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**Teaching Listening
Focus on Pre-listening Activities**

Thesis

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Zuzana Vavřincová

“What’s important is not just what we’re listening to.
It’s what we’re listening for.”
Marc Helgesen

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ABSTRAKT

Tato diplomová práce pojednává o vývoji poslechových aktivit, jako o jedné z jazykových dovedností, a studuje různé typy poslechů. Čtenář se také dozví, jaký je rozdíl mezi pojmy 'slyšet' a 'poslouchat'. Diplomová práce přináší poznatky o vývoji výuky poslechových aktivit a následném porozumění danému textu, který žáci poslouchají v průběhu výuky cizího jazyka. V neposlední řadě v tomto dokumentu může čtenář najít informace o tom, jak plánovat výukovou hodinu obsahující poslechové aktivity, jaké jsou tři základní fáze poslechu, či kritéria, která by měl učitel vzít v úvahu při přípravě výukové hodiny. Kromě toho diplomová práce také poukazuje na fázi předposlechu a pojednává o kritériích, která ovlivňují úspěšné porozumění. Dále pojednává o různých strategiích předposlechových aktivit, stejně jako o důležitých kritériích, jež ovlivňují výběr té nejvhodnější činnosti, která má za úkol aktivovat žákovy znalosti a poskytnout mu vstupní informace týkající se textu, který žáci budou poslouchat. Kapitola věnovaná výzkumu se zabývá otázkou, zda předposlechové aktivity pomáhají žákům k dosažení lepšího porozumění, než jakého by dosáhli bez aktivování jejich znalostí a poskytnutí vstupních informací. Výzkum přináší výsledky týkající se nejen toho, jak předposlechové aktivity ovlivňují porozumění v rámci celé třídy, ale také jednotlivých žáků.

ABSTRACT

This thesis is about to comment on development of listening as one of the language skills, study different types of listening. Emphasis on difference between hearing and listening is noted. Moreover, the thesis brings findings in development and changes in approaches towards teaching listening comprehension. In addition, information on how to plan a listening skills' lesson can be found together with instruction on criteria to be considered when planning a lesson including listening to a passage. Furthermore, this thesis is to focus on pre-listening phase and to discuss various criteria effecting successful listening comprehension. The thesis deals with lack of second language comprehension caused by learners' stress and presents possible means of lowering learners' anxiety, displays various strategies for pre-listening activities as well as important criteria to consider when selecting the most convenient and appropriate pre-listening activity to activate learners' prior knowledge and provide them input due to background information regarding the listening passage. The research is aimed at the question if pre-listening activities help learners to achieve better scores in second language comprehension, which pre-listening activities work better and what results and progress were achieved by individual learners .

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1. Introduction

One thing is undeniably certain. We have entered a period of swift changes. That is a fact. The modern technologies which have flooded the market and our lives have had their consequences: physical borders are narrower, communication and information exchange is more effective, language and intercultural awareness is growing. There are a number of articles written on the topic of listening, conferences conducted to make teachers aware of these changes and an immense effort shown on the part of language teachers to adapt to these changes at schools. Teaching and learning listening is an inseparable part of any language teaching process and does not stand for any exception. It means that listening as one of language skills has also undergone many changes throughout the past several years.

1.1. Development of listening

The early 1990s were eminently influenced by acoustic phonetics which meant a major breakthrough in communications research. “Due to developments in recording technology, listening was defined in terms of reliably recording acoustics signals in the brain.” (Rost, 2002:1) The ages between the 1920s and 1930s were in token of acquiring medical knowledge concerning human brain. Listening was then defined as “unconscious process controlled by hidden cultural ‘schemata’.” (Rost, M. 2002:1) Following two decades are again marked with the progress in technology. Advances in telecommunication in the 1940s and early dominance of computer science in the 1950s. It is obvious that conception of listening could be understood in similar way. On the other hand, while listening during the period of telecommunication advancement is in terms of “successful transmission and recreation of ‘message’, ‘computer science’ period can be summarized as ‘analysing and tagging input to that it could be stored and retrieved efficiently.’” (Rost, 2002:1) This technology development recedes into the background in the 1960s again and rise of transpersonal psychology becomes essential. The interest in anthropology in the 1970s defines listening as “interpreting the cultural significance of ‘speech behaviour’ gained acceptance.” (Rost, 2002:1) Moreover, the passive listening theory was challenged. More and more scholars turned to believe that listening was “an active and complex process.” (Ur, 1984:11) and in the process “listeners are assigned certain roles, such as participation, addressees, auditors,

overhears and the process places responsibility for constructing an acceptable understanding on them.” (Quinlain, 1990:153) The 1980s and 1990s take up the 1940s and 1950s and demonstrate that computer science has not stagnated but have made a great progress. Computer software for dealing with vast quantities and types of data developed dramatically and so this period can be understood in terms of “parallel processing of input.” (Rost, 2002:1) It is obvious that development of listening is alternately more or less influenced by four main factors: computer science, medical science, anthropology and psychology. These factors confessedly influence the definition of what is listening as every individual focuses on what aspect is the most consistent with their looking at world.

In contrast, teaching listening in comparison to teaching vocabulary, grammar, reading or other language skills has not received as much attention as the other skills until recently. It seems that last fifty years were only about combination and recombination of various techniques and as a result of this, methods for development of listening instructions have evolved slowly.

2. Development and changes in teaching listening approach

This chapter is to focus on the approaches that have been applied in teaching listening. As it is described in the first chapter of this thesis, general approaches have changed over the past fifty years and nowadays new methods for teaching listening have been brought up. Richards claims that one view of how to improve teaching is through the use of instructional materials, so that quality of teaching will come about through the use of instructional materials that are based on findings of current theory and research. In addition, Richards states that instructional materials have a significant effect on teaching and that teachers use these materials to define the language course they teach. (Richards and Rodgers, 1993:3)

There are several different approaches in teaching methodology described in Richards and Rodgers (2001). Among of all, following paragraphs are to focus on the grammar-translation approach, the direct-method approach, the grammar approach, the audio-lingual approach and the discrete-item approach. For better orientation, every approach is to be discussed apart and the main learning goal with reference to listening is mentioned in the end of each passage. Presentation of learning goals is based on Morley (1995:32-40).

2.1. The Grammar-Translation Approach

This approach has its roots in early beginnings of teaching languages because originally it was used when teaching Latin and Greek, and in connection to these two languages, listening as one of the skills was not taught in language classes. The reason is simple as Latin and Greek were taught as ‘dead’ languages. Due to this fact, the only listening that the students would be challenging to do was to listen to the teacher explaining the rules of Latin and Greek as the second language but in their mother tongue. The focus of listening would have been aimed at translating grammar structures and lexical items which were presented to the learning according to the level of difficulty. (Flowerdew and Miller, 2005:4) The detailed list of components related to grammar-translation approach can be found in Richards and Rogers (2001:5-6) because due to lack of relevance to listening they are not to be mentioned in this thesis. The other reason for using this approach might have been lack of training of the Latin and Greek teacher because in those times technology such as means of electronic recording

was unknown. Unfortunately, grammar-translation method did not provide any space for developing listening skills and due to this there are no goals.

2.2. The Direct-Method Approach

The direct-method approach, sometimes to be found as natural approach, arose as a response to grammar-translation approach. But while grammar translation approach was aimed at learning strictly organised rules of language, the direct-method approach brought up the idea that learners are able to learn and proceed the information best when considering it 'natural'. In order to this fact, the aural/oral system of teaching was interpreted as appropriate. (Flowerdew and Miller, 2005:5) Rost adds that " In a natural approach, the learner works from an internal syllabus and requires input data (not necessarily in a graded order) to construct the target-language system." (Rost, 2002:116) On account of this, monolingual teaching became number one due to its effectiveness meaning that classes began to be conducted in second language only. Richards and Rogers (2001) summarized the principles of the direct-method approach in following way:

- Classroom instruction was provided in second language only
- Teachers did not burden learners with specific vocabulary but taught everyday vocabulary and sentences
- Oral communication skills were built up in carefully graded progression arranged in order of question-and-answer exchanges between teachers and learners in small classes
- Teachers applied inductive way of teaching grammar
- New information was introduced orally
- Concrete vocabulary was taught through objects, pictures and demonstration while abstract vocabulary was taught through association of ideas
- Speech and listening comprehension were both taught
- Correct pronunciation and grammar were emphasized

(Richards and Rogers, 2001:11-14)

Morley (1995:32-40) states goals related to learning listening as listening and answering questions.

On the other hand, one could get the idea of direct-method approach to be the best focusing on teaching listening. However, it is nice that second language was used for all situations in the classroom but among the negatives of this method is that, there is no systematic attempt at teaching listening or at developing listening strategies in the learners. (Flowerdew and Miller, 2005:5) Furthermore, direct-method approach might be encouraging for learners at elementary levels to use second language, but when considering intermediate learners, teachers must have come across relevant difficulties. Firstly, inductive way of presenting grammar may sometimes be wasting of time while the learners try to work out complex grammar rules for themselves and they may even get the wrong idea of particular rules. Secondly, presenting abstract meaning of vocabulary may waste more time than it is necessary, especially when the teacher is able to use mother tongue. In this case, simple translation may be faster and, at the same time, more efficient.

To sum up, a significant effect of this approach on second language teaching cannot be denied. Later approaches followed some of the above mentioned principles, but mainly those communicative ones.

2.3. The Grammar Approach

Analyzing the language by its components and reconstruction of an incomplete text is the main idea of grammar-based listening exercises. Learners' ability to understand the grammar of the second language and principles of how the words are put together to form sentences notably helps learners make sense of spoken text.

Situation when learners look at the written text while listening to the recording obviously demonstrates the connection between listening and the grammar approach because following the written text forces students to do several operations such as word identification by their position in the sentence, working out the relationship between words and phrases, usage of forward and backward inferencing cues, and making intelligent guesses based on textual cues. In the classrooms, grammar approach to listening is often favoured. (Flowerdew and Miller, 2005:6)

In comparison to the direct-method approach which is focused on teaching vocabulary of everyday situations, the grammar approach is purely classroom-based and has little or no relevance to real life. However, it stands for popular approach as testing

device.

The goals related to learning listening are matching patterns and testing listening. (Morley, 1995:32-33)

As the grammar approach is so popular and widely used in teaching listening, following activity creates its concrete illustration.

Activity 1

Learners are listening to the recording where the doctor is talking about staying healthy. Learners are asked to fill in missing words in the blank spaces while listening.

Getting and staying fit is important for _____. It does not matter how _____ or young you are; you can, and should, do things to _____ yourself fit and healthy. Some simple ways to get fit are _____ short distances instead of using a car or bus, cutting back on snacks like _____ or chips and instead eating fruit and vegetables, and taking up more active _____ instead of watching television every day. If we start _____ a healthy lifestyle, not only will we feel better, but there will be fewer visits to the _____. Once you begin to get fit, you will want to make more changes to your _____ and become more and more healthy.

Answers:

- 1 everybody 2 old 3 keep 4 walking 5 chocolate
6 hobbies 7 adopting 8 doctors 9 lifestyle

(Flowerdew and Miller, 2005:6-7)

Comments on activity 1

Learners must complete the task with correct words to make grammatically correct sentences and as it is usual, sometimes more than one correct answer is possible. Considering various tests where listening is one of the sub-parts, the piece of listening has no connection to the other exercises or other listening extracts and learners must listen very carefully to be able to fill in the missing blanks. As a pre-listening activity, learners can read the text once before listening and try to make intelligent guesses.

However, every listening exercise is more like a test rather than a means of developing specific skills. On the other hand, this activity requires listening for specific vocabulary. Teacher does not attempt to teach lexical meaning of the words, learners do not even have to understand the meaning of the words, they just have to recognize the sounds. Listening exercises based on the grammar approach can often be found in textbooks appointed for secondary school language learners who are more examination

oriented rather than for primary school learners who need to develop specific listening skills.

2.4. The Audio-Lingual Approach

Foundation of the audio-lingual approach is significantly influenced by the time when it was generated. This approach towards teaching foreign languages appeared during World War II and widely spread after the end. Second language teaching was at that time influenced by many factors such as the emergence of several international languages, the greater mobility of people, and the expansion of educational programs. (Stern, 1983:4-8)

The audio-lingual approach to listening emphasizes firstly listening to pronunciation and the grammatical forms. After listening the learners imitate the forms they heard by way of drilling and exercising. In the first phase, learners are encouraged to listen carefully to the taped recording, teacher reading out, a dialogue or drill while in the second phase, the learners repeat their own version of dialogue or drill, respond to cues from the teacher. (Flowerdew and Miller, 2005:8-9) Due to this, the idea of this approach is about to help learners to create good habits. When describing the audio-lingual approach, Richards and Rogers say that “the teaching of listening comprehension, pronunciation, grammar and vocabulary are all related to development of aural fluency.” (Richards and Rogers, 2001:58)

Goals related to learning listening according to the audio-lingual approach are matching to patterns, listening, imitating, and memorizing. (Morley, 1995:33) In my opinion, Morley’s opinion on stating listening as one of the goals of audio-lingual approach is quite vague because there is no attempt to teach lexis or contextualize the sentences, but manipulate the structures.

