skill is very good and it is no longer neglected skill considering the time spent on it in the lessons nowadays. Even though my research included quite many teachers and pupils the results cannot be taken for granted because for that it would be carried on in more schools around the Czech Republic. One of the possible future researches would be to use one lesson plan on more lower-secondary schools and compare the results.
BIBLIOGRAPHY


**ONLINE:**


**CD ROM:**


APPENDICES

Appendices A:

Appendix 1: Communicative situations suitable for listening exercises
Appendix 2: Pre-listening techniques
Appendix 3: Useful WWW pages
Appendix 4: Song techniques
Appendix 5: Questionnaire for lower-secondary school teachers
Appendix 6: Questionnaire for lower-secondary school pupils
Appendix 7: Handout
Appendix 8: Jingle Bells lyrics
Appendix 9: Handout
Appendix 10: Flyers
Appendix 11: Fill-in exercise

Appendices B (CD-ROM):

Appendix 12: Christmas PPT
Appendix 13: Jingle Bells audio
Appendix 14: Jingle Bells Learn a Song Podcast
Appendix 15: Looney Tunes Sing-A-Long
Appendix 16: John Denver - Leaving on a Jet Plane
Appendix 17: Chantal Kreviazuk - Leaving on a Jet Plane
Appendix 18: Visit Britain Podcast - London
Apendix 1

Communicative situations suitable for listening exercises (Ur, 1992, p.2)

- listening to the news / weather forecast / sports report / announcements etc. on the radio
- discussing work / current problems with family or colleagues
- making arrangements / exchanging news etc. with acquaintances
- making arrangements / exchanging news etc. over the telephone
- chatting at a party / other social gathering
- hearing announcements over the loudspeaker (at a railway station, for example, or airport)
- receiving instructions on how to do something / get somewhere
- attending a lesson / seminar
- being interviewed / interviewing
- watching a film / theatre show / television programme
- hearing a speech / lecture
- listening to recorded / broadcast songs
- attending a formal occasion (wedding / prize-giving / other ceremony)
- getting professional advice (from a doctor, for example)
- being tested orally in a subject of study
Appendix 2

Pre-listening techniques (Wilson, 2008, p.64)

<table>
<thead>
<tr>
<th>What students need to know before they listen</th>
<th>How students/listeners can find out</th>
</tr>
</thead>
<tbody>
<tr>
<td>the speaker's voice/way of talking</td>
<td>use 'tune-ins' (a short 'taster' allowing listeners to become accustomed to voices)</td>
</tr>
<tr>
<td>length of text</td>
<td>explicit (stated by the teacher)</td>
</tr>
<tr>
<td>intended audience and audience's role</td>
<td>inferred or stated by the teacher/materials</td>
</tr>
<tr>
<td>(participatory, critical, appreciative, etc)</td>
<td></td>
</tr>
<tr>
<td>relationship between listener and speaker</td>
<td>inferred or stated by the teacher/materials</td>
</tr>
<tr>
<td>(friendly, hierarchical, etc)</td>
<td></td>
</tr>
<tr>
<td>function of text (entertain, inform, etc)</td>
<td>inferred</td>
</tr>
<tr>
<td>information about the topic</td>
<td>brainstorming, discussion, pre-reading, research projects</td>
</tr>
<tr>
<td>specialised vocabulary</td>
<td>pre-teaching, pre-reading</td>
</tr>
<tr>
<td>what they need to do</td>
<td>written into the materials, or stated by the teacher (and checked via questioning of the students)</td>
</tr>
</tbody>
</table>
Appendix 3

Useful WWW pages (Harmer, 2000, p.113)

The Academy Awards: official site of the Oscars http://www.oscar.com

BBC: News Channel site, with video, real audio and tips for teachers http://www.bbc.co.uk

CNN: News channel site, with video clips and links plus daily quiz http://www.cnn.com


Internet Movie Database: all the information you could ever need http://www.imdb.com

