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Zásady pro vypracování

Cílem této bakalářské práce je prozkoumat didaktické příležitosti rozvoje řečové dovednosti poslechu ve výuce anglického jazyka u žáků střední školy. V teoretické části práce nejprve student definuje pojem poslech a bude diskutovat přístupy, strategie a techniky, které ovlivňují možnosti rozvoje této dovednosti prostřednictvím materiálních didaktických prostředků, konkrétně pak učebnice. Následně pak popíše problematiku hodnocení těchto prostředků se zaměřením na vybranou dovednost. V praktické části práce pak bude bakalant na základě kritérií definovaných v teoretické části práce hodnotit vybrané didaktické prostředky z hlediska příležitostí pro rozvoj poslechových dovedností v anglickém jazyce.

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Annotation

This bachelor thesis deals with textbook evaluation from the perspective of teaching and learning strategies and techniques with a focus on listening. The theoretical part defines listening, sets listening in the context of other language skills and then introduces learning and teaching strategies and techniques. The second part of the theoretical part focuses on the textbook and its evaluation. The last chapter of the theoretical part deals with the evaluation of listening in the textbook. The aim of the practical part is to evaluate listening lesson in the textbook from the perspective of teaching and learning strategies and techniques.

Key Words

Listening strategies, learning strategies, textbook, evaluation, listening

Anotace

Tato bakalářská práce se zabývá hodnocením jazykové dovednosti poslechu v učebnici z hlediska vyučovacích a učebních strategií a technik. Teoretická část nejprve definuje poslech a zasazuje poslech do kontextu jazykových dovedností. Poté představuje učební a vyučovací strategie a techniky. Druhá část teoretické části se zaměřuje na učebnici a její hodnocení. Poslední kapitola teoretické části se zabývá hodnocením poslechu v učebnici. Cílem praktické části je vyhodnotit poslechové hodiny v učebnici z hlediska výukových a učebních strategií a technik.

Klíčová slova

Poslechové strategie, učební strategie, učebnice, hodnocení, poslech

Table of Contents

<i>Introduction</i>	9
<i>Theoretical Part</i>	10
1. Listening Comprehension	10
1.1. Bottom-Up and Top-Down Processing	10
1.2. Listening and Other Skills	11
1.3. Approaches to English Language Teaching (The Role of Listening in ELT)	11
1.3.1. The Natural Approach.....	11
1.3.2. Total Physical Response (TPR)	12
1.3.3. Communicative Language Teaching (CLT)	13
1.4. Learning Strategies	13
1.4.1. A Strategy-based instruction	14
1.5. The Principles of English Language Teaching	15
1.5.1. The Phases of The Listening Lesson	15
1.5.1.1. Pre-listening phase	15
1.5.1.2. While-listening phase.....	16
1.5.1.3. Post-listening phase	16
1.6. Extensive and Intensive Listening	17
1.7. Listening Sources	17
1.8. Authentic and Pedagogic Listening Material	18
2. Textbook	20
2.1. Textbook Functions	20
2.2. Textbook Evaluation	21
2.3. The Syllabus	22
3. The Process of Evaluating listening in the Textbook and Criteria for Evaluation	23
3.2. Criteria for Evaluation of Recordings	24
<i>Practical part</i>	26
4. Textbook for Evaluation	26
4.1. Choosing the Textbook for Evaluation	26
4.2. Description of the Textbook	26
4.3. Evaluation of the Textbook	26
4.3.1. Listening Lesson 1C.....	26
4.3.2. Listening Lesson 2C.....	28
4.3.3. Listening Lesson 3C.....	30
4.3.4. Listening Lesson 4C.....	31
4.3.5. Listening Lesson 5C.....	32
4.3.6. Listening Lesson 6C.....	34
4.3.7. Listening Lesson 7C.....	36
4.3.8. Listening Lesson 8C.....	37
4.3.9. Listening Lesson 9C.....	39
4.4. Final Evaluation of the Listening Lessons	41

4.5. Evaluation of the Recordings	42
<i>Conclusion.....</i>	<i>43</i>
<i>Resumé</i>	<i>45</i>
<i>Bibliography.....</i>	<i>48</i>
<i>Appendices</i>	<i>50</i>

Introduction

Listening is considered one of the key skills in learning the English language. Despite this, listening was for many years neglected by material makers and overshadowed by other language skills, mostly speaking. That is the reason why I decided to evaluate the skill of listening in a textbook, to see if, after many years of neglect, the material makers finally give listening attention. Furthermore, the overall aim of this thesis is to examine what strategies, techniques and approaches the chosen textbook uses to teach listening comprehension.

Regarding the structure of the thesis, it is divided into two main parts, which are the theoretical part and the practical part. The theoretical part is divided into three main chapters. The first chapter is Listening Comprehension. It first concerns the definition of listening, processes of listening and listening in relation to other language skills. Then, it introduces the main approaches to English language teaching that started emphasizing the importance of listening. After this, it introduces the strategies and techniques – learning strategies, pre-, while- and post-listening phases and extensive and intensive listening that describe what and what the teaching of listening comprehension should be like. Finally, the focus is on listening sources and the types of recordings that can be used to teach listening comprehension.

The second chapter deals with textbook and textbook evaluation. At the end of the chapter, the focus is also on the syllabus. Firstly, the chapter provides the definition of a textbook. Secondly, two approaches to textbook evaluation are introduced – The external and internal approaches. Both are used to evaluate the chosen textbook. Finally, different types of syllabi are discussed.

In the final chapter of the theoretical part, the process of evaluating listening in the textbook is described and the criteria for the evaluation are set.

The practical part of the thesis starts with the process of choosing the textbook for evaluation. Next, a general overview and external evaluation of the Maturita Solutions Intermediate 3rd edition textbook is conducted. After the external evaluation, the internal (in-depth) evaluation of the individual listening lessons is conducted from the perspective of the teaching and learning strategies. Lastly, the recordings are evaluated and the final evaluation of the textbook is presented.

Theoretical Part

1. Listening Comprehension

According to Lynch and Mendelsohn (2020, 223), listening means understanding spoken language, with the help of one's prior knowledge and the context in which one listens. Moreover, they suggest listening is a series of processes, which include recognition of the sounds spoken by the speaker, interpretation of the relevance of what is being said to the topic, perception of intonation patterns showing information focus and so on. Moreover, Lynch and Mendelsohn (2020, 223) recognize listening as an active process, as opposed to earlier opinions, which thought listening to be a passive process, meaning the only thing the listener had to do was passively register the message.

1.1. Bottom-Up and Top-Down Processing

For the description of the listening process, there are two models recognized by several authors. They are called top-down and bottom-up processes. Richards (2008, 4) explains bottom-up processing as "using the incoming input as the basis for understanding the message." Flowerdew (2005, 24) adds that for listeners to understand the message using bottom-up processing, they have to start with the smallest units of the message, which according to him are phonemes or individual sounds. Nemtchinova (2020, 8) agrees with Flowerdew and adds grammatical items to the list of the smallest units. Moreover, Flowerdew (2005, 24) mentions that these smallest units are then combined into words, phrases, clauses etc. until they finally create ideas and concepts. Richards (2008, 4) calls this process a process of decoding, agreeing with the other authors that lexical and grammatical competence create the basis for bottom-up processing.

The top-down model, on the other hand, utilizes background knowledge to predict the content of the message (Wilson, 2008, 15). Richards (2008, 7) mentions that instead of going from language to meaning, as it is the case for bottom-up processing, the top-down processing goes from meaning to language. Moreover, he defines the background knowledge required for top-down processing as previous knowledge about the given topic, contextual or situational knowledge, or knowledge in the form of "schemata". Richards (2008, 9) also points out that if the listener is not able to use top-down processing sufficiently enough, the utterance or discourse may be incomprehensible to the listener, because bottom-up processing alone is often insufficient to achieve comprehension. This supports Brown's (2006, 3) claim that students need to make use of both processing skills. Furthermore, Nemtchinova (2020, 8) mentions that these processes complement each other. She argues, however,

that the choice of one over the other is dependent on the content, topic and type of the text. Richards (2008, 10) agrees with Nemtchinova, providing an example of professional and amateur cooks listening to a chef on the radio. A professional cook will involve more of top-down processing as he already has the knowledge of cooking and will therefore look only for similarities and differences in the recipe, to be able to compare it to his own. The amateur cook, however, will listen using mostly bottom-up processing, because he will try to register every single detail of the recipe, as his knowledge of cooking is limited (Richards, 2008, 10).

1.2. Listening and Other Skills

Teachers recognize four skills when talking about the way people use language. These are: reading, writing, speaking and listening (Harmer, 2015, 297). The four skills are further divided into *Receptive skills*, which are reading and listening and *Productive skills*, which consist of speaking and writing. There used to be a belief that *Receptive skills* are passive. Harmer (2015, 297) argues that receptive skills also require considerable language activation on the part of the listener. Moreover, as mentioned above, listening is recognized as a highly active process.

Richards and Renandya (2002, 235) point out that for many years, listening did not get the attention it deserved. Of the four skills, listening is in Wilson's (2008, 17) opinion the least understood, the least historically researched and the least valued. The relationship between receptive and productive skills was not understood, which led to the neglect of listening from the side of applied linguists. Instead, productive skills were prioritised (Richards and Renandaya, 2002, 235). In the second half of the twentieth century, however, increased research showed that listening is the 'key' skill in language learning (Wilson, 2008, 17) and new approaches to ELT that recognized the importance of listening as the main skill emerged. These approaches will be introduced in the following chapter.

1.3. Approaches to English Language Teaching (The Role of Listening in ELT)

1.3.1. The Natural Approach

In 1983, Krashen with Terrell introduced the so-called "Natural approach". According to Richards and Rodgers (2014, 261), they called the Natural approach a "traditional" approach to language teaching. As Richards and Rodgers (2014, 261) specifies, traditional approaches are those which promote the use of the second language in real-life situations without the help of the first language.

The main goal of The Natural Approach is to develop communication skills, for the learners to be able to communicate with native speakers (Krashen, 1983, 58).

The Natural Approach is supported mainly by Krashen's (1983, 55) Input Hypothesis which suggests that language acquisition can only begin when the message that is being communicated is understood. This means that the stress is placed on the content, rather than the form. Krashen (1983, 55) refers to this as the "Great Paradox of Language Teaching," which suggests that teaching a language is best achieved by focusing on communicating a message, instead of focusing on teaching for conscious learning. Moreover, Krashen (1983, 32-33) explains the Input Hypothesis by using a formula $i+1$; i represents the current level of the learner and 1 represents structures that are slightly above the learner's level of competence. Therefore, if successful communication is achieved and the learners understand the message, there will be enough input ($i+1$) for the acquisition to occur (Krashen, 1983, 55-56).

The Natural Approach is based on the idea that languages are acquired (not learnt) through exposure to comprehensible input (Krashen, 1983, 55). Listening is therefore the main aspect of this approach. The teacher speaking to the learners, for example telling stories, is crucial at the beginning of second language acquisition (Wilson, 2008, 18). In fact, learners should be exposed to as much comprehensible input as possible and visual aids, along with exposure to a wide variety of vocabulary are strongly supported by the approach (Richards and Rodgers, 2014, 267).

1.3.2. Total Physical Response (TPR)

Krashen's input hypothesis also became crucial for James Asher's method called Total Physical Response (Wilson, 2008, 18), which was developed during the 1970s and 1980s (Harmer, 2015, 64). The idea is that learning L1 and L2 are similar processes (Wilson, 2008, 18). According to James Asher, children learn their mother tongue from responding to commands and he believed that the same method could be applied to second-language learners (Harmer, 2015, 64). Listening is therefore put before speaking, which puts less stress on the learner, who is not forced to speak right away (Wilson, 2008, 18).

Total Physical Response teaches a language through physical activity (Richards and Rodgers, 2014, 277). The learner listens to instructions/commands given by the teacher, and he acts upon them (Wilson, 2008, 18). The teacher could for example say 'pick up a pencil' and the learner would do so. Ur (1984, 68) also mentions that the teacher can give a command to the learners and then start doing something completely different, which makes the learners focus on listening even more. When learners respond to these commands correctly, they can start giving instructions to other classmates (Harmer, 2015, 64).