To see the audio-lingual approach listening in practise, look at following activity.

Activity 2

Learners are asked to practice the following sentences while correct pronunciation of [r] is stressed (the tongue does not contact or vibrate against the tooth ridge or palate when pronouncing [r] correctly.)

Teacher	Student
What are you wearing?	I am wearing black trousers.

What is he wearing?	He is wearing black trousers.
What is she wearing?	She is wearing black trousers.
What are they wearing?	They are wearing black trousers.

(Lado and Fries, 1958:42)

This activity is based on the stimulus-response theory of the American school of behaviourist psychology. (Skinner, 1957) It demonstrates audio-lingual approach in terms of repeating so called ‘correct’ phase. The approach states that the more the learners repeat such phrase, the more strongly they will remember the structure. Learners must listen and repeat similar words and structures many times in order to remember them. In case the students answer incorrectly, the teacher will correct them before moving on.

2.5. The Discrete-Item Approach

The discrete item approach seems to develop from the previous approach. But while the audio-lingual approach aims at drilling with the intent of ‘understanding’ grammar, the discrete item approach works with the segmental and suprasegmental aspects of spoken text and their contextualization. Segmentals are the individual vowel and consonant sounds and suprasegmentals are, for instance, stress and tone. These features of speech are highly organized, moreover, sound and features of spoken text are presented and drilled. (Richards and Rogers, 2001:58-59) After presentation and drilling phase, learners compare and contrast these sounds with other sounds in order to try to familiarize them. Ur points out that many students have difficulty hearing sound in English because these sounds may not exist in their own language. (Ur, 1984:11) Therefore, it is “essential for the learner to achieve familiarity with the common phonemes of target language as soon as possible if he is to be an efficient listener.” (Ur, 1984:12)

Finally, any of the above mentioned approaches, except of the grammar-translation approach, has more or less something do to with teaching listening. Selection of particular approach depends on the teacher. It would be impossible to mention proportion in usage of every single approach, on the other hand, all of these are still used during the second language learning process.

3. Definition of Listening

3.1. What is listening?

This question can be seen as rather a tricky one because there are many possible definitions marked by the factors mentioned in chapter 1. Listening is definitely an invisible mental process and that is why it can be described by many different metaphors or indirect analogies. Taking in an account on these analogies and metaphors given by scientists and language teachers, there are some visible patterns, which can be divided according to their orientation into four streams: receptive, constructive, collaborative and transformative. (Rost, 2002:1-2)

3.2. What is listening according to different orientations

According to Michael Rost (Rost, 2002: 2-3)

Receptive orientation

Listening is understood as receiving what the speaker actually says. The definitions according to this orientation are following. Listening means: catching what the speaker has said; getting the speaker's idea; decoding the speaker's message; unpacking the speaker's content; receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker. (Rost, 2002:2)

Constructive orientation

Listening is explained as constructing and representing meaning. Due to this orientation, the list of possible definitions is as follows. Listening is: figuring out what is in the speaker's mind; finding something interesting in what the speaker is saying; finding out what is relevant for you; reframing the speaker's message in a way that is relevant to you; understanding why the speaker is talking to you; noticing what is not said. (Rost, 2002:2)

Collaborative orientation

Listening is negotiating meaning with the speaker and responding. Considering this opinion, listening can be defined as: coordination with the speaker on the choice of a code and a context; responding to what the speaker has said; process of negotiating shared information or values with the speaker; acting interested while the speaker is

talking; signalling to the speaker which ideas are clear and acceptable for you. (Rost, 2002:2-3)

Transformative orientation

Listening is creating meaning through involvement, imagination and empathy. The term listening can then be described as a process of: involvement with the speaker, without judgement; creating a connection between the speaker and the listener; empathising with the speaker's motivation for speaking; imagining a possible world for the speaker's meaning; creating meaning in the speaker; completion of communication; feeling the flow of consciousness as you pay attention to things; altering the cognitive environment of both the speaker and the listener (Rost, 2002:3).

As there are so many of the answers it is nearly impossible to decide, which one is the correct one. On the other hand, all of these answers agree in one thing and it is, that listening is "a neurological event overlaying a cognitive event." (Rost, 2002:3) Rost evidently wants to demonstrate that neurological events, that are to be understood as experiencing, are interrelated to cognitive events, and influence creating a change in a representation.

3.3. Listening as a neurological process

When exploring listening in English language teaching it is essential to consider physical and cognitive systems and processes that are involved, for example hearing.

3.3.1. Hearing

The primary physiological system is the sense of hearing, which allows to receive and converse sound waves that surround the listener. Sound is perceived by ears, which operate in a manner similar to how microphones detect sound. "The sound vibrations are detected in the ear, changed to electrical signals and transmitted by the nerves to the brain where they are processed and recorded." (Kurtus, Internet 16) Hearing is an important process which activates the brain. In terms of physiology, "hearing is part of the vestibular system of the brain, which is responsible for both spatial orientation (balance), temporal orientation (timing)..." (Rost, 2002:8) The process of hearing happens in a real time it means that incoming sound is organised into

auditory events which take a few seconds. Moreover, the perception of sound can be either anticipating or retrospecting. While anticipating means hearing forward and retrospecting hearing backward. Due to anticipating and retrospecting hearing, there seems to be nearly no difference between hearing and listening, but contrary is the case. (Rost, 2002:8)

3.3.2. Difference between listening and hearing

These two terms are often understood as interchangeable. The fact is that even though both processes are involved with perception of sound, they differ in degree of intention. (Rost, 2002:8) In other words, hearing is simply the act of perceiving sound by the ear. If a person is not hearing-impaired, hearing simply happens. Listening, however, is something a person consciously chooses to do. Listening requires concentration so that the person's brain processes meaning from words and sentences. Listening leads to learning. A good example to show the difference may be demonstrated on these two word-connections: 'hard of listening' and 'hard of hearing'. Many people tend to be 'hard of listening' rather than 'hard of hearing'. In addition, nowadays there are more people who have problems with concentration and as concentration is one of the essential factors to be fulfilled for successful listening process, its lack causes problems and people become 'hard of listening'. For successful hearing, people need just healthy organs of hearing. On the other hand, healthy organs of hearing do not ensure accurate perception of sound.

3.3.3. Perception of sounds

Students may sometimes not be able to perceive English sounds accurately and it is not due to having any problems with organs of hearing but because they are not familiar with the sounds they hear, the sequences and juxtapositions of sounds typical for English words or different stress and intonation patterns which influence realization of phonemes and the meaning of the utterance. (Ur, 1984:11-12)

3.3.4. Difficulties concerning perception of sounds

One of the factors causing difficulties in perception of sound is lack of a particular sound in a native language. Meaning that some sounds in English do not exist

in Czech and vice versa. Teachers often come across this problem when teaching, for example, pronunciation of dark and clear *l* or *th* as there are two possible ways /θ/ and /ð/. In addition, false perception of sound can happen even in case of sounds that students are familiar with. This problem comes up in case that a particular “sound does exist in the native language, but only as an allophonic variation of another phoneme.” (Ur, 1984:11) Considering sound of short and long vowels, in English language a person can easily misunderstand as there is a crucial difference in meaning of the words according to the length of a vowel such as ‘ship’ to be pronounced shortly and ‘sheep’ to be pronounced long. Another factor is marked with the sequences and juxtapositions of sounds. Ur states:

Many students find consonant-clusters particularly difficult to cope with. They may get the consonants in the wrong order (hearing ‘parts’ for ‘past’), or omit one of the sounds (‘crips’ for ‘crisps’) or hear a vowel that is not in fact pronounced (‘littel’ for ‘little’). (Ur, 1984:12)

Intonation, rhythm and stress can also significantly cause misunderstanding as the learners of the English language are not used to it. Furthermore, intonation highly reflects person’s feelings such as certainty, doubts, irony, and humour, which may sometimes be rather ambiguous for the listener. (Ur, 1984:13-14) On the other hand, intonation is very important because the aim of listening to something is mainly to get some new information and, if the speech were monotonous, the listening process would be rather boring, hypnogogic and uninteresting, so that sooner or later the listener would lose the interest in listening.

3.4. Why people listen

Just the other day I listened to the television news, I wanted to know circumstances concerning death of the Czech hit-maker Karel Svoboda. Music is something that I am very interested in. In other words, I had quite a bit of personal investment in my listening. I listened to all the news, but I cannot say what I ‘heard’, apart from the information related to circumstances of Svoboda’s death. It seems that experience described above is not unusual. Firstly, when people listen to a piece of information as native speakers, they almost always have an intense or strong interest in what they are listening to. Secondly, people usually choose which specific piece of information they are interested in. Thirdly, people are able to ‘blank out’ or ignore the other information so that they do not even hear it. Mark Helgesen wrote that “ What’s

important is not just what we're listening to. It's what we're listening for." (Helgesen, Internet 17)

In other words, every day people listen to many different information in many different ways. The alarm clock rang in the morning, the television went on while getting dressed, radio was on when eating breakfast. It does not matter if people are to be aware of the sounds in the background or focused. Both are types of listening. In contrast, Ur states that people rarely listen to something without having an idea of what they are going to hear, "Usually we have some preconceived idea of the content, formality level and so on of the discourse we are about to hear." (Ur, 1984:3)

In my opinion, it is essentially important to differ between various types and ways of listening because one can listen to music in order to relax without having an idea of what the song is about and other person can listen to the same song in order to identify particular words and meaning of the song. The way and purpose of these two examples of listening crucially differ not only in the level of concentration and self-participance, but mainly in how and why people listen. To sum up, it is certain that purpose and way of the listening process cannot be separated.

4. Types of listening

Different situations require different types of listening. Every situation has a different purpose and among the most frequent purposes belong obtaining information, making discrimination, making critical evaluation, improving a relationship and gaining appreciation for something. To become successful listeners, people need to be familiar with certain skills. Receiving, attending, and understanding are considered basic and necessary skills for all types of listening. (Kline, Internet 11) According to above mentioned criteria, types of listening can be divided into five main areas: informative listening, relationship listening, appreciative listening, critical listening and discriminative listening.

4.1. Informative listening

Informative listening is a type of listening responding to a situation where the listener's primary concern is to understand the message. This is why informative listening is sometimes called also listening to understand, which can be found in all areas of human life. The aim of this type of listening is to concentrate on the message being given. It is obvious that the process of learning comes from informative listening. Considering the experience from the point of view of a learner who attends and listens to the content of the lecture, the amount of knowledge gained during the lecture depends on how well he/she listens.

Moreover, according to Kline (Internet 11) three key variables are to relate to informative listening: vocabulary, concentration and memory. Being aware of these key variables can significantly help to improve informative listening skills.

Vocabulary

The relationship between vocabulary and listening has never been determined. On the other hand, the chance to achieve successful informative listening process is increasing with increasing vocabulary knowledge. Learners can hardly understand to the listening concerning the topic of environment when they are not familiar with the word 'environment'. On the contrary, it is never late to learn new words. (Kline, Internet 11)

Concentration

Concentration is a very specific term and a difficult task to achieve. In every day situations one can realize that it is absolutely impossible to concentrate on one hundred per cent for a long period of time. In reality it often happens that during a conversation between two people, one is not concentrating on what the other one is saying. The similar situation can be come across at schools during the lessons when the teacher is presenting something to the learners and realizes that there are some learners who are obviously doing something else and thinking about something else. There are many different reasons for this happening. Sometimes listeners try to divide their attention between different stimuli, at other time, listeners are preoccupied with something else than the speaker at the moment. In different situations, listeners are too ego-involved, or too concerned with their own needs to concentrate on the message being delivered. (Kline, Internet 11) Of course, person's physical and mental needs such as curiosity, energy or interest must be taken into account. Most people find it very difficult to concentrate when being tired, stressed or when they do not find the information delivered interesting or even important for their living. The ability to concentrate is definitely connected to discipline, motivation or accepting responsibility. To be honest there are some life situation when a person must listen even though he/she does not find it interesting and then discipline and motivation play an important role.

Memory

In spite of the fact that listening to something is not about memorizing, using memory is essential variable for informative listening. People cannot process informative listening successfully without involving memory. In case that memory would not be brought into play, one would not be able to

- recall experiences and information useful for full-valued life
- drive a car and react to situations which occur
- understand what the other people say

(Kline, Internet 11)

Memory is important for remembering the meaning of words and symbols which we hear or see otherwise people would not be able to communicate with each other. Moreover, people remember particular things according to their personal experience

considering knowledge of concept and ideas. Disability to remember concepts and ideas would cause misunderstanding of meaning of the message.

Looking at informative listening from the point of view of teaching English as a foreign language, other criteria come into question and informative listening can be further subdivided.