The international Lyrics Server: searchable index of lyrics http://lyrics.ch

Timecast: listing of live RealPlayer broadcasts http://timecast.com
Appendix 4

**Song techniques** (Wilson, 2008, p.123)

<table>
<thead>
<tr>
<th><strong>Using songs in ELT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-listening activities</strong></td>
</tr>
<tr>
<td>- Complete each line with one word (fill the gap).</td>
</tr>
<tr>
<td>- Guess ten words you'll hear based on the title. Or guess what the song is about from the title.</td>
</tr>
<tr>
<td>- In pairs, students have alternate lines from the song (student A has the even-numbered lines, student B has the odd-numbered lines). Guess what the other lines are before listening to check.</td>
</tr>
<tr>
<td>- In groups, pick a song and use news reports, drama, storytelling, poster-making, etc. to present the song before the class hears it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>While-listening activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sing along.</td>
</tr>
<tr>
<td>- Listen for pleasure. The inner voice will be singing along!</td>
</tr>
<tr>
<td>- Mime the story or actions contained within it.</td>
</tr>
<tr>
<td>- The teacher provides ten words from the song on pieces of card. Stick them on the wall and grab them as you hear them. Variation: the teacher gives an extra word which isn't in the song.</td>
</tr>
<tr>
<td>- Clap out the rhythm of the song.</td>
</tr>
<tr>
<td>- Put down the lyrics (written on strips of card) as you hear them.</td>
</tr>
<tr>
<td>- Write all the words you hear that are connected to the topic (e.g. telephoning, cooking, travel).</td>
</tr>
<tr>
<td>- Fill the gaps.</td>
</tr>
<tr>
<td>- Underline the 'soundalike' mistakes, e.g. <em>The girl with colitis goes by</em> / <em>The girl with kaleidoscope eyes</em> (from 'Lucy in the Sky with Diamonds' by The Beatles). Correct them after listening.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Post-listening activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative activities</strong></td>
</tr>
<tr>
<td>- Write a letter or diary entry from a character in the song.</td>
</tr>
<tr>
<td>- Write another verse.</td>
</tr>
<tr>
<td>- Illustrate the song (young learners).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reformulation activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Re-order the lyrics on strips of paper.</td>
</tr>
<tr>
<td>- Brainstorm words you heard.</td>
</tr>
<tr>
<td>- Paraphrase the song.</td>
</tr>
<tr>
<td>- Compare two songs on the same theme and teach vocabulary from your song.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bottom-up language work: pre-, while- or post-listening</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Match the beginning of a line to the end.</td>
</tr>
<tr>
<td>- Replace words with other words that rhyme.</td>
</tr>
<tr>
<td>- Correct the handout, which contains wrong lyrics.</td>
</tr>
<tr>
<td>- Delete the extra words contained in the transcript.</td>
</tr>
</tbody>
</table>
Appendix 5

Questionnaire for lower-secondary school teachers

This questionnaire is completely anonymous. It tries to research opinions of English teachers at secondary schools. It is also a part of my Diploma thesis, which focuses on listening and the usage of media in English lessons.

1. Which skill, do you think, is the most difficult to learn? (circle only one answer)
   a) reading
   b) writing
   c) listening
   d) speaking

2. Which skill, do you think, is the most difficult to teach? (circle only one answer)
   a) reading
   b) writing
   c) listening
   d) speaking

3. How often do you use listening activities in your classes? (circle only one answer)
   a) almost every lesson
   b) twice a week
   c) once a week
   d) less than once a week

4. Do you like to teach listening? (if yes, why and if no, why)
   a) yes:
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

   b) no:
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

   c) no preference

5. How much is listening important? Demonstrate your opinion on a scale from 1 to 10:
   not at all  1  2  3  4  5  6  7  8  9  10  a lot

6. What aspects of listening activities do you find the most difficult ones?
   (e.g.: instructions, pre-listening activities, environment, discipline, etc.)
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
7. Do you think the classrooms you are teaching in are equipped enough for listening activities? (is there something you do not have and would like to use?)

8. What kinds of listening exercises do you use? (circle all true answers)
   a) interviews
   b) stories (told by one person)
   c) songs
   d) pieces of fairytales, movies, series,…
   e) another exercises: ............................................................

9. What kinds of media do you use in your English lessons? (circle all true answers)
   a) Textbook CDs
   b) Another kinds of CDs (music CDs, recorded radio broadcasting)
   c) Radio (immediate broadcasting)
   d) TV
   e) Video
   f) Internet (online radio streaming, podcast channels, blogs, vlogs,…)
   g) other media: ....................................................................