As Krashen's Natural Approach, Asher's Total Physical Response method was one of the methods that perceived listening as a crucial skill, as opposed to speaking, which was the main focus of ELT before. The next approach, which also found listening to be of great importance is the Communicative approach, which will be discussed in the following chapter.

1.3.3. Communicative Language Teaching (CLT)

Communicative language teaching, also known as the Communicative approach, first emerged in the 1970s. It has become one of the dominant approaches in developed countries. Similarly, to The Natural Approach, CLT values real-life communication, as opposed to grammar (Wilson, 2008, 19).

Harmer (2007, 69) mentions that CLT is based on the belief that if learners participate in enough communicative activities, they will eventually learn the language. Duff (in Celce-Murcia et al., 2014, 15) explains that these communicative activities might involve, for example, discussing the latest events, talking about vacation, personal activities, or even personal interests, one's favourite book and so on. Thus, what the learners do in the classroom has some real-life communicative value (Flowerdew, 2005, 12).

As Wilson (2008, 20) mentions, CLT contributed to the development of listening in a major way as it promoted material authenticity. The materials used were therefore much closer to real-life use of the language. Moreover, listening serves a communicative purpose in CLT because learners are expected to use what they hear, as they would normally do outside the classroom, in real life.

1.4. Learning Strategies

Rubin (1975, 43) defines strategies as "techniques or devices" that are used by the learner to acquire knowledge. O'Malley and Chamot (1990, 1) define strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information." Goh (in Celce-Murcia et al., 2014, 73) provides a definition of listening strategies, which according to them are: "ways of listening that are planned and consciously adopted to improve comprehension and communication as well as cope with listening difficulties."

O'Malley and Chamot (1990, 44) divide the strategies to cognitive, meta-cognitive and socio-affective. Wilson (2008, 34) explains what each of these means. Cognitive strategies are according to him used to complete an immediate task. Meta-cognitive strategies are connected with learning in general and socio-affective strategies are concerned with the learners' interaction with other people. Hedge's (2000, 78-79) description of cognitive, meta-cognitive and socio-affective strategies is similar to Wilson's. Cognitive strategies are according to her "thought processes used directly in

learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways.” Meta-cognitive strategies involve planning, thinking about learning, self-monitoring and evaluation of the degree of success in learning something. Socio-affective strategies are according to Hedge (2000, 78-79) those which create an opportunity for practice.

1.4.1. A Strategy-based instruction

Celce-Murcia et al. (2014, 73) say that “learners who are active listeners use a range of skills and strategies to direct and manage their listening processes according to their communication goals.” Harmer (2015, 336) mentions that many people see strategies as a crucial component to a listening success and he suggests training learners in using listening strategies. Tomlinson (2013, 430) goes as far as asking material developers to start including activities that support the development of effective strategy use, over activities that only test listening. One way of incorporating strategies into learners’ strategy arsenal is strategy-based instruction.

Wilson (2008, 34) is of the opinion that training learners in the use of strategies is one of the most important things when it comes to developing the learners’ competence in listening. As examples of teachable strategies, he mentions *prediction*: The teacher could ask the learners about the type of word that could go in the gap: a noun? An adjective? What type of information is needed here: a name? a number? Another example is *note-taking*. In this situation, the learners could be told to write down key words, when listening to news headlines (Wilson, 34). Graham and Santos (2015, 42) conducted a research, which showed that listening strategies do not develop on their own, which is why a strategy-based instruction approach is useful because it takes certain steps to help learners acquire new strategies.

According to Graham and Santos (2015, 42), the approach to teaching listening strategies should be explicit rather than implicit. The learners should therefore be made aware of what strategies they are being taught and what the strategies are called. Rubin et al. (in Graham and Santos, 2015, 43), also suggest integrating the training of strategies into the material because it helps the learners “see the relationship between strategy use and their language learning” (Graham and Santos, 2015, 42-43). Rubin et al. (in Graham and Santos, 2015, 43) created a model of strategy-based instruction:

1. raising awareness of the strategies learners are already using
2. teacher presentation and modeling of strategies so that students become increasingly aware of their own thinking and learning processes
3. multiple practice opportunities to help students move towards autonomous use of the strategies through gradual withdrawal of the scaffolding and
4. self-evaluation of the effectiveness of the strategies used and transfer of strategies to fresh tasks.

(Rubin et al., in Graham and Santos, 2015, 43)

O'Malley and Chamot (1990, 200) also mention that when the teacher is presenting the strategies to the learners, the names of the strategies do not have to be the same as those in different taxonomies in literature, but they should rather be adapted to the learners' level of maturity. That would mean that instead of using for example "selective attention", the teacher would use "paying attention to big ideas" or "thinking about what you know" instead of "elaboration" (O'Malley and Chamot, 1990, 200). Finally, Brown (2006, 6) sees as a complication the fact that in the literature on learning strategies there is a great number of strategies to choose from. He, therefore, suggests choosing a few and focusing on them repeatedly.

1.5. The Principles of English Language Teaching

1.5.1. The Phases of The Listening Lesson

A typical listening in the language classroom should be divided into three phases. These phases are pre-listening, while-listening and post-listening phase (Wilson, 2008, 60). In this chapter, it will be explained what is involved in each of these phases and what listening strategies the phases can train.

1.5.1.1. Pre-listening phase

Wilson (2008, 60), as well as Hedge (2000, 249), agree that the pre-listening phase serves the purpose of preparing the learners for what they are going to hear. Wilson (2008, 61) further divides this phase into three subphases, which are: activation of schemata, reason for listening and prediction. In the first subphase, the learners use their knowledge of the world to gather the information they know about the topic (Wilson, 2008, 61). The second subphase should provide the learners with the purpose of the listening (Wilson, 2008, 61). The last subphase of the pre-listening phase is prediction of the content of the listening exercise. McDonough et. al. (2013, 150) give examples of activities that could be a part of the pre-listening phase:

A short reading passage on a similar topic
Predicting content from the title
Commenting on a picture or photograph
Reading through comprehension questions in advance
Working out your own opinion on a topic

McDonough et. al. (2013, 150)

In terms of what this phase should look like, Wilson (2008, 79) says it should be done in a short time and rather fast. According to Field (2012, 208), it should not take longer than 10 minutes. Finally, the pre-listening activity must be completely relevant to the listening task (Wilson 2008, 79).

In the pre-listening phase, there are several listening strategies that learners can be taught. According to Brown (2006, 6) knowing the purpose of listening is an effective strategy to teach the

learners, as it helps them with the organisation and reflection of their learning. Systematically presenting listening for main ideas or listening for details etc., helps the learners to get an idea of why they listen (Brown, 2006, 6). Also, in real life, we always have a reason when we are listening to someone talking. The students, however, do not have the reason or the purpose for listening, which is why it has to be provided to them, for example in the form of a task (Ur, 1984, 26). Another important strategy in the pre-listening phase is prediction. The learners could predict the vocabulary, topic or even possible answers to the listening task (Graham and Santos, 2015, 28) from the pre-listening activity.

1.5.1.2. While-listening phase

After preparing the learners for the listening activity, the listening itself takes place. Brown (2015, 331) argues, however, that simply telling the learners to listen is not enough. It is important for the learners to have something to “do”, while listening to the text (Brown, 331). Brown (331) mentions for example making notes, filling in a chart or listening for the main ideas or details. Wilson (2008, 81) adds inferring to the list. Furthermore, Wilson (2008, 81-82) presents two reasons as to why the while-listening phase is important. Firstly, a well-designed activity can help the learners with comprehension. Secondly, teachers need their learners to show some evidence of understanding or not understanding, so they can take further steps in helping their students with their listening skills (Wilson, 2008, 81-82). There are many activities that can be a part of the while-listening phase. Hedge (2000, 252) mentions, for example, ticking multiple-choice items, filling in a chart or making notes. Wilson (2008, 81) talks about listening for gist, listening for detail, inferring etc.

The strategies that can be trained in the while-listening phase are according to Flowerdew (2005, 73-79) directed attention, selective attention, inferencing, elaboration, note-taking etc.

1.5.1.3. Post-listening phase

The last phase of the listening activity is the post-listening phase. Wilson (2008, 96) mentions that a good post-listening phase should go much deeper than just checking the answers. Ideally, the focus should be on what the students found complicated or what they did not. This would then allow the teacher to get to the root of the problem and help the students or find out how, in case of a correct answer, the student got to the answer. This is what Field (2012, 210) calls “a focus on the process of listening.” Moreover, Field (2012, 210) criticises textbook activities to focus on the product (success measured by the number of correct answers), rather than the process.

Hedge (2000, 252) points out that post-listening work can be focused on other skills, like writing, speaking or reading. Wilson (2008, 96) presents post-listening activities such as reflecting,

discussion, checking and summarising, creative and critical responses, information exchange, problem-solving and reconstructing and deconstructing of the listening text.

Regarding the listening strategies in the post-listening phase, depending on the activity, the strategies addressed could be – cooperation, summarization, questioning for clarification, translation, problem identification etc. (Flowerdew, 2005, 73-79).

1.6. Extensive and Intensive Listening

Some authors argue that extensive listening is only done outside of the classroom, its purpose, therefore, being primarily pleasure. According to these authors, extensive listening has no place in the classroom, as it takes too much time. Field (2009, 14), however, uses extensive listening as a term similar to listening for gist. As skimming, when reading a text, extensive listening is used to allow the learner to get familiar with the listening text (Field, 2009, 14). Field (2009, 15) mentions the use of extensive listening was criticized at times, because it makes the listening activity significantly easier for the learners, since they would hear the recording twice. Field (2009, 15) argues that although this may seem like the case, in real life, the listener has many visual cues at hand and the listening takes place in two ways (the listener acts as both listener and speaker) so there is an opportunity to ask for clarification. Harmer (2015, 305) mentions that listening extensively to a radio, podcasts or even textbook recordings greatly improves the learners' ability to listen. Hill and Tomlinson (2013, 430) stress the importance of extensive listening, which is unfortunately neglected by teachers and textbooks.

1.7. Listening Sources

The most important thing, when it comes to listening practice, is the listening source. There are many sources of listening. Wilson (2008, 40) mentions, for example, teacher talk, student talk, guest speakers, textbook recordings, television, internet, radio, etc. The focus of this thesis, however, is on textbooks and textbook recordings are therefore the main source of listening.

When choosing textbook recordings, it is crucial to take into consideration several factors: Length, quality of recordings, speed, number of speakers and accent (Wilson, 2008, 28-30). Regarding length, according to Wilson (2008, 29), elementary school textbooks contain recordings that are about 1 minute long. Students of a higher level of proficiency, however, need a balance between extensive and intensive listening (Wilson, 2008, 29) so the recordings should be significantly longer. Regarding the quality of the sound, textbook recordings are nowadays recorded in a professional studio, so the quality will be generally high (Wilson, 2008, 29). Other factors are speed

and number of speakers. The faster the speech rate and the more people in the recording, the more confusing and challenging the listening could become for the learners (Wilson, 2008, 29). The last factor is accent. Wilson (2008, 29) mentions that learners should be exposed to all different kinds of accents as they become more proficient. Ur (1984, 20) argues that the best way to approach the problem of exposure to accents would be to get the learners familiar with the most widely spoken accents (British and American) and then give them just a taste of a couple of other accents, so they can get familiar with them. Hedge (2000, 244-245) also mentions that when choosing a text, it is important to take into consideration both monologues and dialogues, as the learners will encounter both in real-life listening.

1.8. Authentic and Pedagogic Listening Material

When using recorded material, as for example recordings from a textbook, there is a distinction between authentic and pedagogic (scripted) materials. Especially textbooks recordings are often criticised for their lack of authenticity (Wilson, 2008, 30). Wilson (2008, 30) defines an authentic text as a text that finds its use somewhere else other than English language teaching. Geddes and White (in Hedge, 2000, 246) agree with Wilson and according to them, authentic material is a material whose original purpose of writing was non-pedagogical.