4.1.1. Listening for key words

This type of listening is considered as a simple way of how to improve learners' concentration during listening activities. Teachers may take inspiration in game presented by Jeremy Harmer called 'story words.' This game requires selection of appropriate text or a short story that students have never heard before. The teacher then chooses many words from the text and writes them on the board at random sequence. Students are divided into two teams and asked to choose one word from the board, which they keep for themselves. Teacher tells them to stand up and sit down at the moment when they hear 'their' word while the extract is being played. The team whose members will all be sitting first then wins. (Harmer, 2006. AUAČR in Hradec Králové) The same type of listening may be used when listening to songs.

4.1.2. Listening for gist

When listening for gist, learners are not expected to understand everything of what they hear. They only focus on analysing main ideas. In comparison to other receptive skills as reading, listening for gist may remind of skimming. Helgesen compares listening for gist to a waterfall, "It washes over you and you get the general feeling/understanding." (Helgesen, Internet 17)

4.1.3. Listening for specific information

Due to Mark Helgesen, "Listening for specific information isn't understanding everything and using what you need. It's understanding what you need and catching that." (Helgesen, Internet 17) Moreover he says that this type of listening often gets learners into trouble because they try to understand everything but it is not the aim. The key is to get learners aware of what they are listening for. (Helgesen, Internet 17)

4.1.4. Listening for inference

Inference is a psycholinguistic process considered as a higher level of comprehension. This might be the reason, why exercises aimed at listening for inference are often omitted from the elementary level textbooks. Michael Rost states that:

Since the listener does not have direct access to a speaker's intended meaning in producing an utterance or series of utterances, she has to rely on a process of inference to arrive at an acceptable interpretation of the utterance and the connection between a series of utterances. (Rost, 2002:64)

Omission of inference developing skills seems to be rather unfortunate because learners need to learn the ability to 'listen between the lines' from the early beginning. Especially when learners - beginners lack profound knowledge of vocabulary, grammar or simply knowledge of language functions, they must infer in great extent in order to compensate the amount of information they do not understand. "Inference is neither magic nor pure imagination. It is hearing meaning that is there, even when the words aren't." (Helgesen, Internet 17)

4.2. Relationship listening

The purpose of relationship listening might be, for example, to help an individual or improve relationship between people. A special type of relationship listening is therapeutic listening which brings to mind situations where counsellors, medical personnel, or other professionals allow a person to talk through a problem, work out a difficult situation, or express deep emotional stress or confusion. (Wolvin and Coakley, 1986:124) According to Kline (Internet 11), there are key behaviours to achieve successful relationship listening: attending, supporting, and empathizing. While attending is about focusing on the speaker including eye contact, body language, responding by nodding head or responding in a short way with a pleasant tone of voice, supporting is mainly about listener's discretion, belief and patience. On the other hand, sometimes the best support is considered silence. In case of relationship listening, listener's function should work more like 'sounding board' rather than 'resounding board'. Empathizing is to be described as feeling and thinking with another person, imagination of being in speaker's situation. (Kline, Internet 11)

4.3. Appreciative listening

In case of appreciative listening, a person seeks particular information which

he/she will appreciate and will meet his/her needs and goals. People use appreciative listening when listening to good music, poetry or exciting speech of a favourite personality. It is important to stress the fact that what might be considered as appreciative listening for one person does not necessarily stand for appreciative listening for another person. The quality of appreciative listening depends on presentation, perception, and previous experience. (Wolvin and Coakley, 1986:126-127)

4.4.Critical listening

Critical listening is sometimes also called evaluative listening. This type of listening aims at making judgements about what the other person is saying, a person seeks to assess the truth of what is being said, furthermore, a person judges what other people say against his/her values, assessing them as good or bad, worthy or unworthy. (Wolvin and Coakley, 1986:130) Then it is obvious that the ability to listen critically is essential in terms of democracy. This type of listening is essentially connected to person's beliefs and behaviour, it can hardly be unbiased because a listener expresses his/her opinions toward particular topic, moreover, this person weighs up the pros and cons of an argument, determining whether it makes sense logically as well as it is helpful. Considering all these above mentioned facts, there is no doubt why critical listening is understood as 'most sophisticated type of listening'.

Even Aristotle, the famous Greek rhetorician, in his book *The Rhetorics*, outlined three things to be kept in mind while listening critically. They are ethos - speaker's ability, logos - logical arguments, and pathos - psychological appeals. (Aristotle, 1992:30-39) In case of speaker's credibility, there are two main factors that Aristotle wanted to point out, they were expertness and trustworthiness. A person may be an expert but it does not necessarily mean that the same person is trustworthy and vice versa. When listening critically and being asked to make critical judgement or response, a person should be aware to ask himself/herself a question: "Is the speaker a credible source, meaning the person is an expert in a particular thing and at the same time this person is unbiased and straight?" Considering credibility, a person cannot interchange credibility with personality and charisma. Even speakers with high ethos often make errors in logic, not by intention, but by accident, carelessness, inattention to detail, or lack of analysis. Critical listeners have a right to expect well supported

arguments from speakers, arguments that contain both true propositions and valid inferences or conclusions. When evaluating arguments, listeners should ask several questions about the propositions or statements made as: “Are the statements true? Are the data the best that can be obtained? Is the data accurately portrayed?” (Aristotle, 1992:35-7) On the contrary, even if these all questions are to be answered to person’s satisfaction, the logic can be faulty. For perhaps the data do not lead to or justify the inferences or conclusions drawn. The listeners should ask themselves following questions on conclusion (if it is a certainty or if there are any exceptions possible), or if the data justify the inference drawn or the conclusion given etc. Although ethos and logos are crucial elements, reliance on these two elements without considering pathos would not be complete. Pathos, or psychological appeals in other words, are often misunderstood and misused because speakers often use psychological appeals to gain an emotional response from the listeners. (Aristotle, 1992:30-39) The effective critical listening depends on the listener keeping all three elements of the message in the analysis and in perspective of ethos, logos and pathos.

4.5.Discriminative listening

Discriminative listening is a type of listening when the listener is able to identify and distinguish inferences or emotions through the speaker’s change in voice tone, pitch, volume, their use of pause or emphasis. (Wolvin and Coakley, 1986:134) In some aspects, discriminative listening is closely connected to relationship listening. For example, sensing the impact of certain responses, such as “oh,” “hmm,” “I see,” can strengthened the relationship between people. (Kline, Internet 11)

On the other hand, many people are able to listen discriminately but only in some areas and not in the others meaning that some people are good at discrimination of differences in a person’s voice, but the same person might be unable to discriminate the sounds coming out from an automobile engine signalling that there might be something wrong with the car.

To sum up, there are many different types of listening and in case the listeners want to succeed in process of listening, fully appreciate the skills and apply all the guidelines, they must understand the different types of listening.

While the above mentioned paragraphs are aimed at the types of listening from the point of view of different purposes, there is another viewpoint regarding the way of how people listen.

4.6. How people listen

It never happens that a person would be able to listen to someone or something actively for a hundred per cent for all the time. Concerning this fact, there are four basic ways how a person can listen: in an inactive, selective, active and reflective way. (Jennerich, Internet 10) Moreover, it closely relates to how deeply a person listens to the other person and how well the person is able to concentrate at the moment of listening.

4.6.1. Inactive listening

‘In one ear and out the other.’ would be the best description for the inactive way of listening. When people listen inactively, no communication is able to take place because even though the person is listening, their mind is ‘somewhere else’. Inactive way of listening can also be found under the term false listening because a person is only pretending listening but is not hearing anything that is being said. This situation may come up in case of couples when one partner speaks obviously more than the other partner. Often happens that the partner who mostly stays silent listens inactively which may cause conflicts. (Jennerich, Internet 10) While inactive way of listening does not require nearly any participation of the listener, active way is a total opposite.

4.6.2. Active listening

A person closely perceives both content and intent, listens carefully being non-judgmental and emphatic. Active listening is also called full listening, in other words, the listener pays close and careful attention to what is being said. (Jennerich, Internet 10) Full or active listening requires much more effort than selective listening, as it requires close concentration, possibly for a protracted period.

4.6.3. Selective listening

Another way of listening is defined as selective or partial, which means that the listener hears only what he/she wants to hear and replies before the speaker finishes

speaking. It is obvious that such immediate and quickly formulated answer lacks relevance. (Jennerich, Internet 10) People who listen selectively consequently dip inside their heads for a short time. This little moment will show off a little while later while the speaker moves on and the listener loses the threads of what has been said. Teachers often face this situation at schools when learners are not listening continually and when teachers ask them questions based on what has been said, learners are sometimes not able to answer or answer vaguely.

4.6.4. Reflective listening

Reflective listening could be stated as the highest form of ways of listening because it requires to listen actively and the listener works to clarify what the speaker is saying and make sure that understanding is mutual. (Jennerich, Internet 10) In addition, reflective listeners not only listen but try to understand the whole person behind the words. These people ‘hear’ the emotion, watch body language, detect needs and goals, identify preference, biases, perceive beliefs and values.

In conclusion, the fact is that during second language lessons at schools the learners mainly focus on informative listening mentioned in 4.1. of this chapter rather than the other types of listening, which are typical for authentic life situations.

5. Planning a listening skills lesson

Importance of setting a framework for developing listening skills cannot be doubt. Establishment of certain context for the words heard is absolutely essential for learners to become successful listeners. In order to achieve this, the teacher has to state different criteria such as purpose of listening, to select and design appropriate language-learning materials and activities. Moreover, when selecting and designing activities, the teacher must take into account learners' age, their interests and language ability. The teacher must realize that listening activities should practise the language and not to test learners. Practising listening in foreign language teaching process should not be only about switching the tape recorder on and off, loud reading, or providing learners a set of True/False or multiple choice questions. (Rost, 1994:86) Using this approach may lead to discouraging students even if they hear the sounds, words and phrases that seem to be familiar. Moreover, learners might be unable to understand due to lack of knowledge about the topic, setting and relationship between speakers.

In order to ensure these facts, teacher ought to create a framework which is to be used to design a listening lesson. Due to Nik Peachey, such a framework consists of three main steps: pre listening, while listening, and post listening. (Peachey, Internet 6)

5.1. Pre-listening

Pre listening is a phase of listening during which the teacher prepares learners for the listening itself, provides information concerning background knowledge, tries to motivate learners and activate their prior knowledge. More information on pre listening is to be found in chapter 5 of this thesis.

5.2. While-listening

While listening is a phase which follows the pre listening one and the activities practised can be defined as the tasks that learners are asked to do during the time of listening to the text. The nature of these activities is that the learners need to elicit a message from spoken language. At while listening phase, the focus is not to interpret long questions and full answers, but to concentrate on comprehension. (Rixon, 1986:70-71) Due to this, students do not have to worry about grammar, spelling, reading or writing which allows them focus on listening itself.

During this phase, learners may have a lot of possible tasks to do. For example, they indicate pictures, answer multiple-choice questions, fill in cloze test, write short answers to the questions. Yagang presents certain suggestions and here are some of them:

- comparison of the listening passage with the pre-listening phase
- obeying instructions (according to listening, students are asked to show their understanding by physical response such as drawing, miming, ticking etc.)
- information transfer (students have to fill grids, maps, plans)
- completing missing gaps
- detecting differences or mistakes from a listening passage
- sequencing
- matching the items with same or opposite meaning

(Yagang, Internet 22)

Marking or checking the items in pictures might be considered as one of the most favourite while listening activities because this activity is closely connected to pre-listening phase and activities done during this first phase. For example, when a picture is introduced to learners during pre-listening phase, in while-listening phase the teacher can easily take up the pre-listening phase by asking learners to mark, check, tick, circle certain things in the picture. Another while-listening activity is to give learners different sets of pictures to be considered while listening to the passage. While listening, learners are appointed to select, which set of pictures goes the best with the story. Different variation of the idea of using sets of pictures is that the teacher selects one set of pictures which is to be cut into separate pictures and learners are asked to put the pictures in correct order according to the listening passage. Mary Underwood states that it is important to have different series of pictures that cannot be easily put in correct order just on the base of making intelligent guess, without listening. (Underwood, 1989:53)

A very popular while listening exercise is the one when students follow the route on a map, plan. This exercise might also be easily interconnected to pre-listening activity. Learners may try to find the quickest way from A to B during the pre-listening phase, and during while-listening phase they can check if they were right. (Scott, 1990:56) In addition, in case that the teacher would introduce the lexis of a hotel,

hospital, airport, bus station, this activity might be, except of listening practice which is primary, a good vocabulary practice.