10. Do you use listening exercises as parts of tests? (circle only one answer)
    a) yes, as much as possible and necessary
    b) yes, just as parts of larger tests (unit tests, half-term tests,…)
    c) very rarely
    d) not at all

11. What grade is the best to teach listening in, and why - use any criteria (if you have no preference, cross this question out):

    .........................................................................................
    .........................................................................................

12. What class is, in your opinion, better to teach? (circle only one answer)
    a) undisciplined language class
    b) disciplined non-language class
    c) no preference

13. How much attention do you pay to the environment you want to have listening exercise in: (circle best fitting answer)
    a) I do not pay any attention to it.
    b) I check if the volume is OK/the windows are closed.
    c) I check the volume and discipline of the class.
    d) I am very careful about the listening exercises, I check the volume, discipline, if there is enough light in the room and so on.
14. Do you use contemporary songs as part of the listening activities? (circle only one answer)
   a) yes
   b) no

15. How often do you use contemporary songs as part of the listening exercises? (circle only one answer)
   (if your answer for question no. 14 was “no”, please, skip this question)
   a) once a week and more often
   b) once every two weeks
   c) once a month
   d) very rarely
   e) I have never used one

16. Do you think that using other media than Textbook CDs is important?
   a) yes
   b) no

17. Do you use the computer in preparing listening exercises, why?
   a) yes
   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Appendix 6

Questionnaire for lower-secondary school pupils

Dotazník pro žáky 2. stupně základních škol

Tento dotazník je naprosto anonyrní. Slouží k vyhodnocení názorů žáků 2. stupně základních škol. Je zahrnut v mé diplomové práci zaměřené na problematiku poslechu a využití různých typů médií při výuce anglického jazyka.

1. Která z uvedených oblastí anglického jazyka se ti zdá být nejtížší (zakroužkuj jednu možnost):
   a) poslech
   b) psaný projev
   c) mluvení
   d) čtení

2. Přibližně jak často se v hodinách angličtiny věnujete poslechovým cvičením? (zakroužkuj jednu možnost)
   a) téměř každou hodinu
   b) asi 2-krát týdně
   c) asi 1-krát týdně
   d) méně než 1-krát týdně

3. Na stupnici od 1 do 10 zakroužkuj jak moc tě baví poslechová cvičení:
   vůbec 1 2 3 4 5 6 7 8 9 10 velmi

4. Na stupnici od 1 do 10 zakroužkuj jak moc ti připadají poslechová cvičení náročná:
   vůbec 1 2 3 4 5 6 7 8 9 10 velmi

5. Jaké prostředky (média) používáte v hodinách AJ při nácviku poslechu (zakrůžkuj všechny pravdivé možnosti):
   □ CD k učebnici
   □ CD s jiným zdrojem (písměčka, rádio nahrávka,…) 
   □ rádio
   □ TV
   □ video
   □ jiné: ..................................................

6. Jaké druhy poslechových cvičení vás učitel používá nejčastěji? (zakroužkuj jednu možnost)
   a) rozhovor (mezi dvěma a více lidmi)
   b) vyprávění (příběh, pohádek,…) 
   c) písměčku
   d) úryvky (z pohádek, filmů, seriálů,…) 
   e) jiné: ...........................................................

7. Jaký druh poslechových cvičení tě nejvíce baví? (zakroužkuj jednu možnost)
   a) rozhovor (mezi dvěma a více lidmi)
   b) vyprávění (příběh, pohádek,…) 
   c) písměčku
   d) úryvky (z pohádek, filmů, seriálů,…) 
   e) jiné: ..........................................................
8. Jaký druh poslechových cvičení je pro tebe nejobtížnější? (zakroužkuj jednu možnost)
   a) rozhovor (mezi dvěma a více lidmi)
   b) vyprávění (příběhů, pořádek,...)
   c) písničku
   d) úryvky (z pořadů, filmů, seriálů,...)
   e) jiné:

9. Jaký druh poslechových cvičení je pro tebe nejlehčí? (zakroužkuj jednu možnost)
   a) rozhovor (mezi dvěma a více lidmi)
   b) vyprávění (příběhů, pořádek,...)
   c) písničku
   d) úryvky (z pořadů, filmů, seriálů,...)
   e) jiné:

10. Na stupnici od 1 do 10 zakroužkuj, jak moc si myslíš, že jsou poslechová cvičení důležitá při výuce anglického jazyka:
    vůbec  1  2  3  4  5  6  7  8  9  10 velmi

11. Jak často bývá poslechové cvičení součástí testů (při testech z jednotlivých lekcí): (zakroužkuj jednu možnost)
    a) vždy
    b) téměř vždy
    c) občas
    d) téměř vůbec
    e) vůbec

12. Pomáhají ti poslechová cvičení při nabývání znalostí z anglického jazyka a proč?
    a) ano
       ........................................................................................................................................
       ........................................................................................................................................

    b) ne
       ........................................................................................................................................
       ........................................................................................................................................

13. Prostor pro poznámky, připomínky či názory, které nebyly obsaženy v dotazníku:
    ........................................................................................................................................
    ........................................................................................................................................

14. Závěrem, zakřižkuj pravdivé informace, týkající se tvé osoby.
    Jsem □ žák □ 6. třída
    □ žákyně □ 7. třída
    □ 8. třída
    □ 9. třída

Děkuji za ochotu a pomoc při mém dotazníkovém šetření
Jana Manová, studentka UP Olomouc
Appendix 7

Handout (Lesson plan no.1)
### Jingle Bells lyrics (Lesson plan no.1)

<table>
<thead>
<tr>
<th>Jingle Bells lyrics</th>
<th>Jingle Bells lyrics</th>
</tr>
</thead>
</table>
| **Dashing through the snow**  
In a one horse open sleigh  
O'er the fields we go | **Oh, jingle bells, jingle bells**  
**Jingle all the way**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh** |
| **Laughing all the way**  
Bells on bob tails ring  
Making spirits bright | **Oh, jingle bells, jingle bells**  
**Jingle all the way**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh** |
| **What fun it is to laugh and sing**  
A sleighing song tonight | **Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh** |
| **Oh, jingle bells, jingle bells**  
**Jingle all the way** | **Oh, jingle bells, jingle bells**  
**Jingle all the way**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh** |
| **Oh, what fun it is to ride**  
**In a one horse open sleigh** | **Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh**  
**Oh, what fun it is to ride**  
**In a one horse open sleigh** |
| **A day or two ago**  
I thought I'd take a ride  
And soon Miss Fanny Bright | **Was seated by my side**  
The horse was lean and lank  
Misfortune seemed his lot  
We got into a drifted bank  
And then we got upsot |
Appendix 9

Handout (Lesson plan no.2)

LISTENING
Leaving on a jet plane

1 T触发. Close your books and your eyes and listen to a song. What is it about?
2 Read the words of the song. Choose the word on the right which best completes the line.

Leaving on a jet plane

All my ___ are packed, I'm ready to go,
I'm standing here outside your ___
I _ to wake you up to say goodbye.
But the dawn is breaking,
It's early morn',
The taxi's ___
He's blowing his ___.
Already I'm so lonesome
I could ___.

Chorus
So kiss me and ___ for me,
___ me that you'll wait for me,
___ me like you'll never let me go,
'Cos I'm leaving on a jet plane,
I don't know when I'll be back again,
Oh babe, I hate to go.

There's so ___ times I've let you down,
So many times I've ___ around,
I tell you now
They don't mean a thing.
Every ___ I go, I'll think of you
Every song I sing, I'll sing for you
When I ___ back,
I'll wear your wedding ___.
Appendix 10

Flyers (Lesson plan no.3)

Houses of Parliament

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**Houses of Parliament Opening 2009**

**Tour Information**
- Tour group maximum 25 persons.
- Tours take approximately 75 minutes.
- Tours run approximately Monday to Friday at specific times.
- Booking compulsory for all tours (25 persons max).
- The tour is unavailable on Sunday, bank holidays, and Christmas.
- Children under 16 admitted free but the tour is not
- Pushchairs not admitted but baby carriers provided on request.
- The Clock Tower and Big Ben so NOT form part of this tour.