Wilson (2008, 30-31) provides a set of features of both authentic and scripted (pedagogical) material. Among the features of authentic materials are: overlaps and interruptions between speakers; normal speech rate (as it would be in a real-life situation); false starts (like going... doing something); backchannel devices (uh-huh) which show that the listener pays attention to what is being said; pauses and hesitations and lastly relatively unstructured language. Scripted materials, on the other hand, are according to Wilson (2008, 30-31) carefully structured (like written English), with no overlaps and interruptions between the speakers, the speed rate is slower than is usual for a normal conversation and there is nothing that would distract the learner in any way.

One of Brown's (2015, 331) principles for teaching listening skills is the use of authentic materials in the classroom as it will according to him show the learners the relevance between the classroom activity and their long-term communicative goals. As a result, the learners will also be much more engaged in the activity. Nunan (in Richards and Renandya, 2002, 241) agrees with Brown and he says that materials should contain a wide range of authentic materials.

Wilson (2008, 33) and Hedge (2000, 246) present an alternative, which contains features of both authentic and pedagogic types of recordings. Wilson (2008, 33) talks about a solution called authentic-based language, which is favoured by many material makers. This may contain some

features of the authentic type of listening text such as false start and hesitation, but the rest of the text is cleaned up of any overly distracting elements. Similarly to Wilson, Hedge (2000, 264) presents a semi-authentic material, which is according to Geddes and White (in Hedge, 2000, 264) a material produced for pedagogical purposes, containing features of authentic materials.

2. Textbook

Textbooks influence teachers in what they are going to be teaching because they already come with a carefully prepared syllabus that the teachers simply need to follow. There are many opinions as to why teachers should or should not use textbooks. In favour of using textbooks, arguments mention carefully prepared syllabus, variety of topics and texts, extras in the form of DVDs, websites, and other material or a variety of techniques for teachers on how to work with the book and teach their lessons, etc. On the other hand, textbooks usually do not consider individual learners' needs, every unit is layed in the same way as the other, which then may become boring for the learners, as well as the teacher and they also steal creativity from the teacher, as teachers usually get too attached to the textbook and omit the practice of communication skills (Harmer, 2015, 71-72).

Průcha (1997, 61-62) uses the term “Educational constructs”, which according to him are all the theories, models, plans, scenarios, etc., which influence the process of education. These constructs include education plans, norms and standards of education, didactic tests and all materials concerning the problematics of pedagogy. A textbook is therefore a type of educational construct that serves the purpose of regulating the process of education (Průcha, 1997, 273). Unlike Průcha, the *Glossary of Curriculum Terminology* provides a more general definition. According to UNESCO IBE, a textbook is:

A written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements. School textbooks pertain to an instructional sequence based on an organized curriculum. Ideally they serve as a complement to a good teacher and an inquiring learner. (*Adapted from: UNESCO 2003a and UNESCO IBE 2006*).

(UNESCO IBE, 2013, 57)

2.1. Textbook Functions

According to Cunningsworth (1995, 7), textbooks are a resource that helps teachers achieve already pre-set aims and objectives in terms of learner needs. They should neither determine the aims nor become the aims themselves. He recognizes multiple functions of textbooks in ELT:

- A resource for presentation material (spoken and written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, etc
- A source of stimulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determined)

- A resource for self-directed learning or self-access work
 - A support for less experienced teachers who have yet to gain in confidence.
- (Cunningsworth, 1995, 7)

Průcha (1997, 278) recognizes only three functions of textbooks. The first function is a presentation of the curriculum, which means that a textbook is a source of information, which the textbook presents to its users in various forms (verbal, visual, and combined). The second function is the management of education. The textbook is a didactic aid that manages the learner's process of learning (with the help of questions, tasks, etc.), as well as the teacher's process of teaching. The last function is organisational (orientational), which means it organises the ways of its use (for example by providing instructions, table of contents or index, etc.)

2.2. Textbook Evaluation

The practical part of this thesis deals with textbook evaluation. Apart from evaluating the textbook from the perspective of teaching and learning strategies, a more general evaluation is needed as well. This chapter will therefore focus on the general evaluation of textbooks.

Cunningsworth (1995, 1) presents two approaches to textbook evaluation. The first approach, he calls "impressionistic overview". The aim of this approach is to get a general introduction to the textbook. It will provide the evaluator with an idea of how the textbook is organized, how attractive and of what quality are the visuals or what the whole course package consists of. The second approach is called "in-depth evaluation". According to Cunningsworth (2), it is important to examine how the textbook deals with specific items, "which relate to students' learning needs, syllabus requirements, how different aspects of language are dealt with, etc." For this detailed evaluation, Cunningsworth (2) suggests analysing at least one or two units.

Similarly to Cunningsworth, McDonough et al. (2013, 54) also present an approach to general evaluation. However, he uses the term "External Evaluation". The aim is similar to what Cunningsworth suggests – to get a general overview of how the textbook is organized. According to McDonough, this is done by looking at the 'blurb', which is the claims made by the author of the book, usually situated on the cover of the book. The next step of this external evaluation is reading the introduction and the table of contents because this can show to what extent the claims made by the author/publisher were true. A more detailed evaluation is called "Internal Evaluation" (McDonough et al., 2013, 59). In this stage of the evaluation, McDonough et al. (2013, 59-60) suggest focusing on: the presentation of the skills, the types of materials used for all the skills, appropriateness of tests and exercises, etc. As Cunningsworth, McDonough et al. (2013, 59) also suggest analyzing at least two units using the internal evaluation.

For the purposes of my thesis, I chose to use McDonough's terminology. I will conduct both external and internal evaluations of the chosen textbook and I will use my own criteria, which will be discussed in the last chapter of the theoretical part.

2.3. The Syllabus

According to Graves (in Celce-Murcia et al., 2014, 50) a syllabus is a plan of a course. Cunningsworth (1995, 54) says that the focus of a syllabus is "on what is taught and in what order it is taught." Richards (in Richards and Rodgers, 2014, 31) presents a few basic syllabus types – grammatical, functional, lexical, situational, topical, competency-based, skills-based, task-based, text-based, and integrated. Ur (2012, 190) mentions that many people feel like choosing only one kind of syllabus for a textbook is limiting which is why the syllabus writers started incorporating into textbooks a syllabus that contained components from other types of syllabi.

This type of syllabus Ur (2012, 190) calls a 'mixed syllabus'. Johnson (in Knapp and Seidlhoffer, 2009, 330) calls this mix a 'multidimensional syllabus'. The syllabus writers would often choose a parameter, which would then serve as a unit of organisation for the whole course. The writers could for example choose a function or topic to be their unit of organisation and the syllabus would then be either functional or topical. However, the other types of syllabi would not be ignored, but incorporated into the multidimensional syllabus (Knapp and Seidlhoffer, 2009, 331).

3. The Process of Evaluating listening in the Textbook and Criteria for Evaluation

The criteria for textbook evaluation are all based on the previous two chapters of the theoretical part. In this chapter, the process of evaluating the techniques and strategies in the chosen textbook will be described.

The first question deals with the pre-, while- and post-listening phases because as mentioned by Wilson (2008, 60), the listening lesson should be divided into those three phases. When evaluating the textbook, it is first necessary to identify the phases and assign different tasks to them.

As mentioned by Wilson (2008, 60) and Hedge (2000, 249), the pre-listening phase should prepare the learners for the listening task. Therefore, it is important to examine the textbook for an activity that would pre-teach vocabulary or activate prior knowledge. As mentioned by Wilson (2008, 79), the pre-listening activity must be in some way relevant to the listening task. The pre-listening task should therefore be on a similar topic or it should be relevant in terms of content.

After the pre-listening phase, it is time to look at the while-listening phase. As mentioned by Ur (1984, 26), people always have a reason to listen to something and the textbook has to give the reason to the learners. In textbooks, this reason is usually provided by instructions.

The final phase of the listening lesson is the post-listening phase. This phase usually focuses on some of the other language skills, but as mentioned by Wilson (2008, 96), the post-listening phase should give the learners the opportunity to reflect on their answers and not just check the answers, which is why it is important to look for post-listening activities that facilitate reflection.

Regarding the learning strategies, a combination of Flowerdew's (2005, 73-79) and O'Malley and Chamot's (1990, 198-199) taxonomies will be used to identify the learning strategies in the different activities of the lesson. Because there are many strategies, the book will be first evaluated with the help of the taxonomies and then only the strategies that will be mentioned in the book will be included in the final product (see Appendix 1). After identifying the strategies it must be decided if the approach to training the strategies is explicit (the learners are informed about the strategies and their use) or implicit (the textbook does not provide any additional information about the use of the strategies). Graham (2015, 42) says the approach to strategy training should be explicit.

Finally, when the learners listen to an artificial recording, they have no way of asking for clarification and no visual clues are available to them (Field, 2009, 14-15), which is why letting the

learners first listen for gist (extensively) is a good technique to use. Hill and Tomlinson (2013, 430) mention that textbooks neglect extensive listening, which is why the instructions of the listening tasks will be examined to see if they provide the learners with an opportunity for extensive listening.

Below are the criteria that will be used for the evaluation of the listening lessons:

1. Are the listening lessons divided into pre-, while-, and post-listening phase?
2. Does the pre-listening activity:
 - a. activate prior knowledge?
 - b. Allow the learners to predict the content of the listening text?
 - c. Pre-teach vocabulary?
3. Is the pre-listening activity relevant to the listening task in terms of topic and content?
4. Do the listening tasks have a purpose? How is it achieved?
5. Is there integration with one of the other language skills (reading, writing, speaking) in the post-listening activity?
6. Does the post-listening activity allow the learners to reflect on their listening problems/achievements? How?
7. Does the textbook provide visual and verbal support of the learning strategies? If yes, how are they addressed?
8. Do the textbook activities provide the learners with an opportunity for the development of extensive listening?

3.2. Criteria for Evaluation of Recordings

The criteria for the evaluation of the recordings are based on the *Listening Sources* part.

1. Is the recording in the form of a dialogue or monologue?
2. How many speakers are in the recording?
3. What type of accent is present in the recording?

4. Is the recording authentic or pedagogic?
5. Is the length of the recordings adequate for the learners' level?

Practical part

4. Textbook for Evaluation

4.1. Choosing the Textbook for Evaluation

For the evaluation, I chose Oxford's Maturita Solutions Intermediate 3rd edition. I first heard about Maturita Solutions from several of my colleagues, which suggests that the textbook is quite popular in Czech upper-secondary schools. The final decision to evaluate this textbook was made when I found out that the book teaches learning strategies.

4.2. Description of the Textbook

Oxford's Maturita Solutions Intermediate 3rd edition was published in 2017. The textbook contains a type of syllabus (see Appendix 2) that Johnson (in Knapp and Seidlhoffer, 2009, 330) calls the multi-dimensional syllabus. The textbook consists of an introductory unit and 9 main topic-focused units. Each of the main units contains lessons A-H, which are always in the same order: vocabulary, grammar, listening, grammar, word skills, reading, speaking and writing. The grammar lesson is twice per unit, which puts more focus on it, however, the units are balanced as each language skill is taught once per unit. Each lesson provides enough material to last for approximately 45 minutes and each lesson is built in a similar way. Moreover, the textbook contains 5 Exam Skills Trainer sections, 2 B2 Exam Skills Trainers, 10 Vocabulary Builders, 10 Grammar Builder and Grammar Reference sections and nine Culture lessons. Finally, strategy boxes appear throughout the textbook to provide strategy training.

As mentioned above, each language skill has its dedicated lesson in the syllabus, which is why the evaluation will be focused solely on the listening lessons, as listening is the focus of this thesis.

4.3. Evaluation of the Textbook

4.3.1. Listening Lesson 1C

The topic of the listening lesson (1C) is *Family Tensions*. The goal of the lesson is *I can identify the attitude and intention of a speaker*. The lesson consists of pre-, while- and post-listening phases.

The pre-listening phase starts with a speaking exercise (1, p. 11) where the learners first activate their prior knowledge by answering questions connected to a picture (smartphone and tablet). This exercise allows for the activation of prior knowledge. Based on the instructions, the textbook teaches the world elaboration strategy, because it asks the learners general questions about the topic. There are no other comments regarding this strategy. This pre-listening activity is relevant to the listening tasks in both topic and content.