True/False and multiple choice questions are two very popular activities, especially among teachers. On the other hand, learners do not find them so perfect and it happens quite often that due to a large number of questions learners start to panic and be afraid that they would not be able to answer all of them during the listening time. According to such intensity and demands, Nik Peachey suggests that "...students should have 'breathing' or 'thinking' space between listening." (Peachey, Internet 6) Moreover, these activities seem rather to test than teach. In contrast, text completion activities are well accepted among learners, especially when they are in the forms of completing song lyrics or poems. Moreover, teachers must be aware of the fact that this activity requires listening and writing at the same time. Underwood proposes first completing of the text during pre listening phase. (Underwood, 1989:62)

In general, teachers ought to bear in mind that no matter which activity they choose, it is essential to provide the learners immediate feedback either by giving the correct answers by themselves or by asking the learners to check and discuss the solutions in pairs or groups.

5.3. Post-listening

The post-listening phase contains activities to be done after listening to the passage. Some of the activities may extend those activities that appeared in pre and while-listening phases, the other activities do not need to have anything in common and present absolutely independent part of the listening passage. Post-listening activities allow the learners to react on the content of the listening passage as well as analyse the linguistic features such as sound, grammar or vocabulary. (Underwood, 1989:78) Post-listening activities usually take longer than while-listening ones. Due to the fact that the listening passage itself is over, learners have more time to think, discuss or write. (Rixon, 1986:64,97) According to Nick Peachey, post listening activities may have two forms, reaction to the text and analysis of the language. (Peachey, Internet 6)

5.3.1. Reaction to the text

The activities that focus learners' reaction on the content are said to be the most

important. Reacting to something is an everyday activity. People are listening for some reason and reaction to what a particular person hears comes after. (Peachey, Internet 6) Here are some activities by Pierce for teachers to use in the classroom during post listening phase.

- discussion aimed at students' reactions to the content of the listening passage
- asking students thought-provoking questions to encourage discussion
- asking students to work in pairs to create dialogues based on the listening passage
- assigning writing or reading tasks based on the information students listened to

(Pierce, 1989:43)

5.3.2. Analysis of language

Learners are asked to focus on linguistic features. Such analysis may help learners to develop their overall knowledge of language, on the other hand, it does not advance their listening skills. Analysing of language heard in the listening passage is appointed for more advanced learners of second language as they do not cope with difficulties concerning understanding the text itself. (Peachey, Internet 6)

Post-listening activities ought to support learners' interests and motivation that is why the teacher should consider several criteria, for instance, one of the most essential criteria is how much language work they want to do with certain listening passage, or how much time will be required to do the post-listening tasks, whether speaking, reading or writing will be included in the post-listening phase, and whether teacher wants learners to work individually, in pairs or in groups. (Underwood, 1989:80)

In such a case that post-listening tasks are a prolongation of the while-listening work, the while listening work should be understood as a 'matrix' for the post-listening phase, which is usually more complex and time consuming. Considering different kinds of post listening tasks, Fan Yagang suggests following typology:

- True/false questions and multiple choice questions are to show that learners understand to the listened text. Therefore, teachers should remember that these tasks are quite difficult because they do not focus on listening only but take account on other language skills. (Underwood, 1989:74)

- Problem solving activities. These activities come into question when learners listen to a passage which contains some problematic situation which they try to solve after the listening. This task requires very good memory skills and in case the learners are not able to remember what has been said while listening, Underwood proposes using charts to be filled during while listening phase. (Underwood, 1989:78)
- Summarizing. This exercises can be done in a way that teacher provides learners different sentences related to the listening passage while they are asked to select the one which describes the content of listening passage the best.
- Discussion, role-plays, debates or interviews can be used as another activities to follow while-listening phase.

(Yagang, Internet 22)

Learning listening is as important as learning speaking and due to this reason, learners should come in contact with listening comprehension activities since early beginnings of second language learning process. Rost maintains that except of the fact that listening creates suitable conditions for language development, it also offers enjoyment and stimulates cultural interests. (Rost, 1994:142) When listening to songs, television or radio, learners are exposed to listen in the target language and absorb also the culture of the target language.

However, learners deserve to be psychologically prepared for the listening activity. Meaning that teacher may be aware of telling them that they may not be able to understand everything but that it is not a reason to panic. To get learners be better prepared for the listening passage, teacher may provide them a profound pre-listening phase.

6. Pre-listening

Pre-listening is a phase of listening during which teachers help learners to prepare for the listening passage. During the pre-listening phase, the teachers focus on activating learners' prior knowledge due to providing learners different types of pre-listening activities. Due to Medley (1977:20-21), activities preceding the listening passage could be divided into 'readiness activities' and 'guidance activities'. While 'readiness activities' focus on activating learners' prior knowledge by reading the headline, going through the new vocabulary appearing in the text, looking at the pictures related to the listening tasks in the text book, and also by asking provocative questions or eliciting background knowledge.

'Guidance activities' are intended to specific aspects of language input by letting them bear certain purposes in mind in advance, in other words, letting students know what task or tasks they are going to do with the text, or letting the students themselves decide what they want to do with the text. (Medley, 1977:21)

6.1 The effect of pre-listening activities on participant roles

In our first language we rarely have trouble understanding listening. But, in a second language, it is one of the harder skills to develop - dealing at speed with unfamiliar sounds, words and structures. This is even more difficult if we do not know the topic under discussion, or who is speaking to whom. (Reese, Internet 1)

Pre-listening activities change the role of listeners from passive "recorders" to active participants. Anderson and Lynch (1988:56-60) put forward different views of listening, one of which is 'the listener as tape recorder'. This analogy suggests that "as long as the input is sufficiently loud to be recorded and does not exceed the length of the available blank tape, the message will be recorded and stored and can be replayed later." (Anderson and Lynch, 1988:56) This opinion assumes that listeners can record, store and even replay the outside language input mechanically.

In my opinion, this theory tries to point out the fact that pre-listening activities effectively allow learners to prepare for the process of listening. Process of activating learners' prior knowledge helps them hear the important facts and while learners' background knowledge is activated and they are familiar with the background information concerning the listening passage, they might be capable to 'record' and 'store' the piece of listening for the comprehension purpose called 'replaying'

according to Anderson and Lynch (1988:56-60). In addition, other factors such as the length of the listening and content of essential information play an important role.

6.2. Lack of pre-listening activities causes learners' stress

An example of bad listening practice is providing learners a simple listening task which is to be played twice and after learners are given a sheet with comprehension questions or being asked some questions. This technique is definitely a little unfair. Such way of teaching might be easy and comfortable for the teacher, furthermore, it makes developing listening skills much more difficult and, in my opinion, less useful. Another plus for applying pre-listening activities in ELT lessons. Teacher's experience show that many learners are fearful of listening, and can be disheartened when they listen to something but feel they understand very little. It is also harder to concentrate on listening if you have little interest in a topic, situation. (Reese, Internet 1) To lower learners' anxiety should be for the teachers an important fact to take into account.

6.3. Pre-listening activities as a means of lowering anxiety

With the knowledge which pre-listening activities can be done and the relaxed atmosphere they bring about, learners' anxiety level will be lowered and they will be more confident of bearing certain purposes in mind in advance, and having the idea of what they are expected to do with the listening passage. In this way learners would change the role from being the passive recorder to an active participant. (Anderson, Lynch, 1988:56-60)

Considering my own experience, sensitive learners are very stressed before listening activity itself and such mental state makes them nearly deaf and unable to hear anything, moreover, to listen to something for specific information. Without having any negligible information on cultural background, situation, origin of speakers, many learners are not able to succeed.

6.4. Pre-listening activities increase the input

During the pre-listening phase, the teachers need to recognize that all learners bring different backgrounds to the listening experience. Beliefs, attitudes, and biases

of the listeners will affect the understanding of the message. In addition to being aware of these factors, teachers learner show student how their backgrounds affect the message they receive. (Pekin, Altay, Baytan, Internet 7) The author probably wants to point out that ‘many hands make light work’. Every single learner is a unique personality and considering ELT lessons, learners’ vocabulary, knowledge of different cultural backgrounds and experience also differ. By providing pre-listening activities such as, for example, eliciting or brainstorming are learners able to learn from the knowledge or experience of their classmates.

In many countries, learners learn English as a foreign language and most college learners have little exposure to cultural information. Without understanding the culture within which a foreign language is located, it is unthinkable and very hard for one to master a foreign language and communicate very well with its native speakers. In listening classes, the background or cultural knowledge is often ignored. Teachers should bear in mind that language is impacted and shaped greatly by culture. (Ur, 1984:83)

Pre-listening activities help learners to activate what they already know about the piece of listening they are going to hear and guide them how to cope with all of these issues such as generating interest, building confidence and facilitating comprehension. Learners need to understand the fact that:

Act of listening requires not just listening but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common. Speaking and listening entail...three components: the speaker, the listener, and the meaning to be shared; speaker, listener, and meaning form a unique triangle. (King, 1984:35)

Learner should achieve certain goals before the listening starts. According to Nik Peachey, these are motivation, contextualisation and preparation. While motivation is essentially important for arising learners’ interest and curiosity, contextualisation is the phase of pre-listening that helps learners to set the listening activity into its natural environment. Preparation means to cover the possibility that students would come across specific vocabulary or expressions they are not familiar with as well as the structure of possible comprehension chart as we want to challenge them in listening phase itself rather than not understanding what they have to do. (Peachey, Internet 6)

To help learners and realize all three above mentioned phases, following

strategies of pre-listening tasks can be considered.

6.5. Strategies of pre-listening activities

Due to Gareth Rees (Internet 1), teacher and material writer, there are several strategies that teachers and learners can use to prepare for listening experience.

Setting the context

- Providing learners background information which can consider the number of speakers, their nationality, where the dialogue is taking place, what is the topic of monologue or conversation, etc.

Generating interest

- Motivation is essential. When learners are to listen to an extract related to holidays and vacations, the teacher may ask them to bring their own photos from last holiday or simply eliciting learners to start speaking and commenting on their holiday experience.

Activating current knowledge

- Learners ask themselves a question: What do they already know about the topic? By eliciting the teacher can find out what they need to get the most from the message. Learners can brainstorm, view photos or films or discuss.

Acquiring knowledge

- Providing learners appropriate knowledge input to make them feel confident before and while listening.

Activating vocabulary/language

- As well as teachers activate topic knowledge, they should activate the language that may be used in the listening.

Predicting content

- This simple activity encourages learners to predict language for situation before

listening.

Pre-learning vocabulary

- For learners, large number of unknown words will often hinder listening, and certainly lower confidence. Some vocabulary to be selected to study before listening.

Checking/understanding the listening tasks

- By giving learners plenty of time to read and understand the main listening comprehension tasks, teacher allows them to get some idea of the content of the listening.

(Reese, Internet 1)

6.6. Criteria for selection of pre-listening activities

The following complex factor, the nature of the classroom teaching-learning process, should be taken into an account by teachers when planning a lesson and preparing pre-listening tasks.

- The time available
- The material available
- The ability of the class
- The interest of the class
- The nature and content of the listening text

(Reese, Internet 1)

To start with 'availability of time', the teacher must consider carefully the whole lesson plan. There should be enough time for the whole listening process including pre-, while- and post-listening phases. It is absolutely unprofessional and unacceptable for the bell to start ringing sometimes during the listening process.

Some pre-listening activities can be rather materially demanding and that is why the teacher is to consider availability of aids such as, for example an overhead projector, a tape-recorder or a television. Moreover, some classroom setting might not be suitable for particular kinds of listening.

Another factor mentioned above is 'the ability of class'. This factor can cope with such theories concerning proportion between learners with and without specific learning difficulties, carefully selected level of listening or choice of listening topic and related vocabulary.

Moreover, teacher should consider ‘the interest of the class,’ and select topics relevant to the age of pupils, for example topics containing current cultural, sports or fashion information, or general scope of the class or even the whole school.

The nature and the content of the listening text is very important when choosing activities. Some types of activities are not appropriate to some types of text.

There are a number of physical factors such as number of learners in the class, arrangement of the classroom, availability of technical aids, and pedagogical skills of the teacher; how to awake motivation, how to correct mistakes, how to respond and give feedback.

Ur states to be constantly exasperated by the lack of attention paid by many materials writers to such aspects of the language teaching-learning process; exercise that look lovely on paper often do not work in practice simply because some obvious features of the classroom practice has been overlooked. (Ur, 1984:22-26)

Selection of pre-listening activity gives a teacher a chance to grade the listening activity for different abilities. In case their class is having problems with listening work, then the more extensive the pre-listening work is the better. The teacher can make the listening task very demanding by working on the content of the listening, thus, the same listening text can provide work for different abilities. In addition, devoting a fair proportion of a lesson to the pre-listening task should warrant the listening. (Reese, Internet 1)

6.7. Examples of activities to activate learners’ prior knowledge

Activating prior knowledge means for the teacher to provide learners appropriate background information on the speaker, topic of presentation, purpose of presentation, concept and vocabulary. “...teachers need to point out the role that oral punctuation, body language, and tone play in oral presentation.” (Pekin, Altay, Baytan, Internet 7)

According to Ji Lingzhu, a professor at the Taiyuan Normal University in China, it is also essential to activate learners’ prior knowledge using below suggested techniques.(Lingzhu, Internet 21)

6.7.1. Word association tasks

Teacher gives learners a key word or phrase such as 'School is very important'. They can write down as many words or phrases as possible in five to ten minutes or, they can write freely on this topic. They do not have to be afraid about words and sentences, they just pay attention to the connection with the content of the phrase given by the teacher. Teacher can also use a method of eliciting words from students and write learners' associations on the board. This activity may help them to find the possible relationships between ideas discussed.