**Prices**
- £17.00
- £15.00
- £13.00
- £11.50
- £9.50
- £7.50
- £5.50
- £4.00
- £3.50
- £3.00
- £2.50
- £2.00
- £1.50
- £1.00
- £0.50
- £0.00

**How to get there**
- Coach: Outside Victoria Tower Gardens
- Train: Victoria Station
- Waterloo: Westminster (Victoria, C4, C1 and Jubilee Lines)
- Bus: 3, 11, 12, 24, 27, 77A, 89, 185, 195, 211

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*For Ticketing and Information*
- Call Ticketmaster on 0844 497 1672 or visit www.parliament.uk/visitingmpc.ln for a map showing locations and travel routes.*
Royal Observatory, Greenwich

Peter Harrison Planetarium

See the stars in the whole sky, from the poles of the Earth to the edge of the Milky Way, with the Peter Harrison Planetarium. The planetarium is one of London's only planetaria, which means you can experience a truly immersive and exciting journey through time and space.

Planetary shows

Visualise the Universe around the planetarium with our interactive high-definition, full-dome shows. The shows are suitable for all ages and offer a fantastic introduction to the night sky. Shows include the latest in 3D technology and are designed to transport you to the heart of the universe. Check the website for a list of our shows.

For details on our educational programme, please visit www.royalobservatory.org.uk. Timed tickets can be booked in advance online. Show times are subject to change, and some shows are recommended for ages 14 and over.

Opening times

The Royal Observatory and Peter Harrison Planetarium are open daily from 09:30 to 17:00. The planetarium is only open to the public during the shows. The last show of the day is around 16:30. Please note that some shows may be rescheduled or cancelled due to technical issues.

How to get to the Royal Observatory

The Royal Observatory is located in Greenwich, in the heart of London. The nearest tube station is Greenwich, on the Jubilee line. There are also regular buses and a free shuttle service to the observatory. For more information, please visit www.royalobservatory.org.uk.
Westminster Abbey

Westminster Abbey is a working church and an architectural masterpiece. Founded over a thousand years ago as a minster church, it was elevated to full cathedral status by Edward the Confessor in 1265. It is the site of the coronation of the monarchs of the United Kingdom, and the burials of many British monarchs and other notable figures.

Opening times: Monday to Saturday: 8.45am to 5.30pm Sunday: 10.30am to 5.30pm

Transport: Westminster Abbey is opposite the Houses of Parliament, next to St James’s Park Tube Station. Westminster Underground Station is a short walk away.

Wheelchair access: The Abbey is fully accessible for wheelchair users, and there are designated wheelchair spaces in the Abbey church.

Tour times: There are regular tours of the Abbey every day. Please check the website for the latest times and availability.

Programme: The Abbey offers a variety of events and activities throughout the year, including concerts, talks, and guided tours.

Further information: For more information, visit the Abbey's official website or contact the Abbey directly.

The Abbey has been the setting for Coronations since that of William the Conqueror in 1066, and is home to the tombs of many British monarchs including St. George and St. Edward the Confessor.
Tower of London

Historic Royal Palaces
TOWER OF LONDON

The White Tower

Legend has it that Charles is believed to be the Tower's only survivor, and the kingdom would fall without him. For many years, the Tower has been managed by Henry VIII, and it was he who first decided to build the Tower.

The ravens

The Tower has held many prisoners from the height of the medieval period, but it is the ravens that are most associated with it. The Tower has been home to the Royal Family for centuries, and it is said that the Tower would fall if any of the six ravens were to leave.

Prisoners of the Tower

The Tower has held many prisoners from the height of the medieval period, but it is the ravens that are most associated with it. The Tower has been home to the Royal Family for centuries, and it is said that the Tower would fall if any of the six ravens were to leave.
Appendix 11

Fill-in exercise (Lesson plan no.3)

Fill in the gaps according to what you hear.

London, Britain’s capital ............... and home to some of the world’s most famous tourist attractions. The Houses of Parliament in ................. have been the home of government since medieval times. Big Ben is probably the best know clock tower in the world. But the name Big Ben actually refers to the massive .......... housed inside. Next door to the Houses of Parliament is Westminster Abbey sight of every ruler coronation since ................. Much of the current building is over 700 hundred years old.