The second exercise (ex. 2, p. 11) focuses on speaking and reading. Learners are supposed to read a short text about tablets for dinner and talk about the effect of a certain tablet application on family arguments. From this exercise, the learners can predict what the recordings will be about (teens talking about family tensions and arguments). Moreover, the personal elaboration strategy is trained because the learners have to think about what effect would the tablet application have on their family. This strategy is not addressed by the book. The pre-listening activity is again relevant to the listening activities.

The last exercise (3, p. 11) of the pre-listening phase pre-teaches vocabulary – adjectives with positive vs negative attitudes. The learners will use the vocabulary in almost every listening task, which makes it relevant to the listening tasks.

The while-listening phase follows. The first listening task (4, p. 11) of the while-listening phase asks the learners to read the listening strategy box before listening. In the listening strategy box, learners are told:

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning. (*Tim Falla and Paul Davies, 2017, 11*)

After that, the learners listen to the recording (1.09) and match the speaker's attitude to the appropriate adjective. They are instructed to use the tone of voice to help them, so they use the voice inferencing strategy, which is described in the strategy box.

The following exercise (5, p.11) is a combination of listening and speaking. The learners listen to a recording (1.10) and compare two different ways of saying given sentences. In this exercise, they practice the voice inferencing strategy again. In the speaking part, they try to use intonation themselves.

In the next listening exercise (6, p. 11, 1.11), the learners work in pairs and their task is to again assign adjectives to speakers based on how they sound. In this exercise, the learners use the socio-affective

strategy of cooperation. However, the strategy is not explained by the book. Moreover, they practice the voice inferencing strategy.

In the last exercise (7, p. 11) of the while-listening phase, the learners listen again to the recording (1.11) and match sentences A-E with speakers 1-4. They are advised to use the tone of voice, to help them, so they practice voice inferencing strategy even more.

The post-listening phase starts with a speaking exercise (8, p. 11) where the learners are supposed to discuss in pairs topics that are most likely to cause arguments in their family. They are told to work in pairs, so they use the cooperation strategy. The book does not provide any further information about the strategy.

In the last exercise (9, p. 11), which is focused on speaking, the learners compare their ideas with the class, and they try to find a topic that causes the most family arguments. In this activity, the learners are instructed to cooperate again, but the cooperation strategy is again not mentioned.

In the whole listening lesson 1C, there was no opportunity for the learners to practice extensive listening as the activities focused on the ‘voice inferencing’ strategy and the learners therefore focused mainly on intonation and did not need any general understanding of the text to complete the tasks. Moreover, the textbook activities did not investigate how learners came to the correct answer or did not. It could be therefore said that the activities focus on product, rather than process. Finally, all the listening exercises trained the learners in using the ‘voice inferencing’ strategy.

4.3.2. Listening Lesson 2C

The topic of the listening lesson (2C) is *Eating Out*. The goal of the lesson is *I can identify the context of a dialogue*. The lesson consists of pre-, while- and post- listening phases.

The first exercise (1, p. 23) of the pre-listening phase is a vocabulary exercise. The learners match four photos with a type of dish from the list below and answer which dishes they like or do not like. This task activates their prior knowledge and pre-teaches vocabulary. It allows them to predict the topic and the content of the listening. Finally, the personal elaboration strategy is taught here, as they are asked a question about their personal experience. This strategy is not explained to them.

The following exercise (2, p. 23) is also a pre-listening activity that pre-teaches vocabulary, activates prior knowledge, and allows for the prediction of the content of the listening tasks. The learners are instructed to work in pairs, so they practise the cooperation strategy, which is, again, not explained to them.

The first listening exercise (3, p. 23) of the lesson tells the learners to read the listening strategy box:

In a listening task, you sometimes need to identify the context of a conversation. The context is implied, not stated, so you have to listen for clues. The information you need may be: When the conversation is taking place, where it is taking place, why the conversation is taking place, who is speaking. (*Tim Falla and Paul Davies, 2017, 23*)

Then listen (1.19) to two extracts and answer the questions. In this task, the learners use the selective attention strategy that is described to them in the box.

Exercise 4 (p. 23) tells the learners to listen again to the recording (1.19) and asks them which words and phrases helped them with answering the questions in the previous exercise. The learners again listen for “words and phrases”, so the selective attention strategy is practised again.

In exercise 5 (p. 23. 1.20), the learners write the correct speaker for each question and make notes of words that helped them decide. The questions make the learners listen for specific types of information, explained by the box, therefore, the selective attention strategy is practised again. Furthermore, they make a note of the words that help them, which trains them in using the note-taking strategy. This strategy, however, is not explained to them in any way.

The following task (6, p. 23) is a pre-listening task that pre-teaches vocabulary, the learners put given phrases into correct groups. This exercise also helps them predict the content of the following activity.

Exercise 7 (p. 23) instructs the learners to listen to the recording (1.20) again and match the phrases from the previous exercise with the different restaurants mentioned. The learners listen again for specific types of information and practise the selective attention strategy.

The last exercise (8, p. 23) of the listening lesson is a speaking exercise. The learners work in pairs, so they use the cooperation strategy, which is not explained to them in this lesson. They discuss questions connected to restaurants.

In the listening lesson (2C) there was no exercise that would allow the learners to listen extensively. All the tasks had a purpose in the form of instructions. Finally, there are not any post-listening tasks that would allow the learners to reflect on the strategies used or reflect on the way they came to their answers.

4.3.3. Listening Lesson 3C

The topic of the listening lesson (3C) is *The body's limits*. The aim of the lesson is *I can listen for specific information*. The lesson consists of pre-, while- and post- listening phases.

The first exercise (1, p. 33) of the pre-listening phase is focused on speaking. The learners are supposed to compare two photos (running in a desert, climbing a mountain in the winter) and express their opinions regarding the challenge both of these activities pose. This exercise makes the learners think about difficult sports and their experience with something similar, which activates their prior knowledge. As a result, the learners are trained in the personal and world elaboration strategies. These are not addressed by the book in any way.

The second exercise (ex. 2, p. 33) tells the learners to read the listening strategy box:

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it. (*Tim Falla and Paul Davies, 2017, 33*)

After that, they try to say given numbers and measurements and then listen and check. The information in the listening strategy box along with the instructions provides the learners with the purpose for listening. The learners practise the selective attention strategy, which is explained in the listening strategy box because they listen for specific information (numbers).

In the following exercise (ex. 3, p. 33), the learners are instructed to read a short article and then listen (1.29) to it and complete it with the numbers and measurements from the previous exercise. In this exercise, the learners practise the selective attention strategy again.

In the next exercise (ex. 4, p. 33) the learners are instructed to read sentences, which contain a mistake with a number. They then listen (1.30) and correct the mistakes, which gives them practice in the selective attention strategy again.

In the 5th exercise (ex. 5, p. 33), the learners listen (1.31) to an interview with a scientist. The question for the learners is: "Which of the people he talks about tested the body's limits deliberately?" The instructions suggest that the learners should listen for specific information and therefore practise the selective attention strategy, but the listening strategy box mentions only numbers, dates and measurements. This may be a cause of confusion for the learners.

In the last exercise (ex. 6, p. 33) of the while-listening phase, the learners are instructed to read a set of sentences, paying attention to the numbers. They then listen to the recording (1.31) again

and decide whether the sentences are true or false. This exercise further trains the learners in using the selective attention strategy.

The post-listening phase is focused on speaking. In the last exercise (ex. 7, p. 33) of the whole lesson, the learners discuss in pairs questions connected to their body limit experiences. By working in pairs, the learners train the cooperation strategy. This strategy is not mentioned anywhere in the lesson.

In the whole listening lesson (3C), there is no opportunity to practise extensive listening. The learners always have a reason to listen to the recordings, as there are always instructions that give the listening task a purpose. The lesson gives the learners many chances to practise the selective attention strategy. The strategy box, however, only mentions listening for numbers, dates and measurements and nothing else. I found this to be problematic in exercise 5 (p. 33), where the learners listen for specific information other than numbers, dates and measurements.

4.3.4. Listening Lesson 4C

The topic of the listening lesson (4C) is *Young and homeless*. The goal of the lesson is *I can recognise paraphrases of simple verbs in a recording*. The lesson is divided into pre-, while- and post- listening phases.

The pre-listening phase starts with a speaking exercise (1, p. 45). The learners are instructed to work in pairs, look at a photo of two young homeless people and read the title and slogan of the text: “The Big Sleepout – raising money for people who sleep rough” Moreover, they are asked to think about what happens during this sleepout. The instructions imply the use of the cooperation strategy, as the learners are instructed to work in pairs and the world elaboration strategy because they are asked general questions about the topic. This exercise activates prior knowledge and allows for prediction of the topic and content of the recordings. The recordings are about people talking about homelessness, so the pre-listening activity is relevant to the listening task in both content and topic.

The second exercise (2, p. 45) tells the learners to read the text and confirm their ideas from exercise 1. This exercise also activates learners’ prior knowledge and allows them to predict the content of the listening tasks.

The last exercise (3, p. 45) of the pre-listening phase tells the learners to read the listening strategy box 1, which says:

When you listen to a recording, remember that many ideas will be expressed differently in the task. For example, a simple verb in the task may be expressed by a phrase in the recording: sleep well → get a good night's sleep. (*Tim Falla and Paul Davies, 2017, 45*)

Moreover, the learners complete the definitions of given paraphrases with given verbs (e.g. to give somebody a hand = to *help* somebody). This exercise introduces the learners to the selective attention strategy and pre-teaches the vocabulary.

The while-listening phase starts with exercise 4 (p. 45). The learners listen to three short recordings (2.07) and answer pairs of questions, listening for the phrases from exercise 3 to help them. The authors of the textbook called this strategy “Recognising paraphrases of simple verbs in a recording” According to Flowerdew’s (2008, 73) taxonomy, the strategy classifies as selective attention because the learners listen for the specific phrases to complete the task.

In the following exercise (5, p. 45) of the while-listening phase, the learners read the listening strategy box 2, which says: “Pay attention to whether the language you hear is formal or informal. This can be an important clue to the context.” They are then told to listen to a recording (2.08) and decide which excerpts contain formal language. A table with formal and informal expressions is also provided to help them identify the formal expressions. This is another example where the learners practise listening selectively.

In the last exercise (6, p. 45) of the while-listening phase, the learners listen again to the recording (2.08) and choose the correct answer from three options. In this exercise, the learners will practise the selective attention strategy again, as they have to listen for formal/informal words and paraphrases, to be able to complete the task.

In the final exercise (7, p. 45) of the lesson, the learners are told to work with their partner and discuss questions connected to homelessness. The instructions the learners to use the cooperation strategy, which is not brought to their attention.

In the whole listening lesson (4C) the learners did not get an opportunity to listen extensively. The purpose of the listening tasks was always provided by instructions. Finally, there are no post-listening activities that would let the learners evaluate the use of the strategies mentioned or reflect on their answers.

4.3.5. Listening Lesson 5C

The topic of the listening lesson (5C) is *Navigation nightmare*. The goal of the lesson is *I can distinguish fact from opinion*. The lesson is divided into pre-, while- and post- listening phases.

The pre-listening phase starts with a speaking exercise (1, p. 55). The learners are instructed to look at a photo of a car being towed by a motorbike and read headlines like: “GPS failure leaves woman in Zagreb two days later, Satnav leads woman into river” etc. After, they are asked: “Why do you think people make this kind of mistake?” This exercise allows the learners to predict the content of the listening texts, which makes it relevant to the while-listening task and it activates their prior knowledge as it makes them think about and discuss the topic. The learners get training in the cooperation strategy because they are instructed to work in pairs, but no further information is provided in the book. Also, the world elaboration strategy is used by the learners, as they are asked general questions about the topic. Again, the book does not give any more information on the strategy.