6.7.2. Questioning

Due to observations I have made during the study and clinical year, teachers usually questioned students after they listened to a passage. However, teachers may try to ask questions before listening to the target listening passage. In case the class is using a particular textbook in which comprehension questions always follow the listening passage, teacher may ask students to read these questions before listening while they can create their own expectation about the coming information, moreover, they can try to answer to these questions according to their opinion.

In addition, teacher can give learners a topic of listening and they will elicit possible questions about what kind of information they would like to know, a brief discussion among learners on the answers to these questions can be encouraged. Moreover, teachers can select different types of asking questions such as yes/no questions, wh-questions etc.

On the other hand, questioning technique is more appropriate to use for listening providing students factual information rather than fiction. (Lingzhu, Internet 21)

6.7.3. Making list of possibilities, ideas, suggestions

This technique can be used in case the text includes even short lists of possibilities, ideas or suggestions. Learners may be asked to write their own lists of ideas before listening to the passage while this, in advance, written text they can use during the listening itself. (Lingzhu, Internet 21) Moreover, this type of pre-listening activity may develop learners' thinking and designing or calculating skills.

6.7.4. Using visual support

In the form of pictures, graphs, diagrams, maps, DVDs, the visual support can help students predict incoming listening materials easily by supplying necessary information. Besides, “Striking and stimulating visual aids are likely to heighten students’ motivation and concentration.” (Ur, 1984:30)

Picture-based activities are suitable mainly for young learners because due to their imagination they are good at reading pictures. While showing pictures the teacher can check if learners are able to recollect some of the items which they will hear in the listening passage. “...pre-listening ‘looking and talking about’ is an effective way of reminding the students of lexis which they may have forgotten or never known.” (Lingzhu, Internet 21) By pre-listening activity called ‘looking and talking about’ the teacher can not only test learners’ vocabulary knowledge but can also encourage their imagination and ask them about their first association connected to that particular picture shown. Ur adds that:

Pictures used should be clear representation of objects, people and scenes whose description is more or less within the lexical range of the class. They should include enough detail and variation to allow for plenty of description and imaginative elaboration.” (Ur, 1984:30)

Moreover, teacher must differ between the visuals-based exercises and visuals-aided ones. Ur defines visuals-aided exercises as a “form of one big poster, which provides information on which the teacher can base the listening text.” (Ur, 1984:30) On the other hand, visuals-aided ones are to be copies of materials that not only provide information on listening passage but are also a form of an answer sheet where learners fill in the information they receive in the listening process. (Ur, 1984:30)

In addition, not only pictures but also DVDs and videos with its different scenes can significantly help learners to prepare for the listening passage and improve their listening comprehension because there are plenty of ways how to work with a film rather than just having learners sit in their desks and click ‘play’. Here are some ideas.

6.7.4.1. No sound

During this type of pre-listening activity, the teacher selects appropriate scene of the film during which a lot of things are happening, there might be one or many

people expressing their feelings and emotions. The trick is that the teacher plays the film with volume off. The learners only watch the extract and situation happening in the DVD or video passage. (Taylor, Internet 14) After the passage is finished the teacher asks learners to describe what they have just seen, describe the scene and people or try to come up with various ideas of what the people in the film were speaking about. After the discussion, the teacher plays the film again but with both, pictures and sound simultaneously.

6.7.4.2. Jigsaw viewing

This activity always divides the class into two groups while each of these groups have different information or roles. In case of preparing learners for listening there are certain modification that can be used.

The first suggestion is that the teacher divides the class into two groups while one group of learners watches the scene of the film with no sound and the second group only listens to the passage with no picture scene. After both halves complete this task, they are asked to work in pairs and ask each other questions in order to recreate the whole scene. This activity might be fine, on the other hand, it requires great flexibility of the class and the classroom as well, as the groups must undergo the activity separately and when the first group is doing their activity, the second group must be out of the class. (Taylor, Internet 14)

The second suggestion might be that one learner listens to the passage with headphones and is unable to watch television while the rest of the class watches the scene without sound. After that the learner with headphone asks questions to the class to build up the scene.

6.7.4.3. Viewing on rewind

For this type of pre-listening activity, the teacher must select a suitable scene of the film where there is a lot of action. The scene is played backwards and then the learners are asked to retell the story in chronological order. After the learners finish, the teacher plays the scene of the film, while learners are not able to watch it, they just hear the sounds and voices of people talking, and they can compare their version of the scene with the reality. To make learners sure that they are right, thirdly, the

scene may be played with both, pictures and sounds. However, for this type of pre-listening activity, a DVD is better than video tape as the teacher can regulate the speed of playback. (Taylor, Internet 14)

6.7.4.4. Subtitles

Subtitles represent a great advantage of DVD. For the purpose of pre-listening phase, the teacher may play the scene while learners watch the scene and read the subtitles either in their mother tongue or the second language. There is a possibility that, for the first time of playing the passage, the learners read the subtitles in their mother tongue, for the second time they read the subtitles in the second language, and finally, they listen to the passage from the DVD with subtitles switched off and the sound up. (Taylor, Internet 15)

6.7.5. Predicting the content of listening

This technique is closely related to questioning but could be easily adapted for other listening work. The advantage of this technique is that it can be used at different levels such as word-level or sentence level. At word-level the teacher can choose a lexical group, for example: location/places, feelings, jobs. The learners will brainstorm upon above mentioned topics and search in their vocabulary for words related to them. (Reese, Internet 2)

Example 1: Jobs - a teacher, an engineer, a shop assistant, a taxi-driver

Example 2: Weather in England is usually

Moreover, when using this kind of pre-listening activity, teacher is creating a slightly competitive classroom atmosphere and learners often like to tip the person, who makes the best prediction. (Thompson, Internet 3)

6.7.6. Other samples of pre-listening activities

- reviewing vocabulary or grammatical structures
- reading something relevant
- going over the directions or instructions for the activity

6.8. Why are pre-listening activities so important

Listeners make use of background knowledge for comprehension. Therefore it seems logical to teach background knowledge in the second language teaching. In most countries, the textbooks for listening are chosen by the department leaders and teachers are required to follow the book closely. The texts are taken from various resources from English speaking countries, which put emphasis on authenticity.

Pre-listening activities usually have two primary goals:

- a) to bring to consciousness the tools and strategies that good listener use when listening
- b) provide the necessary context for that specific listening task

(Helgesen, Internet 17)

The above mentioned pre-listening activities help learners to activate their prior knowledge, build up their expectations from the coming information and sometimes even give them a framework of the coming passage.

7. Research

Recently, a great emphasis concerning pre-listening activities has been noted. This research is to be aimed at the effects of different types of pre-listening activities on second language comprehension.

Teaching listening as one of the language skills has begun to be emphasized a few years ago when teachers started to design language classes in communicative spirits and started to give out strategies based on drilling activities only. (Miller, Internet 19) Even though it would be extremely demanding to state which pre-listening activities are more or less suitable for being used during the second language learning process, this research will display the effort to answer this question concerning the effect of pre-listening activities on listening comprehension of English language learners in the Czech republic attending sekunda class of eight-year-lasting grammar school in eastern Bohemia.

This research used different pre-listening activities that served as a means of investigation. They are vocabulary equivalents, word association task, questioning, making list of possibilities, and visual support. All of these activities should enable students to activate their prior knowledge, prepare them for the listening process and the questions in multiple-choice comprehension check tests that are built in order to check comprehension of the passage following the listening process. Selection of the pre-listening activities was made according to what Omaggio indicates to the question of pre-listening and listening comprehension. Omaggio states that teachers should consider previewing learners the types of check tasks as questions or completions before they experience listening to the text, moreover, by doing this, students will get acquainted with the content of the listening text (Omaggio, 1986:143) Some of the pre-listening activities make vocabulary survey and focuses on learners previewing the vocabulary in the means of studying a number of maximum ten words appearing in the passage prior to listening while the Czech equivalents are given. The use of activities that focus on previewing vocabulary draw on the research made by Kelly where the research has shown that the lack of listening comprehension is caused by lexical ignorance. (Kelly, 1991:148-149)

There is a second reason for selecting the above mentioned pre-listening activities which can, in general, be divided into two groups, the question and vocabulary

preview activities. While the question preview activity is considered as more top-down processing the listening because learners focus on the listening passage as on the whole and not on particular words and structures. On the other hand, vocabulary preview activities aim at so called bottom-up processing when the importance is focused on individual words and structures rather than perceiving the listening as a whole. (Lingzhu, Internet 21)

7.1. Research question and Hypothesis

Does the learners' listening comprehension of the second language increase due to providing various pre-listening activities?

Considering this research question, both question and vocabulary preview activities should have significantly better results in comparison to the situation when students are asked to fill in the activity passage without being given any input. Even though, the top-down processing is said to be more effective than the bottom-up processing, the use of pre-listening activities support the hypothesis that learners doing gap filling activities with no input in terms of the passage prior to listening should have significantly lower scores than learners preparing for the process of listening by using either question or vocabulary preview activities.

7.2. Learners taking part in this research

A number of fifteen learners took part in this research to study effects of pre-listening activities on listening comprehension. All of the learners were native Czech citizens and were in the second grade of the eight-year long study programme at a medium-sized grammar school in eastern Bohemia, the Czech Republic.

The English classes that the students were attending were in the terms of their compulsory education. The language of instruction is English and due to school curriculum, these classes are to emphasize communication, interaction, and comprehension. Of course, learners are instructed in grammar as well but majority of grammar practice is carried out at home in homework assignment. During the classes, learners regularly take part in different communicative activities that involve listening such as interviews, drawing pictures due to oral description, selecting vocabulary due to oral description, sometimes also marking maps based on oral definition. Occasionally,

the learners listen to recorded passages which follow the text and fill in corresponding exercises. Considering the mid-term tests or the final tests, a listening part is also included.

Taking these conditions in account, learners who took part in this research were elementary second language learners of English as a second language.

7.3. Research materials

The materials used for this research comprise three essential things:

- the listening passages
- sheets with different pre-listening activities
- the multiple-choice comprehension tests

The listening passages were taken from different textbooks than learners use during their second language classes. There were several reasons for doing so. Firstly, the learners were exposed to hear different voice than just the one they are used to hear on the tape accompanying the textbook. Secondly, learners were familiar with the topics of listening passages but the same time these passages were slightly different from those they have heard. Thirdly, the listening passages were conformable to types of listening that learners have had a chance to experience during their second language class. For example, teacher's monologues, live conversations and dialogues between classmates.

In Appendix, samples of pre-listening activities and multiple-choice comprehension tasks can be found.

7.3.1. Pre-listening activities

Every pre-listening activity given to learners contains information preview of context that learners are to hear in the listening passage. The pre-listening activities are based on various topics as awareness of different climates in different countries, phrases concerning people's behaviour at the party, housing and different life styles and the way of expressing likes and dislikes. In case of pre-listening activities number one, Appendix 11, learners are given a sheet with ten words which are accompanied with their Czech equivalents. In order to provide learners context with the listening text, a sentence where particular word appears is shown under those two words. Moreover, there were two essential criteria considered in case of selection of words. The first one

is that the word has to be essential for overall comprehension of the listening and the second one is that the word must not be familiar to the learners. Pre-listening activities number two, Appendix 12, focuses on association of words. The teacher gave learners a key phrase and they were asked to write down as many words or phrases as possible that have something in common with the key phrase. Pre-listening activities number three aims at pre-listening provided in the form of making list of possibilities, ideas, and suggestions. These activities were selected due to appropriate listening passage which included some listing of either vocabulary or speaker's ideas. Pre-listening activities number four were provided in terms of questioning. The teacher betrayed students the topic of listening and appealed them to start asking him/her questions according to what, due to their opinion, might the listening passage be about. Use of visual support became a 'matrix' for pre-listening activities number five, Appendix 13. These activities try to activate learners' prior knowledge by using pictures and maps. Learners were exposed to look at different pictures and comment on them in some context. In case of looking at picture of a room, learners were asked to say what they can see on the picture, where it is located, if some of their rooms in the flat or house looks alike.

7.3.2. Multiple-choice comprehension tasks

The multiple-choice comprehension tasks are constructed out of ten sentences, which are not complete. Three possible answers are offered to choose from. The researcher decided for the multiple-choice form of the assessment due to the fact that this kind of assessment is familiar to the learners because they use this form of assessment during their regular English classes. The multiple-choice comprehension tasks corresponding to pre-listening activities are to be found in Appendix 1-10.