Just across the river from Westminster is one of the city’s most modern structures – the ................. Eye. Standing at a 135 meters tall is the world’s largest observation wheel. And since it open for the millennium it’s become Britain’s most popular paid for visitor attraction with views across London stretching for .................

Nearby is the West End famous for its shopping and night life. Regent Street and Bond Street are homes of leading fashion names as well as some very exclusive stores. There are plenty of great ................. opportunities. Covent Garden used to be a fruit and vegetable market now it’s an open piazza with bistros, boutiques and bars. A great place to rest your feet tired from the shopping. The West End comes at live at night no more so than in Theatreland around Shaftesbury Avenue. Here there are nearly ................. theaters of the widest choice of stage productions anywhere in the world. Over in the East End Columbia Road is famous for its morning flower markets and boutiques while Spitalfields market is great when you looking for fresh food and some clothes bargains and Brick Lane is the home of the ................. British carry.

And at the heart of it all is the City the oldest area of London but also it’s commercial part with some stunning modern architecture. The Swiss Re Building or Gherkin is one of the City’s newest landmarks and already become a popular film location. Here there are also some of the best views of the river Thames. From one classic landmark Tower ................. to one of its newest the Millenium Bridge which leads from St. Paul’s Cathedral on one side to the Tate Modern Gallery on the other. It all makes London one of the most varied ................. destinations in the world.
5 RESUMÉ

Tato diplomová práce se věnuje problematice výuky poslechu na základních školách s využitím v současnosti dostupných medií a mediálních zdrojů. Teoretická část je věnována rozvoji poslechu, problémům spojeným s výukou poslechu, s aktivitami které provázejí poslechová cvičení a mediím, která se dají využít ve výuce.

Praktická část se zabývá průzkumem situace na základních školách za pomocí dotazníkového šetření mezi učiteli a žáky; dále pak jeho vyhodnocením. Poslední kapitolou praktické části je soubor tří vzorových příprav na hodiny anglického jazyka, které byly vyzkoušeny v praxi.
# ANOTACE

<table>
<thead>
<tr>
<th>Jméno a příjmení:</th>
<th>Jana Manová</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katedra:</td>
<td>Katedra anglického jazyka</td>
</tr>
<tr>
<td>Vedoucí práce:</td>
<td>Mgr. Josef Nevařil, Ph.D.</td>
</tr>
<tr>
<td>Rok obhajoby:</td>
<td>2010</td>
</tr>
</tbody>
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<th>Název práce:</th>
<th>Teaching Listening with the Help of the Current Media Sources</th>
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<tbody>
<tr>
<td>Název v angličtině:</td>
<td>Teaching Listening with the Help of the Current Media Sources</td>
</tr>
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**Anotace práce:** Zaměření diplomové práce směřuje do oblasti výuky poslechu za pomoci současných mediálních zdrojů. V teoretické části se bližce zaměříme na problémy spojené s výukou poslechových dovedností, jednotlivé fáze poslechu a média vhodná pro výuku poslechu. Cílem empirické části je dotazníkový průzkum situace na základních školách z pohledu učitelů a žáků, následně vyhodnocení a sestavení vzorových příprav na hodinu.

**Klíčová slova:** poslech, poslechová cvičení, média, písnička, internet, audio, video

**Anotace v angličtině:** This Diploma Thesis deals with teaching listening with the help of current media and media sources. The theoretical part is focused on the problems connected to the listening comprehension teaching, the phases of listening process and media suitable for teaching listening. The goal of the practical part is to compile questionnaires for lower-secondary school teachers and pupils researching their opinions and completion of suitable lesson plans.

**Klíčová slova v angličtině:** listening skill, listening comprehension, media, song, internet, audio, video

**Přílohy vázané v práci:** Communicative situations suitable for listening exercises Pre-listening techniques Useful WWW pages Song techniques Questionnaire for lower-secondary school teachers Questionnaire for lower-secondary school pupils Handout
<table>
<thead>
<tr>
<th>Jingle Bells lyrics</th>
<th>Handout</th>
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<tbody>
<tr>
<td>Flyers</td>
<td>Fill-in exercise</td>
</tr>
</tbody>
</table>

**Rozsah práce:** 73 stran, 18 stran příloh

**Jazyk práce:** anglický