In the first listening exercise (2, p. 55) of the while-listening phase, the learners listen to a recording (2.16) and choose what it is about from the four headlines mentioned in the pre-listening phase. To complete this task, the learners need only a general understanding of the text. Therefore, in this exercise, the learners practise extensive listening. Because they have to get a general understanding of the text, they also get training in the directed attention strategy, but the textbook does not share any additional information about it with the learners.

The second listening exercise (3, p. 55) tells the learners to read the listening strategy box, which says:

You may have to distinguish fact from opinion in a listening task. Listen for clues to help you decide. An opinion might begin with a verb connected with thinking (e.g. think, believe, expect, reckon) or a phrase for introducing opinions (in my view, as I see it, etc.). (*Tim Falla and Paul Davies, 2017, 55*)

The learners are then instructed to listen to the recording (2.16) again. This time, they have to decide whether the sentences are facts or opinions and they need to identify the words which introduce opinions in the recording. As stated in the syllabus, the “distinguishing fact from opinion” strategy classifies as a selective attention strategy, as the learners need to focus on certain words to tell the difference.

The next exercise (4, p. 55) is a pre-listening exercise that pre-teaches vocabulary (gadgets) needed for tasks 5 and 6 (p. 55). At the bottom of the page, there are three pictures of the chosen gadgets. The task for the learners is to match the pictures with the name of the gadget, provided in a list below the task. The learners are also told to make sure they understand all the other words. This pre-listening task pre-teaches vocabulary and it allows the learners to predict the content and topic of the following exercises. It is therefore completely relevant to the following listening task. They also

work in pairs, so they will use the cooperation strategy. The authors of the textbook did not make any comments about this strategy.

The instructions for the next task (5, p. 55) tell the learners to listen to five dialogues and find out which gadgets from the previous exercise (4, p.55) are mentioned in the recording (2.17). In this exercise, the learners again listen selectively, as they listen for the words from the previous exercise. They do not get any advice about how to use this strategy, for this specific type of information.

In exercise number 6 (p.55), the learners listen again to the recording (2.17) and answer comprehension questions. Only two questions out of five, however, ask the learners to distinguish between fact and opinion. The learners use the selective attention strategy again, but they do not get any advice about the questions that do not deal with the distinction between fact and opinion.

Exercise 7 (p.55) is part of the post-listening phase and it is focused on speaking. The learners use the strategy of cooperation, as they work together to discuss questions that are related to the listening texts.

In the whole lesson (5C) the learners have one opportunity to practise extensive listening. All the listening tasks were given a purpose by instructions. The authors chose to bring to attention only the strategy of selective listening (distinguishing fact from opinion) and the learners were given enough opportunity to practise the strategy. There are not any post-listening activities or instructions that would initiate reflection of the strategies or lead to any discussion about success/failure encountered during the listening.

4.3.6. Listening Lesson 6C

The topic of the listening lesson (6C) is *Nellie Bly*. The aim of the lesson is *I can listen for linking words and phrases*. The lesson is divided into pre-, while- and post-listening phases.

The pre-listening phase starts with a speaking exercise (1, p. 67). The learners work in pairs and discuss qualities that a good journalist should have. By working in pairs learners are using the cooperation strategy, but the textbook does not mention any information about this strategy. Moreover, the learners get training in the world elaboration strategy because they are asked general questions about the topic. This activity activates prior knowledge by making the learners think about the topic and discuss it. Moreover, it allows the learners to predict the topic and content of the recordings.

The second exercise (2, p. 67) is also part of the pre-listening phase and in this exercise, the learners read a short article about Nellie Bly and fill in missing words. This article introduces the

learners to the journalist Nellie Bly and allows them to further predict the content of the following recordings.

The third exercise (3, p. 67) is a listening exercise. The purpose of this exercise is to check the answers from exercise 2. The learners are encouraged to use the selective attention strategy because they only have to focus on the words they filled in, to be able to correct them. The textbook does not provide any information about this strategy.

The following activity (4, p. 67) is a pre-listening activity. First, the learners are instructed to read the listening strategy box, which says:

When you listen to a more formal text, pay attention to linking words and phrases. These tell you how the pieces of information are connected: a contrast, a result, an example, emphasis, etc. (*Tim Falla and Paul Davies, 2017, 67*)

Then, there are four phrases to choose from (for instance, for that reason, however, indeed) and the learners' task is to match them to one of the groups (contrast, result, example, emphasis). This activity pre-teaches the vocabulary necessary for the following task, therefore, it is relevant in terms of content to the listening task.

The fifth exercise (ex. 5, p. 67) is part of the while-listening phase. The textbook instructs the learners to listen (2.27) to six sentences and the linking words that follow and circle the correct option. Based on the instructions, the learners should focus on the linking words, to be able to answer. Therefore, the textbook trains the learners in selective attention strategy, which was introduced in the listening strategy box.

The next exercise (6, p. 67) tells the learners to listen (2.28) and check their answers to exercise 5. This exercise is part of the while-listening phase and the selective attention strategy is practised again because the learners have to focus on the correct answers. No more information about the strategy is available to the learners.

In the following exercise (7, p. 67), the learners listen (2.29) to an interview about Nellie's trip around the world and the instructions tell the learners to find out what the missing places on the map are. On the map, there is a clear travel line with names of cities (some of them missing). The instructions along with the picture suggest that the learners will have to listen for names of cities. The selective listening strategy is therefore practised again. The book does not provide more information about the strategy in this particular exercise.

Exercise number 8 (p. 67) is part of the while-listening phase and it tells the learners to listen to the recording (2.29) again and decide, whether the given statements are true or false. The statements provided are specific pieces of information, which means the learner will again use the selective attention strategy. The strategy in this particular context is not addressed by the book.

The last exercise (9, p. 67) is a post-listening exercise that is focused on speaking. The learners are told to discuss why Nellie Bly is a good role model. No strategies are addressed in this exercise.

The listening lesson (6C) does not give the learners an opportunity to practise extensive listening. All the listening tasks have instructions, which give them a purpose. There were not any post-listening tasks that would encourage reflection on the strategies used or the answers to the tasks.

4.3.7. Listening Lesson 7C

The topic of the listening lesson (7C) is *Poetry in motion*. The aim of the lesson is *I can listen for implications and subtext*. The lesson is divided into pre-, while- and post-listening phases.

The pre-listening phase starts with a speaking exercise (1, p. 77). The learners are instructed to work in pairs, which supports the cooperation strategy. However, the approach to this strategy is implicit because the learners are not provided with any other information about the strategy. The instructions also support the personal elaboration strategy because the learners are asked a few questions regarding their knowledge of poems, lyrics, etc. This strategy is also not mentioned. This activity allows the learners to activate their prior knowledge and also predict the topic and the content of the following tasks.

The second exercise (2, p. 77) is part of the while-listening phase. The learners listen (3.03) to the poem “The Lost Generation” and their task is to tell whether the message is optimistic or pessimistic. To be able to do this, the learners need a general understanding of the text and the textbook, therefore, facilitates the directed attention strategy. The approach to this strategy is again implicit. Because the learners listen only to get a general understanding, they practise extensive listening.

The following exercise (3, p. 77) is a pre-listening exercise that pre-teaches vocabulary. The learners learn the new vocabulary by matching words to their definitions.

The listening task (4, p. 77, 3.04) follows. The learners listen to the poem again, this time starting with the last line and their task is to again get a general understanding. The directed attention strategy is practised again. The textbook does not explain this strategy to the learners.

Exercise 5 (p.77) is a listening task (3.05). The learners are instructed to read the listening strategy box, which says:

Sometimes the information you need for a listening task is implied rather than stated directly. For example, if somebody says ‘I wish I was back home’, it implies they are not happy with their current situation. (*Tim Falla and Paul Davies, 2017, 77*)

The learners then listen to five short extracts and circle the correct implication. The textbook named this strategy “Listening for implications and subtext”, which classifies as an inferencing strategy.

In exercise 6 (p. 77), the learners listen (3.06) to five speakers and match sentences A-F with the speakers. In this exercise, the learners listen for specific types of information and the selective attention strategy is used. The textbook does not mention anything about this strategy for this particular exercise.

The last listening exercise (7, p. 77) tells the learners to listen to the recording (3.06) again and circle the words, which best sum up the speakers’ opinions. Based on the instructions, the learners need to get the general message of the text to be able to answer. The directed attention strategy is used in the book, but no further information is provided about it.

In the last exercise (ex. 8, p. 77) of the listening lesson, the learners do a post-listening work, which is focused on speaking. They are instructed to work in pairs and discuss the opinions from the previous exercise. The cooperation strategy is addressed by telling the learners to work in pairs, but the textbook does not work with the strategy any further.

In the listening lesson (7C) the learners get an opportunity to listen extensively twice. All the tasks have instructions, which gives them a purpose. The red listening strategy box is tied only to exercise 5 (p. 77) and the instructions for the following exercises did not mention the implication strategy anymore.

4.3.8. Listening Lesson 8C

The topic of the listening lesson (8C) is *Global network*. The aim of the lesson is *I can identify the main idea of a listening text*. The lesson is divided into pre-, while-, and post-listening phases.

The first exercise (1, p. 89) is a pre-listening exercise. It is a speaking task accompanied by a picture of a map with coloured lines. The learners are told to work in pairs and their task is to think

about what the map shows. Moreover, they are instructed to choose from the ideas below the instructions. The topic at the top of the page and this first exercise activate the prior knowledge and allow for prediction. The strategy of cooperation is practised, but the authors decided not to provide any information about it. Furthermore, the world elaboration strategy is practised because the learners are asked general questions about the topic. This strategy is also not mentioned.

The second exercise (2, p. 89) is part of the while-listening phase. The learners listen (3.13) to part 1 of a radio programme and check their ideas from exercise 1. By checking the ideas from exercise 1, the learners have to focus on the ideas that were provided, which suggests the use of the selective attention strategy. There are no comments made by the book regarding this strategy in this lesson.

The following exercise (3, p. 89) is again part of the while-listening phase. The learners listen to the recording (3.13) again. This time, the instructions focus the attention of the learners on numbers and their task is to find out what the significance of the numbers is. The learners will therefore have to listen selectively, which means the instructions support the use of the selective attention strategy. The textbook decided not to bring attention to this strategy.

The next activity (4, p. 88) tells the learners to read the red strategy box, which says:

Sometimes you need to listen for the main idea (gist) rather than a specific piece of information. If this is the case, do not worry about a few unknown words. You can often understand the gist without understanding every word. *(Tim Falla and Paul Davies, 2017, 89)*

Then, they listen (3.14) to four voicemail messages and ignore the parts they cannot hear well. They are also instructed to circle the correct words that sum up the main ideas. The red strategy box introduces the learners to the strategy of “listening for main ideas”, which classifies as a directed attention strategy.

Exercise 5 (p. 89) of the while-listening phase tells the learners to read the listening strategy box 2:

When you do a multiple-choice task, do not choose the correct answer based only on one or two words. Remember that the incorrect options also have some connection with what you hear. *(Tim Falla and Paul Davies, 2017, 89)*

The learners then listen (3.15) to part 2 of the radio programme from exercise 2 and choose what the main idea is. The instructions facilitate the use of the directed attention strategy from the listening strategy box 1, by instructing them to listen for the main idea. Moreover, the listening strategy box 2 also gives advice to the learners that they should consider their answers more carefully. This implies

that they should monitor their comprehension to make sure they understand the text correctly. The self-monitoring strategy is therefore practised.

Exercise 6 (p. 89) is a listening exercise. The learners listen again to the recording (3.15) and circle the answer a-d for questions 1-5. Because of the specific questions, the learners need to listen selectively and they are therefore encouraged to use the selective attention strategy. There are no comments, however, regarding this strategy.

The following exercise (7, p. 89) is a post-listening exercise that checks the vocabulary from the recording (3.15), which the learners already heard twice. The instructions tell the learners to choose the correct particles for phrasal verbs.

Exercise number 8 (p. 89) serves the purpose of checking the answers to the previous exercise. The learners, therefore, have to listen specifically for the particles (selective attention) to be able to check their answers. There are no comments made regarding this strategy.