7.4. Procedures of collecting the data

The procedure of collecting data proceeded in two phases. To guarantee the objectivity and measurability, in the first phase, the group of fifteen students who took part in this research filled in five multiple-choice comprehension check tasks according to what they heard without being provided with the pre-listening activities and activating their prior knowledge. The results of these five listening procedures showed the researcher learners' ability to cope with the listening passage in case of listening

without providing pre-listening phase. Before the second phase of this research, the researcher prepared five different listening passages, five pre-listening activities and corresponding multiple-choice comprehension check tasks. On each day of testing listening comprehension, ten English classes, the teacher conducted the whole class consisting of fifteen learners. The first five lessons were conducted without providing pre-listening, the other five lessons were conducted with the use of pre-listening.

During the first five lessons, checking listening comprehension lasted shorter time as time for pre-listening was omitted. During the following five lessons, checking listening comprehension took longer. In case that the pre-listening activities were provided in paper format, learners were given ten minutes to study the sheets with the information given. Concerning question preview activities carried out in cooperation with the teacher, the time of ten minutes was restricted. With regard to vocabulary preview activities, the time of ten minutes to study the vocabulary according the sentences stated below each pair of the words was restricted. The strategy of question preview activities was experienced by the second language listening comprehension research by Buck. (Buck, 1991:67-91) The idea of selecting vocabulary as one of the language skills to function as preview activity (listening 6) was taken from Taglieber, Johnson, and Yarbrough (1988:455-472) with modification as these authors used these activities in research aimed at pre-reading activities. The modification was made in terms of presenting Czech equivalents because Taglieber, Johnson, and Yarbrough did not use the translations of words, moreover, pre-listening vocabulary preview activity used in listening 6 was, in contrast with other vocabulary preview activities, was provided silently with no cooperation with the teacher. In case of the other vocabulary preview activities, the researcher used activities towards the list of pre-listening activities stated in chapter five of this thesis based on Lingzhu (Lingzhu, J. Internet 8)

On the other hand, considering the vocabulary preview activity inspired by Taglieber, Johnson, and Yarbrough (1988:455-472), the researcher is familiar with certain restrictions. The first restriction is concerned with silent reading of the words and their equivalents as this way of presenting vocabulary is not typically carried out in learners' English language classes. Secondly, such activity when learners are not forced to make predictions due to unknown words is not common because it can cause the lack of courage and motivation in engaging background knowledge. Thirdly, the pre-

listening activity concerning silent reading of the vocabulary without hearing the sounds of the words may become disadvantage for auditory learners. In spite of these restrictions, the researcher chose to use vocabulary preview activity due to Taglieber, Johnson, and Yarbrough (1988) for reasons of logistics. Moreover, logistics was undeniably used by the learners completing the listening tasks without being given the pre-listening input, too.

After the students had time to study the pre-listening activity sheets or do the pre-listening phase with their teacher, they listened to the passage for the first time. When the first listening of the passage is finished, the learners got time to fill in the multiple-choice comprehension check task. During the next few minutes, learners listened to the passage once again and got time to go through the comprehension task one more time. Completing the comprehension tasks while and after listening to the passage took maximum twenty minutes. When the researcher adds ten minutes for pre-listening activity, the process of listening including pre-listening and while-listening phase does not take longer than thirty-five minutes.

7.5. Processing the data analysis

Considering all five pre-listening activities, the scores available to reach in each multiple-choice comprehension check task were ten as a maximum. In this research aimed at pre-listening activities, the researcher compares rate of comprehension in two different situations that happen in the same class with the same learners. In the first situation, comprehension check task is filled in by learners who were not provided with pre-listening activity, and in the second situation, the comprehension check task is filled in by the same learners who were provided the pre-listening input.

7.6. Results

As there are ten different listening passages, the first five charts will display the rate of comprehension without use of pre-listening activities and the other five charts show the effect of pre-listening activities on second language listening comprehension.

Charts reflecting second language listening comprehension without providing pre-listening phase.

Chart 1

<i>Nr. learner</i>	<i>01</i>	<i>02</i>	<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>	<i>09</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>
Nr. C. A.	6	8	4	6	5	7	4	2	5	6	5	10	8	6	6
%	60	80	40	60	50	70	40	20	50	60	50	100	80	60	60

Nr. Students - the number of students participating in the research

Nr. CA - number of correct answers from maximum of ten possible

% - number of correct answer shown in percentage

Chart 2

<i>Nr. learner</i>	<i>01</i>	<i>02</i>	<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>	<i>09</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>
Nr. C. A.	6	8	5	9	4	7	6	4	6	7	5	10	9	9	7
%	60	80	50	90	40	70	60	40	60	70	50	100	90	90	70

Chart 3

<i>Nr. learner</i>	<i>01</i>	<i>02</i>	<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>	<i>09</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>
Nr. C. A.	7	10	5	6	4	6	6	4	5	6	5	9	9	8	7
%	70	100	50	60	40	60	60	40	50	60	50	90	90	80	70

Chart 4

<i>Nr. learner</i>	<i>01</i>	<i>02</i>	<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>	<i>09</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>
Nr. C. A.	6	9	6	7	6	6	5	3	5	8	5	8	9	8	9
%	60	90	60	70	60	60	50	30	50	80	50	80	90	80	90

Chart 5

<i>Nr. learner</i>	<i>01</i>	<i>02</i>	<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>	<i>09</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>
Nr. C. A.	5	9	5	8	7	8	5	4	6	9	7	8	9	6	6
%	50	90	50	80	70	80	50	40	60	90	70	80	90	60	60

Charts reflecting second language listening comprehension with providing pre-listening

phase.

Chart 6

The effect of pre-listening activity: Word equivalents

<i>Nr. learner</i>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Nr. C. A.	7	9	5	7	6	8	5	4	6	8	5	9	9	9	7
%	70	90	50	70	60	80	50	40	60	80	50	90	90	90	70

Chart 7

The effect of pre-listening activity: Word association

<i>Nr. learner</i>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Nr. C. A.	7	10	6	7	6	7	7	6	7	8	7	10	10	7	8
%	70	100	60	70	60	70	70	60	70	80	70	100	100	70	80

Chart 8

The effect of pre-listening activity: Making a list of ideas, suggestions and possibilities

<i>Nr. learner</i>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Nr. C. A.	8	8	6	8	7	7	5	5	6	7	6	9	9	9	8
%	80	80	60	80	70	70	50	50	60	70	60	90	90	90	80

Chart 9

The effect of pre-listening activity: Questioning

<i>Nr. learner</i>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Nr. C. A.	7	9	7	9	5	9	6	4	7	9	7	9	10	9	9
%	70	90	70	90	50	90	60	40	70	90	70	90	100	90	90

Chart 10

The effect of pre-listening activity: Visual support

<i>Nr. learner</i>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Nr. C. A.	8	10	6	8	6	8	6	5	8	8	7	9	10	9	7
%	80	100	60	80	60	80	60	50	80	80	70	90	100	90	70

7.7. Discussion

In consideration of the research question if the pre-listening activities effect the second language listening comprehension, the results of the research show that providing pre-listening activities do make the difference in learners' comprehension. In spite of this affirmative statement, the scores reached by the learners did not fully realized the researcher's hypothesis based on significant difference. The following two charts display the overall results of listening process with and without pre-listening phase.

Chart 11

Overall results of fifteen learners comprehension reflecting the results of individual listening passages without pre-listening phase.

	Listening 1	Listening 2	Listening 3	Listening 4	Listening 5	Σ/5
%	59	68	65	67	68	65,4

Chart 12

Overall results of fifteen learners comprehension reflecting the results of individual listening passages with pre-listening phase.

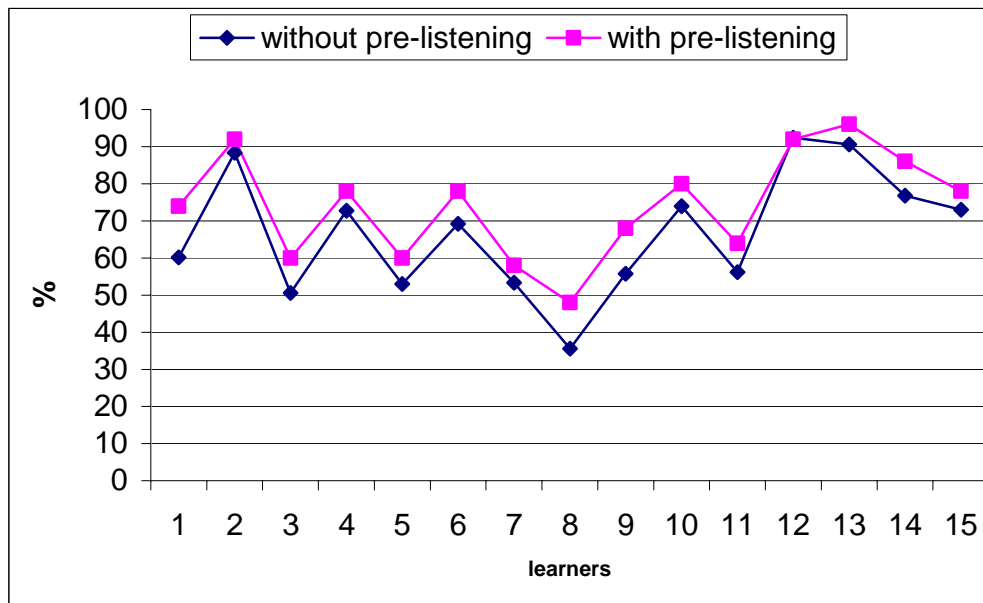
	Listening 6	Listening 7	Listening 8	Listening 9	Listening 10	Σ/5
%	69	75	72	77	77	74

In respect with these two charts, researcher found out that the difference in second language listening comprehension with and without providing learners with pre-listening phase is approximately 10%, in fact, 9,6%. The fact that results show the process of providing pre-listening activities as effective is not surprising, however, the researcher expected learners to achieve better scores. Moreover, it is obvious, that selection of particular pre-listening activity also effects the second language comprehension. When taking a look at chart 12, there is a significant difference in listening comprehension between the use of pre-listening activity based on presenting learners the word equivalent (listening 6),so called a vocabulary preview activity and

pre-listening activity based on questioning (listening 9), which can be considered as a question preview activity. In addition, when comparing the learners' scores in listening process 6 and chart 11 where the results display learners' scores when the pre-listening phase was omitted, there is nearly no difference in listening comprehension. There might be different reasons for apparent failure of vocabulary preview activity provided in terms of giving learners' word equivalents. The first reason may be the nature of the listening activity because in real life it only rarely happens that the listener would have a chance to study the vocabulary before the process of listening. The second reason might reflect the passivity of this pre-listening activity as the learners were only given the sheets with word equivalents to study before the listening to the passage. Thirdly, the reason for such low scores may be in inappropriate selection of words. The researcher might have chosen the words which were not helpful. In comparison to vocabulary preview activity provided in listening 6 and question preview activity provided in listening 9, the question preview activity allowed learners to ask teacher different questions and study the questions to be answered during the post-listening phase which may have helped learners to create their own hypotheses concerning the listening passage. Moreover, the reason why learners reached higher scores than in case of vocabulary preview activity might have been in active cooperation with the teacher, discussion between the teacher and other classmates which gave the individual learners the change to perceive the information with their auditory organs.

Considering the effectiveness of pre-listening activities from the point of view of individual learners, take a look at following chart.

Chart 13



This chart reflects the results of second language listening comprehension of all fifteen learners according to the effectiveness of comprehension with and without pre-listening phase. The results show that the improvement in case learners who achieved good results in second language comprehension without being provided with the pre-listening phase. On the other hand, learners who achieved lower scores in listening comprehension without pre-listening phase have made better progress when being provided with the pre-listening phase. In other words, pre-listening activities significantly help the learners who, in general, cope with listening difficulties rather than learners whose listening skills are basically good.

For detailed difference in the second language listening comprehension of individual learners due to not providing and providing pre-listening phase, see the following chart.

Chart 14

Learners 1-15	Results achieved without pre-listening phase [%]	Results achieved with pre-listening phase [%]
learner 1	60	74
learner 2	88	92
learner 3	51	60
learner 4	73	78
learner 5	53	60
learner 6	69	78
learner 7	53	58
learner 8	36	48
learner 9	56	68
learner 10	74	80
learner 11	56	64
learner 12	92	92
learner 13	91	96
learner 14	77	86
learner 15	73	78

It is obvious that learner 8, whose scores concerning second language listening comprehension without pre-listening phase were the lowest of all the analysed learners, achieved, in terms of providing pre-listening phase, the significant progress. In contrast to learner 8, learner 12, whose scores concerning second language listening comprehension without pre-listening phase were exactly the same as the scores achieved in case of providing pre-listening phase. In fact, the major progress can be seen in case of learners who, within the class, achieved average scores in listening to the passage without pre-listening phase. The progress here is between five to fourteen percent.

7.8. Conclusion

Due to these results, the research displays following outcome. First of all, considering the results if providing learners with pre-listening phase is relevant, the outcome is that yes, it is worth providing students particular input and activate their prior knowledge before listening to the passage even though the researcher expected the improvement would be more significant. Secondly, the scores show that pre-listening activities help more those learners, whose listening skills are low or medium rather than learners, whose listening skills are very good. Thirdly, when considering different types of pre-listening activities, a significant difference can be seen when comparing pre-listening activities, during which learners are involved in live discussion no matter if this discussion is among learners in the class or with the teacher, and pre-listening activities during which the learners stay passive and only fill in particular sheets of paper. It seems that when learners are able to perceive the input information before listening to the passage with their auditory senses, the listening itself becomes little easier and less stressful. Moreover, the scores point out the fact that teachers should encourage learners to aim at perception of overall content of the listening passage rather than individual elements such as vocabulary knowledge and that an effective way of improving learners second language comprehension is through additional exposure to the listening passage, the more related circumstances to the listening passage are the learners given, the better comprehension they are able to achieve. Fourthly, it is important to mention the fact that repetition might be necessary in case of low and lower-intermediate levels of learners because even in real life situations among the native speakers, repetition, paraphrasing and making restatements is used every day.

To sum up, I am aware of the fact that more exact results should be achieved if the research last longer. In such case, maybe even the learners, whose scores reflecting listening with and without pre-listening phase did not show any difference, would improve and the learners, whose progress was remarkable would achieve even better scores.

8. Resumé

Ve vyučování cizích jazyků neustále probíhají změny a výjimkou není ani výuka poslechových dovedností. Přestože se v minulosti tomuto tématu nevěnovalo mnoho pozornosti, v dnešní době se situace pomalu mění. Učitelé cizího jazyka začínají klást důraz na výuku poslechových dovedností více, než tomu bylo dříve. Cílem není jen porozumění vlastnímu poslechovému cvičení, které žákům učitel pustí na kazetovém přehrávači ve třídě, ale především dovednost naslouchat a porozumět mluvenému slovu. Obecně je známo, že pobyt v zahraničí, kde se mluví cizím jazykem, usnadňuje výuku daného místního jazyka právě díky neustálému poslechu cílového jazyka. Když se zamyslíme, uvědomíme si, že schopnost poslouchat a naslouchat lidem je jedna z prvních dovedností, které každý člověk potřebuje pro komunikaci s ostatními lidmi. Poslech je důležitou součástí mezilidské komunikace. Lidé, kteří chtějí s ostatními lidmi komunikovat, musí umět nejen „nějak“ porozumět, ale porozumět do té míry, aby byli schopni na danou zprávu reagovat. Jelikož není anglický jazyk v České republice jazykem mateřským, je třeba klást velký důraz na rozvoj poslechové dovednosti. Žáci nemají mnoho příležitostí procvičovat tyto dovednosti v reálných situacích každodenního života. To byl také důvod, proč jsem se rozhodla věnovat svou diplomovou práci tématu „Výuka poslechových dovedností s důrazem na předposlechové aktivity“. Tyto aktivity by měly žákovi přiblížit pozadí daného poslechu a ulehčit orientaci v textu, který se chystá poslouchat.

Věřím, že výuka poslechových dovedností má v rámci hodin anglického jazyka právem své místo. Z vlastní zkušenosti vím, že především žáci mladšího školního věku jsou mnohem adaptabilnější k metodám a postupům, které jejich učitel v hodinách používá. Zvyknou-li si tedy učit se poslouchat již v raném stádiu výuky cizího jazyka, je velká pravděpodobnost, že jejich poslechové dovednosti budou lepší a rozvinutější. Navíc, ocitnou-li se v situaci, kdy na ně promluví cizojazyčně hovořící člověk, nebudou tolik zaskočení, překvapeni a ve výsledku neschopni reagovat.

Tato diplomová práce je rozdělena do sedmi kapitol, které se snaží přiblížit problematiku výuky poslechových dovedností. Část věnovaná výzkumu se zabývá otázkou, zda předposlechová fáze, ve které se učitel snaží aktivovat žákovy již osvojené znalosti, napomáhá porozumění poslechovému cvičení.

Druhá kapitola popisuje vývoj a změny v tendencích výuky poslechu v hodinách

cizího jazyka. Snaží se poukázat na fakt, že zatímco na začátku tohoto vývoje byla tendence klást důraz především na doslovný překlad textu, principy současné výuky poslechu jsou založeny hlavně na rozvoji komunikativních kompetencí. Účelem komunikativní kompetence ve výuce poslechových dovedností není pouze to, aby žák byl schopen porozumět jednotlivým slovům, ale uvědomil si mnohé další faktory, které ovlivňují jeho míru porozumění. Metody, které jsou podrobněji popsány v této kapitole, poukazují na různé odlišnosti týkající se způsobu podávání pokynů. Dále naznačují, do jaké míry je kladen důraz na výuku slovní zásoby, jakými způsoby se vyučuje gramatika, na jaké jazykové dovednosti je v příslušné metodě kladen důraz, či zda je výuka poslechových dovedností vůbec zařazena do hodin cizího jazyka.

„Co je to vlastně poslech?“ je tématem třetí kapitoly. Odpověď na tuto otázku je velmi složitá a nejednotná. Na jedné věci je však možné se shodnout. Poslech je neviditelný mozkový proces a možná právě proto, že se jedná o tak abstraktní pojem, existuje celá řada definic, které jej charakterizují. Liší se od sebe zejména tím, z jakého prostředí či studijního oboru pocházejí jejich autoři. I přes všechny tyto rozdíly se Rost pokusil o rozdělení těchto definic do čtyř okruhů vzhledem k jejich orientaci. V této kapitole dále poukazují na rozdíl termínů „slyšet“ a „poslouchat“, jakou roli hraje v tomto procesu schopnost soustředit se a jaké mohou nastat problémy při vnímání zvuků. Ur uvádí, že v mnohých případech nízká míra porozumění není způsobena neznalostí slovní zásoby nebo povědomí o prostředí, ve kterém se daný poslech odehrává, ale tím, že žáci nejsou důkladně seznámeni se sekvencemi a juxta-pozicemi zvuků, které jsou pro anglický jazyk typické. Dalším důvodem nízkého porozumění může být rozdílný přízvuk, intonace či zvuky, které se v žakově mateřském jazyce vůbec nevyskytují.

Čtvrtá kapitola se zabývá otázkami, proč a jak lidé poslouchají. Je zřejmé, že různé situace vyžadují různé typy poslechu, které se liší svým účelem. Jinak lidé poslouchají, když chtějí získat určité informace nebo když naslouchají svým přátelům. Ve výuce poslechových dovedností se žáci nejvíce zaměřují na poslech za účelem získání nových informací. V tomto případě Kline poukazuje na tři důležité faktory: slovní zásobu, soustředěnost a paměť. Zastává také názor, že s rozšířenější slovní zásobou, vysokou mírou soustředěnosti a jistou mírou paměti se zvyšuje pravděpodobnost vyšší míry porozumění. Nicméně pod termínem paměť Kline nemá na

mysli schopnost žáků zapamatovat si obsah poslechového cvičení, ale žakovu schopnost pamatovat si své vlastní zážitky a zkušenosti, které se vztahují k určitým životním situacím.

Plánování výukové hodiny, které obsahuje poslechovou část, je věnována pátá kapitola. V této části mé diplomové práce se pojednává o rozvržení výuky poslechu do třech fází, přičemž každá z nich má jiný cíl. První fáze, předposlech, má za úkol aktivovat žákovy již osvojené znalosti, přiblížit mu informace o prostředí, počtu mluvčích, kultuře dané země, ve které se dialog odehrává apod. Druhá fáze probíhá souběžně s poslechem dané pasáže. Žák plní úkoly, které jsou zadány učitelem, např. doplňuje údaje do dotazníku, mapky či plánu, porovnává informace s údaji, které obdržel v průběhu předposlechu nebo přiřazuje k sobě dané položky na základě jejich podobnosti či odlišnosti. Třetí, a zároveň poslední, fáze poslechu následuje poté, co žáci ukončí poslech dané pasáže. Aktivity, které žáci vykonávají, mohou buď navazovat na dvě předchozí fáze, nebo dávají žákům prostor pro jejich reakce a analýzy pasáže, kterou slyšeli, po stránce jak obsahové, tak i lingvistické.

Cílem této diplomové práce bylo také zjistit, zda předposlechové aktivity napomáhají zvýšit míru porozumění dané poslechové aktivitě. Proto je následující kapitola věnována zejména předposlechové fázi, která se snaží přiblížit, jaký mají na předposlechové aktivity dopad role žáků. Poukazuje na žákovy obavy z poslechu a uvádí možné způsoby, jak snížit žákův stres a zvýšit tím jeho pravděpodobnost vyšší míry porozumění. Je dokázáno, že předposlechové aktivity rozšiřují žákovy vstupní informace týkající se poslechu, a tím se pravděpodobnost porozumění zvyšuje. Tyto aktivity mají dále za úkol žáky motivovat, zasadit vstupní informace do kontextu s vlastním poslechem a celkově žáky připravit na pasáž, kterou se chystají poslouchat. V této kapitole uvádím vhodné strategie, které učitel společně s žáky může použít, aby se připravili na daný poslech. Vyjmenovávám kritéria, která by měla být brána v úvahu, aby průběh poslechu nebyl narušen nežádoucími vlivy. Mezi tato kritéria patří časové možnosti, dostupný materiál, schopnosti třídy jako celku a zejména vlastnosti a obsah poslechu. To vše významně ovlivňuje výběr předposlechové aktivity, protože některé z aktivit nejsou vhodné pro daný typ poslechové pasáže vzhledem délce, obsahu či dostupnosti učebních pomůcek. Nicméně existuje celá řada předposlechových aktivit a učitel má široký výběr z možností, kterou z nich použije pro různé typy poslechových

pasáží. Tyto aktivity mohou být zaměřeny na výuku a rozšíření slovní zásoby, získání povědomí o kultuře, zvycích, životním stylu lidí pocházejících z různých zemí a na procvičení gramatiky. Mohou také podporovat žáky v rozvoji jejich kritického myšlení a rozvíjet schopnost vyjadřovat názory a postoje k daným skutečnostem či analyzovat příslušné situace.

V důsledku toho, že diplomová práce zkoumá vliv předposlechových aktivit na vlastní míru porozumění, je sedmá kapitola úzce spjata s kapitolou předcházející. Jejím cílem je zjistit, zda tyto aktivity v praxi skutečně napomáhají žákům zvýšit míru porozumění a v případě, že ano, do jaké míry je tato změna spjata s výchozí pozicí jednotlivých žáků. Jsou představeny typy předposlechových aktivit a dotazníků, které mají za úkol změřit míru porozumění. Pro tento výzkum jsem pečlivě vybrala deset poslechových pasáží. Abych zaručila objektivitu a měřitelnost výsledků žáků, rozdělila jsem celý výzkum do dvou základních částí. Část první je složená z prvních pěti poslechových pasáží, které žáci poslouchali bez fáze předposlechu. Druhá část se skládá z dalších pěti poslechových pasáží, před kterými proběhla předposlechová fáze. Žáci byli zároveň uvedeni do kontextu s tématem vlastního poslechu. Poté, co žáci vyslechli danou pasáž, vyplnili dotazník obsahující deset otázek, přičemž ke každé otázce dostali na výběr ze tří možností.

Tato kapitola detailně popisuje jednotlivé fáze výzkumu, cíl výzkumu spolu s vyslovením jeho předpokladu a popis žáků, kteří se tohoto výzkumu zúčastnili. Obsahuje materiály, které byly v rámci výzkumu použity, rozbor jednotlivých předposlechových aktivit a typů dotazníků, které zjišťovaly míru porozumění. Přibližuje také způsob získávání dat, jejich zpracování a následnou evaluaci.

Cíl výzkumu byl předem definován. Z tohoto důvodu byla vybrána skupina patnácti žáků, kteří společně navštěvují hodiny anglického jazyka a jejich jazyková úroveň je stanovena jako mírně pokročilá. První část výzkumu, kdy žáci vyslechli pět pasáží, aniž bych aktivovala jejich vstupní informace, stanovila jejich počáteční míru porozumění. Druhá část výzkumu sledovala změny a případný pokrok, kterého žáci dosáhli v návaznosti na provedení předposlechové fáze.

Celkový výsledek tohoto šetření ukázal, že předposlechové aktivity ve většině případů skutečně zvyšují míru porozumění, nicméně pokrok, kterého žáci dosáhli, byl méně výrazný, než jsem očekávala. Vyjádřeno procenty, celkové zlepšení porozumění

se v rámci této třídy pohybovalo okolo deseti procent. V individuálním hodnocení žáků dosáhli většího pokroku ti žáci, jejichž výsledky porozumění části prováděné bez předposlechu byly nižší. Naopak žák, který měl vysoké výsledky již ve fázi předposlechu, nedosáhl, v procentuálním vyjádření, při provedení fáze předposlechu žádného zlepšení. V případě žáků, u kterých byl pokrok minimální nebo žádný, by nejspíš bylo za potřebí provádět šetření delší dobu.