The final post-listening exercise (ex. 9, p. 89) of this lesson is focused on speaking. The instructions tell the learners to work in pairs and discuss questions related to the topic. The cooperation strategy is not mentioned.

The lesson (8C) gave the learners many opportunities to practise extensive listening. All the listening tasks were given a purpose in the form of instructions. There were not any post-listening exercises that would allow the learners to reflect on the strategies or how they came to the answers to the individual tasks.

4.3.9. Listening Lesson 9C

The topic of the listening lesson (9C) is *Travel solutions*. The aim of the lesson is *I can identify the context of a conversation and its register*. The lesson is divided into pre-, while- and post-listening phases.

The pre-listening activity (1, p. 99) starts with a reading exercise. The activity activates prior knowledge, as it will make the learners think about travelling and their experiences. Along with the topic of the lesson, it also allows for prediction, as the learners might know what to expect when it comes to travelling.

The following exercise (2, p. 99) is also part of the pre-listening phase and its purpose is to pre-teach vocabulary and introduce the learners to the listening strategy. First, the learners are supposed to read the red listening strategy box 1, which says:

It is sometimes difficult to catch names and proper nouns when you listen. However, you can use the words around them (including collocations) to work out what they are (a person, a place, etc.). For example, if you hear '*We stayed four nights at the Grand Plaza*', the underlined words tell you that the Grand Plaza is a hotel. (Tim Falla and Paul Davies, 2017, 99)

Then, the learners match the verbs and nouns below the instructions to make travel-related collocations.

The next activity (3, p. 99, 3.24) tells the learners to answer the given questions and it advises them to "listen for verbs and nouns from exercise 2." Because the learners listen for a specific piece of information, the selective attention strategy, which was explained in the listening strategy box 1, will be practised.

The next exercise (4, p. 99) tells the learners to read the listening strategy box 2 which says:

Being aware of formal register can help you identify the context. Formal terms used in announcements include: *adjacent to (next to)*, *due to (because of)*, *prior to (before)*, *beverages (drinks)*, *to commence (to begin)*, *to depart (to leave)*, *to proceed to (to go to)*, *to purchase (to buy)*, *refreshments (food and drink)*, *to terminate (to end)* (Tim Falla and Paul Davies, 2017, 99)

The learners then listen again to the recording (3.24) and decide which extracts are formal. Moreover, the instructions ask the learners which words from the strategy above are included. This makes the learners focus on the specific words, which trains them in the selective attention strategy.

In the following listening task (5, p. 99) the learners listen (3.25) to four extracts and circle the correct answer. The questions in the task make the learners focus on specific information, so they practise the selective attention strategy again. This time, the textbook does not provide any additional information about the strategy.

Exercise number 6 (p. 99) is a post-listening exercise aimed at vocabulary. The learners make given phrases more formal by replacing the underlined words with words from the list provided.

The following listening exercise (7, p. 99, 3.26) serves the purpose of checking the answers to exercise 6. To check the answers, the learners need to focus on the words they worked with in the previous exercise, which is why they practise the selective attention strategy again.

The last post-listening task (ex. 8, p. 99) and the last task of the lesson focused on speaking. The learners are instructed to work in pairs, which facilitates the cooperation strategy, and discuss questions regarding travel problems. There are no further comments on this strategy. This post-listening closes the topic of travelling.

In the listening lesson (9C) the learners were not given a chance to listen extensively. There were not any post-listening tasks that would allow them to reflect on the strategies used. All the listening activities were given a purpose in the form of instructions, so the learners always had a reason for listening to the text.

4.4. Final Evaluation of the Listening Lessons

The checklist for the evaluation can be seen in Appendix 3. The listening lessons in Oxford's *Maturity Solutions Intermediate 3rd* edition all contained pre-, while- and post-listening phases.

All 20 of the pre-listening phases collected, prepared the learners for the listening task. The initial pre-listening exercises always activated learners' prior knowledge and allowed them to predict the topic of the listening tasks. Moreover, all the pre-listening phase activities were relevant to the listening tasks. Furthermore, 9 pre-listening activities pre-taught vocabulary. Finally, 18 out of 20 activities allowed the learners to predict the topic or the content of the listening activity. All these findings agree with Wilson (2008, 60) and Hedge (2000, 249), who describe the pre-listening activity in this way.

Regarding the while-listening phase, a total of 40 activities were collected. The textbook always provided the learners with a purpose, which was in the form of instructions. This is a positive finding as Ur (1984, 26) mentions the textbook always has to provide a purpose for listening. However, not-so-positive findings were found in the area of extensive listening, where, based on the instructions, the textbook gave a chance to listen extensively only 5 times. This finding is true to Hill and Tomlinson's (2013, 430) statement that textbooks neglect extensive listening.

In the post-listening phase, 12 activities were collected. 10 post-listening activities focused on speaking and 2 activities on vocabulary. In all the lessons, there were not any post-listening activities that would facilitate reflection on the strategies used or reflection on the answers of the learners, which is against both Wilson's (2008, 96) and Field's (2012, 210) idea of a post-listening phase that should focus on the process (what the learners found difficult and what they did not).

Finally, 70 learning strategies were identified. 24 strategies were explained in a red listening strategy box and the textbook, therefore, provided both visual and verbal support of the learning strategies. This is in agreement with Graham (2015, 42), who says that learners should be made aware of what strategies they are using. The remaining 46 learning strategies were not explained in any way. The strategies that were trained implicitly (without the learners knowing) were: world elaboration, personal elaboration, cooperation and note-taking. Amongst the strategies that were explained is

voice-inferencing, which was supported 4 times. Different selective attention strategies were supported 16 times. Another inferencing strategy was supported once. The directed attention strategy was supported twice. And once, the learners were taught the self-monitoring strategy. The authors selected only a few strategies, which agrees with Brown (2006, 6), however, they focused repeatedly only on the selective attention strategy, which can be seen as a drawback.

4.5. Evaluation of the Recordings

When it comes to recordings, there is no need for such an in-depth evaluation as was the case for the listening exercises. Therefore, in order to evaluate the recordings, I went through all the recordings in the listening lessons 1C-9C and applied the criteria that I set at the end of the theoretical part. The evaluation can be seen in Appendix 4.

In the lessons that focus on listening, there is a total of 27 recordings. The first criterion was whether the recording is in the form of a dialogue or monologue. Out of the 27 recordings collected, 18 were purely in the form of a monologue. The number of recordings that contained only dialogues was 7. The remaining 2 recordings contained a mixture of monologues and dialogues.

Regarding the second criterion, there were no more than 2 speakers at the same time, which is positive because as Wilson (2008, 29) says, too many speakers would only cause complications with comprehension for the learners.

The third criterion was about accents. I found that all 27 of the recordings contained only the general British accent, which is not in agreement with what was mentioned by Wilson (2008, 29) and Ur (1984, 20) who say that learners should be also exposed to other accents.

The fourth criterion discussed whether the recordings were authentic or pedagogic. Amongst the 27 recordings, there was not one that would classify as an example of an authentic recording. Only 5 recordings contained some background noises and in 1 recording, the speakers got interrupted during their speech, so for a second, the speech was incomprehensible. These findings are against what is mentioned in the theoretical part, where Nunan (in Richards and Renandya, 2002, 241) says that there should be a wide range of authentic materials in textbooks. The 6 recordings that contained some kind of disruptive elements were classified as semi-authentic, which is mentioned by Wilson (2008, 33) and Hedge (2000, 264) in *Authentic vs Pedagogic*.

The last criterion was about the length of the recordings. 14 recordings were under two minutes. 11 recordings were 2-4 minutes long and only 2 recordings were between 5-6 minutes long. As mentioned in the theoretical part by Wilson (2008, 29) elementary school textbook recordings

usually last around 1 minute and for learners of higher levels, the recordings should be significantly longer. For upper-secondary school learners, the findings are positive.

Conclusion

Textbooks are a widely used didactic aid and listening is considered a skill with historically the least attention when it comes to English language teaching. Moreover, incorporating the training of learning strategies into the materials helps the learners to become autonomous in their learning. These are the reasons why I decided to evaluate Oxford's Maturita Solutions Intermediate textbook from the perspective of teaching and learning strategies and techniques, to see, what strategies and techniques the textbook uses to teach listening comprehension at upper-secondary schools.

The practical part first deals with listening comprehension. Its definition, perception and evolution in the 20th century. The next part introduces the strategies and techniques that are used to teach listening comprehension. First, the reader can find an introduction to the learning strategies, the definition and typology. After, the strategy-based approach is discussed. The importance of learning strategies is emphasized and some criteria, as to how the strategy training should be conducted are presented. Next, the three phases of the listening lesson are introduced: the pre-, while- and post-listening phases. These are the phases a well-prepared listening lesson should contain and every teacher should see that the formalities of these phases are met. Another topic is extensive and intensive listening. As with listening in general, extensive listening is also neglected by textbooks and teachers, despite the many benefits that listening extensively to a text brings. Extensive listening is defined here as listening for gist.

The last part of this chapter is dedicated to listening sources and authentic and pedagogic recordings, which provide the criteria for the evaluation of the recordings in the practical part.

Second chapter is dedicated to the textbook. The definition and functions are provided and the two main approaches to evaluating the textbook are introduced.

The final chapter of the theoretical part describes the process of evaluating the listening lessons in Maturita Solutions and the criteria for the textbook and recordings evaluation are set.

Based on the theoretical part, in the practical part, the textbook is first evaluated in an impressionistic way and then a detailed evaluation of the listening lessons in Maturita Solutions is

conducted. Regarding the pre-, while-, and post-listening phases, the findings were quite positive, as every lesson was divided into those phases and the criteria for pre- and while- listening phases were met. The only problem was with the post-listening phase. None of the post-listening activities facilitated reflection on the learning strategies used or the answers of the learners. Both positive and negative findings are also in the field of learning strategies. The textbook trained the learners in using learning strategies that can be seen in Appendix 1, however, the vast majority of the training was done on the selective attention strategy. Lastly, the textbook gave the learners the opportunity to listen extensively only 5 times.

Regarding the evaluation of the recordings, the positive findings are about the number of speakers. The sound in the recordings was high quality. There was a maximum of two speakers present in the recordings, so there possibly could not be any confusion on the part of the learner. The length of the recordings was also adequate for upper-secondary learners. However, the results showed that the majority of the recordings were in the form of a monologue, which against what is mentioned in the theoretical part. Another negative findings were in the number of accents that the recordings introduced the learners to. The only accent used was the British accent. Finally, there were only six recordings that contained some authentic features and the rest of the recordings was pedagogic.

Overall, the listening lessons used many of the strategies and techniques mentioned in the theoretical part to teach listening, which is positive. However, extensive listening, authentic materials and recordings would definitely deserve more attention.

Resumé

Tato bakalářská práce se zabývá hodnocením učebnice anglického jazyka pro střední školy, Maturita Solutions pro pokročilé, třetí vydání, z hlediska učebních a výukových technik, přístupů a strategií. Práce je rozdělena na část teoretickou a praktickou. Cílem teoretické části bylo představit dané techniky, přístupy a strategie a poskytnout oporu pro část praktickou. Na základě teoretické části byla tedy vytvořena kritéria pro hodnocení hodin, které jsou v učebnici obsažené a také nahrávek, bez kterých by se výuka poslechu neobešla.

Teoretická část práce je rozdělena do tří kapitol. První část první kapitoly se zabývá samotným poslechem. Poslech je zde definován jako dvojice komplexních procesů, se kterými je čtenář následně obeznámen. Poté je poslech zasazen do kontextu ostatních jazykových dovedností. Poslech je zde vnímán jako jeden z historicky nejvíce zanedbávaných dovedností. Z tohoto důvodu následuje trojice výukových přístupů, pro které byl poslech stěžejní a které jako první poslech vnímali jako jednu z nejdůležitějších jazykových dovedností. Prvním přístupem je přístup přirozený. Tento přístup je založen na myšlence, že člověk si jazyk osvojí (nikoli naučí se) záměrným vystavováním se jazyku, který je o úroveň vyšší než jeho dosavadní úroveň. Zmíněný přístup poté inspiroval další dva zmíněné přístupy. Tzv. přístup fyzické odezvy, který zastává názor, že se jazyk učíme jako děti, pomocí příkazů a poté také komunikativní přístup, který podporuje používání jazyka pro komunikativní účely.

Druhá část první kapitoly je věnována učebním strategiím, které se dělí na kognitivní (používány ke splnění okamžitého úkolu, meta-kognitivní (spojené s učením obecně) a socio-afektivní (používány v interakci s dalšími lidmi). Následně je popsán přístup k trénování učebních strategií, který by měl být vždy přímý (žáci by měli vědet co, proč a jak). Poté je rozebrána hodina poslechu, která by se měla dělit na tři části: před poslechová, poslechová a po poslechová. Před poslechová část je jedna z nejdůležitějších. Měla by žáka připravit a motivovat k poslechu. Toho je dosaženo například otázkami spojenými s daným tématem, krátkým čtením na dané téma nebo například předčtením náročných slov. Poslechová fáze není jenom o tom, že žáci poslouchají. Dobrá poslechová fáze by měla žákovi poskytnout něco, na co se může při poslechu zaměřit, aby poslech měl význam. U po poslechové fáze by potom kromě kontroly úkolu z poslechové fáze mělo být zaměření se na reflexi strategií či toho, jak žák dospěl/nedospěl k odpovědím.

Další technikou k výuce poslechu, představenou v první kapitole, je využívání poslechu pro hlavní myšlenky, který je bohužel zanedbáván jak učiteli, tak tvůrci učebnic. Ať už se jedná o poslech

rádia nebo, v případě této práce, o poslech učebnicových nahrávek, poslech, kde se žáci soustředí pouze na hlavní myšlenku textu je nesmírně přínosný pro jejich poslechové schopnosti.

Poslední část první kapitoly je věnována nahrávkám. Zde je představeno několik kritérií, která jsou důležitá při volení nahrávky. Je zde zmíněna délka, kvalita nahrávek, počet osob v nahrávce, rychlost nahrávky a přízvuk. Nahrávky by neměly být příliš dlouhé, jelikož se žáci snadno unaví a ztratí tak pozornost. Délka nahrávky by se měla pohybovat v rozmezí pár minut u žáků středních škol. Kvalita nahrávek je dnes díky technologiím vysoká. Příliš mnoho osob v nahrávce může žáky lehce zmást. Mluvčí by neměli mluvit tak, jak kdyby se bavili normálně, ale o něco pomaleji. Ohledně přízvuku, čtenář se zde doví, že by žáci měli být vystaveni několika různým přízvukům. Dalé se zde pojednává o monologu a dialogu. Monology a dialogy by měly být v nahrávkách vyvážené. Na závěr se rozlišuje mezi nahrávkami pedagogickými a autentickými. Nahrávky pedagogické jsou takové, které byly vytvořeny právě pro účel výuky jazyka a jedná se o nahrávky, které žákovi poslech nijak neztěžují. Nahrávky autentické naopak naleznou využití i mimo výuku jazyka. Jedná se o nahrávky, které obsahují různé rušivé elementy a prvky přirozené konverzace jako například zaváhání, přerušování aj.

Druhá kapitola se věnuje učebnici a jejímu hodnocení. Učebnice je zde definována jako didaktický prostředek, jehož funkcí je například podpora méně zkušených učitelů, zdroj třídních aktivit nebo prostředek pro samouky. Následně je zde popsáno hodnocení učebnic, které se dělí na obecné a detailní. Účelem obecného hodnocení je získání představy o uspořádání a obsahu učebnice. Při detailním hodnocení je pak potřeba jít do hloubky a zaměřit se na konkrétní kapitoly a aktivity v nich. Jako poslední je zde zmíněn syllabus, který určuje, co se vyučuje a v jakém pořadí.

Poslední kapitola se zaměřuje na problematiku hodnocení poslechových aktivit z hlediska učebních a vyučovacích strategií, technik a přístupů. Je zde popsán proces hodnocení poslechových hodin v učebnici a následně jsou představena kritéria, která byla vytvořena na základě předchozích částí teoretické části.

Následuje praktická část, kde je nejprve popsán výběr učebnice a následně je provedeno obecné hodnocení učebnice Maturita Solutions pro pokročilé (3. edice). Na základě tohoto hodnocení bylo zjištěno, že učebnice obsahuje devět kapitol. Každá kapitola obsahuje hodiny A-H, které jsou vždy ve stejném pořadí: slovní zásoba, gramatika, poslech, gramatika, slovní dovednosti, čtení, mluvení a psaní. Hodiny mají podobnou strukturu a každá hodina je vytvořena tak, aby trvala přibližně 45 minut. V učebnici je také několik sekcí na procvičování slovní zásoby, gramatiky nebo na přípravu ke zkouškám úrovně B2. U jazykových dovedností se objevují i tabulky s učebními strategiemi.

Po obecném hodnocení jsou poslechové hodiny v učebnici vyhodnoceny detailně. Hodnocení naleznete v příloze 3. Výsledky tohoto hodnocení mají svá pozitiva i negativa. Učebnice používala několik strategií a technik, které byly zmíněny v teoretické části práce. Každá poslechová hodina obsahovala před poslechovou, poslechovou i po poslechovou část. Před poslechová část byla vždy spojená s tématem hodiny a adekvátně připravovala žáky na poslechovou aktivitu. Ohledně poslechových aktivit, žáci vždy měli důvod k poslechu, což je důležité. Po poslechové aktivitě byly vždy zaměřeny na mluvení a byly vhodně zvolené, avšak v poslechových hodinách učebnice nebyla nalezena ani jedna po poslechová aktivita, která by podněcovala žáky k reflexi odpovědí nebo učebních strategií. Učebnice trénovala žáky v používání učebních strategií a používala k tomu jak vizuální, tak verbální podporu. Strategie, které byly podporovány učebnicí (verbálně i vizuálně) je možno vidět v příloze 1. Vyučování strategií však nebylo pestré, jelikož byla převážně trenována strategie selektivního poslechu (žáci se soustředí na detaily). Dále žáci dostali za úkol poslouchat pro hlavní myšlenku pouze pětkrát.

Posledním hodnocením bylo hodnocení nahrávek. Nahrávky byly v dobré kvalitě a pro žáky středních škol nebyly příliš rychlé ani dlouhé. V nahrávkách pak mluvili maximálně dva lidé. Nahrávky však obsahovaly převážně monology. Vůbec nejpřekvapivější zjištění bylo, že nahrávky obsahovaly pouze jeden přízvuk a to Britský. Nahrávky byly převážně pedagogické a pouze šest nahrávek obsahovalo prvky autentických nahrávek. Hodnocení nahrávek naleznete v příloze 4.

Z hlediska učebních a výukových strategií je učebnice Maturita Solutions pro pokročilé, třetí edice na dobré cestě. Poslechové hodiny dodržují fáze poslechových hodin a většinu náležitostí s nimi spojených. Je zde však prostor pro zlepšení, a to převážně v oblasti po poslechových aktivit, poslechu pro hlavní myšlenku, nahrávek a autentických materiálů. Z hlediska učebních a výukových strategií, přístupů a technik ve výuce poslechových dovedností má však učebnice potenciál.

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Appendices

Appendix 1: Learning strategies found in Maturita Solutions Intermediate, 3rd edition

Metacognitive strategies	Focus on the Learner
Directed attention	Learners must pay attention to the main points in a listening task to get a general understanding of what is said.
Selective attention	Learners pay attention to details in the listening task.
Comprehension monitoring	Checking one's understanding.
Cognitive strategies	
Inferencing	Using information in the text to guess meanings of new items, predict outcomes, or complete missing parts.
Voice inferencing	Guessing by means of the tone of voice.
Personal elaboration	Learners use prior personal experience to comprehend the task.
World elaboration	Learners use their world knowledge to comprehend the task.
Note taking	Learners write notes as they follow some spoken text.
Socio-affective strategies	
cooperation	Working together with peers to solve a problem, pool information, check a learning task, or get feedback on oral or written performance.

Adapted from Flowerdew (2005, 73-79) and O'Malley and Chamot (1990, 198-199)

Appendix 2: Maturita Solutions, 3rd edition - Syllabus

Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
I Introduction	p4 Holidays Tourist and visitor attractions (<i>aquarium, castle, etc.</i>) Holiday activities (<i>lie on the beach, hire a kayak, etc.</i>) Grammar: Past simple Speaking: Describing holidays	p5 Present tense contrast Dynamic and state verbs Vocabulary: Social activities (<i>meet friends in town, etc.</i>)	p6 Adjectives Adjectives describing feelings (<i>anxious, ashamed, etc.</i>) Adjectives describing personality (<i>flexible, honest, etc.</i>) -ed and -ing adjectives Negative prefixes (<i>un-, dis-, in-, etc.</i>) Speaking: Describing personality	p7 Articles, will and going to Speaking: Talking about plans for the future
1 Generations	p8 Ages and stages Stages of life (<i>be an adult, be a centenarian, etc.</i>) Life events (<i>be born, be brought up, etc.</i>) Speaking: Talking about your family and background Recycle: Past simple Teens talking about their families and backgrounds	p10 Past tense contrast Past simple, past continuous and past perfect Recycle: Past simple	p11 Family tensions Strategy: Listening for tone of voice Vocabulary: Attitude adjectives (<i>accusing, etc.</i>) Speaking: What causes family arguments? Teens talking about family tensions and arguments	p12 used to Contrast with be / get used to
2 Leisure time	p18 Exam Skills Trainer 1 • Reading: Multiple matching • Listening: Multiple choice • Use of English: Multiple-choice cloze • Speaking: Role-play • Writing: A message p20 Love it or hate it Activities and sports (<i>use social media, bake cakes, etc.</i>) <i>do, play and go (do ballet, play basketball, go cycling, etc.)</i> Speaking: Sports, past and leisure quiz Recycle: Present simple and adverbs of frequency Teens talk about things they hate	p22 Present perfect and past simple contrast Speaking: Talking about experiences	p23 Eating out Strategy: Identifying the context of a dialogue Vocabulary: Food dishes (<i>curry, pie, pudding, etc.</i>) Speaking: Talking about experiences (<i>It's bit special, etc.</i>) Two teens talk about eating out	p24 Present perfect simple and continuous Use of English
3 The human body	p30 Parts of the body Parts of the body (<i>ankle, bottom, brain, etc.</i>) Treatments (<i>antibiotics, bandage, etc.</i>) Accidents and injuries (<i>bang your head, break a bone, etc.</i>) Speaking: Human body quiz Speaking: Role-play: at the doctor's Recycle: Present perfect and past simple At the doctor's	p32 Speculating and predicting <i>will, may, might, could</i> First conditional Speaking: Making predictions about your future	p33 The body's limits Strategy: Listening for numbers, dates and measurements Vocabulary: Large numbers, fractions, percentages, ratios, etc. The limits of human survival	p34 Future continuous and future perfect Vocabulary: Future time expressions (<i>in 100 years' time, etc.</i>) Key phrases: Asking for and offering a response (<i>What's your view?, etc.</i>)
4 Home	p40 Exam Skills Trainer 2 • Reading: Missing sentences • Listening: Multiple matching • Use of English: Open cloze • Speaking: Picture comparison and discussion p42 Describing houses and homes Types of home (<i>bungalow, thatched cottage, etc.</i>) Parts of a house and garden (<i>attic, balcony, etc.</i>) Describing houses and rooms (<i>beautifully restored, etc.</i>) Key phrases: Describing where you live (<i>It's a flat, etc.</i>) Recycle: <i>some, any, much, many</i> An estate agent shows someone round a house Teens describe their homes	p44 Comparison Comparative and superlative adjectives and adverbs, double comparatives Use of English	p45 Young and homeless Strategy: Recognising paraphrases of simple verbs in a recording Strategy: Register and context Speaking: Discussing homelessness People talking about aspects of homelessness	p46 Imaginary situations Second conditional <i>I wish ... / If only ...</i>
5 Technology	p52 Computing Digital activities (<i>download music, etc.</i>) Computing verbs (<i>comment, forward, etc.</i>) Computing: useful collocations (<i>empty the trash, etc.</i>) Speaking: Technology quiz Speaking: Instructions for digital technology Recycle: Imperatives Calling a helpline	p54 Quantifiers <i>every one of and none of</i> Use of English	p55 Navigation nightmare Strategy: Distinguishing fact from opinion Vocabulary: Gadgets (<i>camcorder, digital radio, etc.</i>) Key phrases: Expressing opinions (<i>I believe that ... , etc.</i>) A dialogue with an amusing satnav mistake Problems with gadgets	p56 Modals in the past Modal verbs Use of English
6 High fliers	p62 Exam Skills Trainer 3 • Reading: Multiple choice • Listening: True or false • Use of English: Key word transformations • Speaking: Picture comparison and discussion p64 Describing character Describing character: nouns (<i>ambition, cheerfulness, etc.</i>) Describing character: adjectives (<i>ambitious, cheerful, etc.</i>) Personal qualities (<i>show lots of initiative, etc.</i>) Recycle: Comparison People discussing qualities needed for jobs	p66 Defining relative clauses Omitting object pronouns Use of English	p67 Nellie Bly Strategy: Listening for linking words and phrases Use of English Speaking: Discussing Nellie Bly's achievements Nellie Bly's round-the-world trip	p68 Non-defining relative clauses Use of English
7 Artists	p74 Talking about the arts Art forms (<i>ballet, cartoon, etc.</i>) Artists (<i>actor, composer, etc.</i>) Artistic activities (<i>act, carve, etc.</i>) Cultural activities (<i>went to a rock concert, read a novel, etc.</i>) Recycle: Articles People talking about cultural events	p76 The passive	p77 Poetry in motion Strategy: Listening for implications and subtext Speaking: Discussing poetry <i>The Lost Generation</i> People talking about poetry	p78 <i>have something done</i> Reflexive pronouns
8 Messages	p84 Exam Skills Trainer 4 • Reading: True or false • Listening: Multiple choice • Use of English: Multiple-choice cloze • Speaking: Role-play • Writing: A book review p86 On the phone Key phrases: Collocations: using a mobile phone (<i>listen to your voicemail, lose the signal, etc.</i>) Key phrases: Phrasal verbs: phoning (<i>get through, speak up, etc.</i>) Speaking: Talking about mobile phones Recycle: Phrasal verbs Phone conversations	p88 Reported speech Pronouns, possessive adjectives and references to time and place in reported speech	p89 Global network Strategy: Listening for gist Strategy: Answering multiple-choice questions Vocabulary: Phrasal verbs (<i>work out, set off, etc.</i>) Speaking: Talking about problems and solutions A radio programme about communication	p90 Reported questions An extract from a film
9 Journeys	p96 Travel and transport Forms of transport (<i>aircraft, cable car, etc.</i>) Travel: places (<i>airport, buffet car, etc.</i>) Speaking: Discussing forms of transport Speaking: Travel role-plays Recycle: The passive Dialogues about transport	p98 Third conditional Contracting <i>have</i> in spoken third conditional sentences	p99 Travel solutions Strategy: Identifying names and proper nouns Strategy: Identifying register Vocabulary: Travel collocations (<i>board a plane, etc.</i>) Travel problems	p100 Participle clauses
	p106 Exam Skills Trainer 5 • Reading: Multiple choice • Listening: Summary completion • Use of English: Word formation • Speaking: Photo comparison and discussion p108 B2 Exam Skills Trainer 1 • Reading: Multiple choice • Use of English: Word formation p110 B2 Exam Skills Trainer 2 • Reading: Missing sentences • Listening: Multiple matching • Use of English: Multiple-choice cloze • Speaking: Interview			

Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
10 Culture Bank p112	1 Ethnic minorities in the UK 2 Tinseltown 3 British sporting events 4 Royal palaces 5 Benjamin Franklin 6 British public schools 7 Charles Dickens 8 Helen Keller 9 Victorian explorers			
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Appendix 3: Evaluation of Listening Lessons in Maturita Solutions Intermediate, 3rd edition

Listening lesson 1C (p. 11)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓	✓	✓						
prior knowledge activation	yes	yes	no						
prediction	yes	yes	yes						
pre-teaching vocabulary	no	no	yes						
Relevance to listening activity	yes	yes	yes						
While-listening				✓	✓	✓	✓		
purpose				yes - instructions	yes - instructions	yes - instructions	yes - instructions		
extensive listening				no	no	no	no		
Post-listening								✓	✓
integration with other skills								speaking	speaking
reflection on strategies								no	no
reflection on answers								no	no
Learning strategies	world elaboration	personal elaboration	cooperation	voice inferencing	voice inferencing	cooperation + voice inferencing	voice inferencing	cooperation	cooperation
explicit approach (visual, verbal support)	no	no	no	yes	yes	no (coop), yes (VI)	yes	no	no

Listening lesson 2C (p. 23)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓	✓				✓			
prior knowledge activation	yes	yes				no			
prediction	yes	yes				yes			
pre-teaching vocabulary	yes	yes				yes			
Relevance to listening activity	yes	yes				yes			
While-listening			✓	✓	✓		✓		
purpose			yes - instructions	yes - instructions	yes - instructions		yes - instructions		
extensive listening			no	no	no		no		
Post-listening								✓	
integration with other skills								speaking	
reflection on strategies								no	
reflection on answers								no	
Learning strategies	personal elaboration	cooperation	selective attention	selective attention	selective attention + note-taking		selective attention	cooperation	
explicit approach (visual, verbal support)	no	no	yes	yes	yes (SA), no (NT)		yes	no	

Listening lesson 3C (p. 33)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓								
prior knowledge activation	yes								
prediction	yes								
pre-teaching vocabulary	no								
Relevance to listening activity	yes								
While-listening		✓	✓	✓	✓	✓			
purpose		yes - instructions	yes - instructions	yes - instructions	yes - instructions	yes - instructions			
extensive listening		no	no	no	no	no			
Post-listening							✓		
integration with other skills							speaking		
reflection on strategies							no		
reflection on answers							no		
Learning strategies	personal + world elaboration	selective attention	selective attention	selective attention	selective attention	selective attention	cooperation		
explicit approach (visual, verbal support)	no	yes	yes	yes	no	yes	no		

Listening lesson 4C (p. 45)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓	✓	✓						
prior knowledge activation	yes	yes	no						
prediction	yes	yes	yes						
pre-teaching vocabulary	no	no	yes						
Relevance to listening activity	yes	yes	yes						
While-listening				✓	✓	✓			
purpose				yes - instructions	yes - instructions	yes - instructions			
extensive listening				no	no	no			
Post-listening							✓		
integration with other skills							speaking		
reflection on strategies							no		
reflection on answers							no		
Learning strategies	cooperation + world elaboration			selective attention	selective attention	selective attention	cooperation		
explicit approach (visual, verbal support)	no			yes	yes	yes	no		

Listening lesson 5C (p. 55)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓			✓					
prior knowledge activation	yes			no					
prediction	yes			yes					
pre-teaching vocabulary	no			yes					
Relevance to listening activity	yes			yes					
While-listening		✓	✓		✓	✓			
purpose		yes - instructions	yes - instructions		yes - instructions	yes - instructions			
extensive listening		yes	no		no	no			
Post-listening							✓		
integration with other skills							speaking		
reflection on strategies							no		
reflection on answers							no		
Learning strategies	cooperation + world elaboration	directed attention	selective attention	cooperation	selective attention	selective attention	cooperation		
explicit approach (visual, verbal support)	no	no	yes	no	no	yes	no		

Listening lesson 6C (p. 67)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓	✓		✓					
prior knowledge activation	yes	yes		no					
prediction	yes	yes		no					
pre-teaching vocabulary	no	no		yes					
Relevance to listening activity	yes	yes		yes					
While-listening			✓		✓	✓	✓	✓	
purpose			yes - instructions		yes - instructions	yes - instructitons	yes - instructitons	yes - instructitons	
extensive listening			no		no	no	no	no	
Post-listening									✓
integration with other skills									speaking
reflection on strategies									no
reflection on answers									no
Learning strategies	cooperation + world elaboration		selective attention		selective attention	selective attention	selective attention	selective attention	
explicit approach (visual, verbal support)	no		no		yes	no	no	no	

Listening lesson 7C (p. 77)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓		✓						
prior knowledge activation	yes		no						
prediction	yes		no						
pre-teaching vocabulary	yes		yes						
Relevance to listening activity	yes		yes						
While-listening		✓		✓	✓	✓	✓		
purpose		yes - instructions		yes - instructions	yes - instructions	yes - instructions	yes - instructions		
extensive listening		yes		yes	no	no	no		
Post-listening								✓	
integration with other skills								speaking	
reflection on strategies								no	
reflection on answers								no	
Learning strategies	cooperation + personal elaboration	directed attention		directed attention	inferencing	selective attention	directed attention	cooperation	
explicit approach (visual, verbal support)	no	no		no	yes	no	no	no	

Listening lesson 8C (p. 89)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓								
prior knowledge activation	yes								
prediction	yes								
pre-teaching vocabulary	no								
Relevance to listening activity	yes								
While-listening		✓	✓	✓	✓	✓		✓	
purpose		yes - instructions	yes - instructions	yes - instructions	yes - instructions	yes - instructions		yes - instructions	
extensive listening		no	no	yes	yes	no		no	
Post-listening							✓		✓
integration with other skills							vocabulary		speaking
reflection on strategies							no		no
reflection on answers							no		no
Learning strategies	cooperation + world elaboration	selective attention	selective attention	directed attention	directed attention + self-monitoring	selective attention		selective attention	cooperation
explicit approach (visual, verbal support)	no	no	no	yes	yes	no		no	no

Listening lesson 9C (p. 99)	ex.1	ex.2	ex.3	ex.4	ex.5	ex.6	ex.7	ex.8	ex.9
Pre-listening	✓	✓							
prior knowledge activation	yes	no							
prediction	yes	yes							
pre-teaching vocabulary	no	yes							
Relevance to listening activity	yes	yes							
While-listening			✓	✓	✓		✓		
purpose			yes - instructions	yes - instructions	yes - instructions		yes - instructions		
extensive listening			no	no	no		no		
Post-listening						✓		✓	
integration with other skills						vocabulary		speaking	
reflection on strategies						no		no	
reflection on answers						no		no	
Learning strategies			selective attention	selective attention	selective attention		selective attention	cooperation	
explicit approach (visual, verbal support)			yes	yes	no			no	

Appendix 4: Evaluation of Recordings

Listening Lesson 1C	M/D	NoS	Accent	A/P	Length
1.09	M	1	Br	P	✓
1.10	M	1	Br	P	✓
1.11	M	1	Br	P	✓
Listening Lesson 2C					✓
1.19	M + D	2 + 1	Br	P + SA	✓
1.20	D	2	Br	P + SA	✓
Listening Lesson 3C					✓
1.28	M	1	Br	P	✓
1.29	M	1	Br	P	✓
1.30	M	1	Br	P	✓
1.31	D	2	Br	P	✓
Listening Lesson 4C					✓
2.07	M	1	Br	P	✓
2.08	M	1	Br	P	✓
Listening Lesson 5C					✓
2.16	D	2	Br	P	✓
2.17	D	2	Br	P	✓
Listening Lesson 6C					✓
2.26	M	1	Br	P	✓
2.27	M	1	Br	P	✓
2.28	M	1	Br	P	✓
2.29	D	2	Br	P	✓
Listening Lesson 7C					✓
3.03	M	1	Br	P	✓
3.04	M	1	Br	P	✓
3.05	M	1	Br	P	✓
3.06	M	1	Br	P	✓
Listening Lesson 8C					✓
3.13	D	2	Br	P	✓
3.14	M	1	Br	SA	✓
3.15	D	2	Br	P	✓
Listening Lesson 9C					✓
3.24	M	1	Br	P + SA	✓
3.25	M + D	2 + 1	Br	P + SA	✓
3.26	M	1	Br	SA	✓

Explanatory note

D = Dialogue

M = Monologue

Br = British

P = Pedagogic

A = Authentic

SA = Semi-Authentic