Přestože tento výzkum prokázal, že účinnost předposlechových aktivit není tak význačná, jak bylo uvedeno v předpokladu, žáci dosáhli určitého zlepšení, které dle mého názoru nemusí být konečné. V případě, že by fáze předposlechu byla pravidelně zařazována do hodin výuky cizího jazyka, bylo by možné dosáhnout jiných výsledků. Získaná data by mohla sloužit jako vstupní informace pro dlouhodobější výzkum, který by mohl odpovědět na tuto otázku s větší přesností.

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APPENDIX 1

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 1 (CHART 1)

Listen to the listening passage and choose the best possible answer to every statement.

1. Bobbi Brown is
a) a woman b) a man c) a baby
2. How many children has Bobbi got?
a) no children b) one daughter c) two sons
3. What does Bobbi do every day in the morning before the children get up?
a) goes jogging b) has shower and relaxes c) goes to the gym
4. When does she always go shopping?
a) Mondays b) Tuesdays c) Thursdays
5. Does Bobbi cook dinner every evening?
a) yes b) no c) doesn't say
6. When does Bobbi visit her father?
a) Tuesday and Friday b) Tuesday and Thursday c) every day
7. Her father lives in
a) the same town b) very far c) her house
8. What does Bobbi and her husband do in the evenings?
a) read books b) watch television c) relax
9. Why do Bobbi and her husband never go out on Friday evenings?
a) they are old b) Bobbi works on Saturday c) they are lazy
10. Bobbi's husband's name is
a) Don b) Bond c) Tom

APPENDIX 2

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 2 (CHART 2)

Listen to the listening passage and choose the best possible answer to every statement.

1. Manola lives in the
a) flat b) family house c) tent
2. Her home has got
a) three rooms b) one room c) two rooms
- 3) When she looks out of the window, she can see
a) a busy street b) a supermarket c) the sea and city lights
4. Ray and Elsie live inhouse.
a) a new b) an old c) a horrible
5. Their house is
a) very small b) quite big c) very large
6. Where do they have a TV, a stereo, a large sofa and old armchairs?
a) in the hall b) in the kitchen c) in the living room
7. Brad's house is
a) very small b) very big c) of a medium size
8. Brad's neighbours are
a) film stars b) singers c) homeless people
9. Alice lives in
a) a skyscraper b) open house c) closed house
10. Her house has not got any walls because.....
a) the weather is hot b) there was a tornado c) she doesn't live there

APPENDIX 3

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 3 (CHART 3)

Listen carefully to the listening passage and choose the best possible answer to each statement.

1. Marianvegetables.
a) hates b) loves c) likes
2. Can Marian eat with chopsticks?
a) yes b) no c) doesn't say
3. Graham likes.....
a) only English food b)only foreign food c) all kinds of food
4. How often has he got his favourite English breakfast?
a) every day b) every Sunday c) every week-end day
5. What is Lucy's favourite food?
a) pasta b) tomatoe sauce c) broccolli
6. Where was she on holiday last year?
a) England b) Italy c) Paris
7. What is Gavin's favourite cuisine?
a) Italian b) Icelandic c) Indian
8. What does Gavin eat in his favourite restaurant?
a) chips and rice b) chicken curry and rice c) fish cury and rice
9. What does Sally like the best?
a) choco ice-cream b) choco buscuits c) everything made of chocolate
10. Sally's friend brought her chocolate from.....
a) Sweden b) Switzerland c) Scandinavia

APPENDIX 4

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 4 (CHART 4)

Listen to the listening passage and choose the best possible answer for every statement.

1. What is the flight number of British Airways to Geneva?
a) AB 516 b) BA 516 c) BA 0516
2. What gate is it boarding at?
a) gate 4 b) gate 5 c) gate 6
3. What airlines does the flight number SK832 belong to?
a) British Airways b) Scandinavian Airlines c) Lufthansa
4. Where does the airplane with flight number SK 832 fly?
a) to Boston b) to Frankfurt c) to Amsterdam
5. How long is this flight number SK 832 delayed?
a) one hour b) two hours c) three hours
6. What gate is the flight to Amsterdam boarding at?
a) gate 4 b) gate 17 c) gate 32
7. What number is the flight to Miami?
a) LH 309 b) LG 309 c) HL 309
8. Where do the Virgin Airlines fly?
a) to New York b) to Amsterdam c) to Miami
9. What is the Virgin Airlines flight number?
a) SV 876 b) SV 678 c) SV 876
10. The passengers must wait
a) in the waiting room b) at the airport hall c) in the departure lounge

APPENDIX 5

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 5 (CHART 5)

Listen to the listening passage and choose the best possible answer for every statement.

1. Debbie is
a) shy b) aggressive c) nervous
2. Debbie thinks that it isto chat on the Internet.
a) difficult b) easy c) strange
3. When did Debbie meet Per on the Internet?
a) one year ago b) two years ago c) three years ago
4. How long did they chat?
a) for one year b) for two years c) for three years
5. They sent each other e-mails and photographs.
a) yes b) no c) doesn't say
6. Did they telephone each other in the beginning?
a) yes b) no c) doesn't say
7. Did Per have Debbie's address in the beginning?
a) yes b) no c) doesn't say
8. What did Per bring Debbie when they first met?
a) chocolate b) flowers c) nothing
9. What happened between them?
a) they hated each other b) they fell in love c) they became friends
10. Did they get married?
a) yes b) no c) doesn't say

APPENDIX 6

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 6 WITH PRE-LISTENING PHASE (CHART 6)

Listen to the listening passage about Mattie's life and choose the best possible answer for every statement.

1. When did Mattie started and finished work?
a) from 8am to 10pm b) from 6am to 6pm c) from 6am to 10pm
2. Where did she work?
a) in the factory b) in the cotton fields c) in the rice fields
3. How much money did she earn every day?
a) one dollar b) two dollars c) five dollars
4. Did she like her job?
a) yes b) no c) doesn't say
5. What did she want to learn?
a) work better b) work faster c) read and write
6. How old was she, when she married Hubert?
a) fifteen years old b) sixteen years old c) seventeen years old
7. How many children did they have?
a) one child b) five children c) six children
8. Did she have time for learning?
a) yes b) no c) doesn't say
9. Did her children learn to read and write?
a) yes b) no c) doesn't say
10. How old was Mattie, when she learnt to read and write?
a) 68 b) 86 c) 16

APPENDIX 7

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 7 WITH PRE-LISTENING PHASE (CHART 7)

Listen to the listening passage and choose the best possible answer to every statement.

1. In Canada, the winters are.....
a) long and cold b) short and warm c) short and cold
2. In winter, Al Wheeler
a) goes sledding b) goes ice-skating c) goes skiing
3. What is Al's favourite season?
a) winter b) summer c) autumn
4. What is typical Portuguese weather?
a) wet and cold b) warm and sunny c) rainy and foggy
5. What does Manuela do in winter time?
a) meets her friends b) drives to the beach c) stays at home
6. What does Manuela do in summer time?
a) goes to France b) drives to the beach c) works in the restaurant
7. Who does Toshi work for?
a) for film b) for his friends c) for Pentax cameras
8. Toshi has got a lot of free time.
a) yes b) no c) doesn't say
9. What is Toshi's hobby?
a) taking shower b) taking photographs c) an English course
10. How does Toshi relax?
a) goes for walks b) goes to his office c) goes to the bar with friends

APPENDIX 8

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 8 WITH PRE-LISTENING PHASE (CHART 8)

Listen to the conversation between Tom and Daisy talking about food. Choose the best answer for every sentence.

1. Daisy likes tea very much.
a) yes b) no c) doesn't say
2. Who doesn't like beer and wine?
a) Daisy b) Tom c) Tom's friend
3. What does Tom's father do when he comes home from work?
a) works at home b) drinks beer c) watches TV
4. What does Tom like except of orange juice?
a) all fruit b) chicken meat c) vegetables
5. What does disgusting mean in context with food?
a) I like it b) I hate it c) I don't mind
6. Tom and Daisy both like.....
a) hamburger b) carrots c) peas
7. Whose favourite meal is spaghetti?
a) Tom b) Daisy c) nobody's
8. What does Daisy hate?
a) mushrooms b) tomatoes and cheese c) cheese
9. Tom says that pizza is not pizza without cheese and tomatoes.
a) yes b) no c) doesn't say
10. Who likes chocolate?
a) Tom b) Daisy c) both

APPENDIX 9

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 9 (CHART 9)

Listen to the listening passage choose the best possible answer for every statement.

1. What is Harry doing?
a) dancing b) sitting c) drinking Coke
2. Who is wearing a red dress?
a) Sandy b) Mandy c) Candy
3. Where does Mandy live?
a) in the city b) in the country c) in the little town
4. What is Fiona doing?
a) dribbling water b) drinking red wine c) drinking white wine
5. What is Fiona's job?
a) a writer b) a rider c) a driver
6. What is George doing?
a) drinking wine b) smoking a cigarette c) smoking a cigar
7. What is his job?
a) a pilot b) a doctor c) a musician
8. What are Roz and Sam doing?
a) drinking b) smoking c) dancing
9. Roz and Sam are.....
a) single b) married c) divorced
10. Where does this listening passage take place?
a) at school b) at the party c) at the cinema

APPENDIX 10

COMPREHENSION CHECK TASK FOR LISTENING ACTIVITY 10 WITH PRE-LISTENING PHASE (CHART 10)

Listen to the listening passage and choose the best possible answer for every statement.

1. How many people are there in the living room?
a) two people b) three people c) three people
2. The people are.....
a) three men b) one man and two women c) man, woman, girl
3. What is there on the coffee table?
a) a radio b) a television c) a lamp
4. What is there under the coffee table?
a) a carpet b) nothing c) a rug
5. Is there a fireplace in the room?
a) yes b) no c) doesn't say
6. What is there in front of the fire?
a) cat on the rug b) a dog on the rug c) cats on the rug
7. How many pictures are there on the walls?
a) no pictures b) a lot of pictures c) few pictures
8. There are many photographs on the walls:
a) yes b) no c) doesn't say
9. Where are the plants?
a) next to the sofa b) next to the television c) next to the fire
10. Where are the flowers?
a) on the small table b) on the big table c) on the sofa

APPENDIX 11

PRE-LISTENING ACTIVITY 1 WHICH BELONGS TO LISTENING 6

Look at the words and the sentences below to study and get familiar with the vocabulary in the listening passage.

1. COTTON BAVLNA
Some sweaters are made of cotton.
2. FIELD POLE
In the Ukraine, many people still work in the fields.
3. POEM BÁSEŇ
Karel Jaromír Erben wrote many nice poems.
4. MARRY OŽENIT SE/VDÁT SE
My parents are married for twenty-five years.
5. DIE ZEMŘÍT
My grandfather died very young.
6. LOOK AFTER STARAT SE O
When I was a young girl, I looked after my younger brother.
7. ALONE SÁM
When my parents are not at home, I am home alone.
8. JUST PŘÁVĚ
I am just reading this paper.
9. UNTIL AŽ DO TÉ DOBY, KDY
I was not in Spain until I was ten years old.
10. SOON BRZY
Write me soon, please.

APPENDIX 12

PRE-LISTENING ACTIVITY 2 WHICH BELONGS TO LISTENING 7

Word association

Summer, Swimming, Sun Bathing, Hot, Sunny,
Bathing, Riding bike, Roller skating, Trip with
parents, playing football with friends, outside,
going on holiday to Croatia, playing with
friends

APPENDIX 13

PRE-LISTENING ACTIVITY 5 WHICH BELONGS TO LISTENING 10

Picture of a room



ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Výuka poslechu se zaměřením na předposlechové aktivity
Autor práce	Zuzana Vavřincová
Obor	Učitelství anglického jazyka
Rok obhajoby	2007
Vedoucí práce	PaedDr. Monika Černá, PhD.
Anotace	Diplomová práce pojednává o rozvoji poslechových dovedností v rámci výuky cizího jazyka a zkoumá vliv předposlechových aktivit na žákovu míru porozumění.
Klíčová slova	poslech, poslechové aktivity, fáze poslechu, metody výuky poslechu, předposlech, slyšet, poslouchat, poslechové dovednosti

FORMULÁŘ PRO ZPŘÍSTUPNĚNÍ PRÁCE V ELEKTRONICKÉ FORMĚ – ČESKY

Typ dokumentu	Diplomová práce		
Autor	Vavřincová, Zuzana		
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Název závěrečné práce	Výuka poslechu se zaměřením na předposlechové aktivity		
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Vedoucí práce, školitelé	PaedDr. Monika Černá, PhD., vedoucí práce		
Klíčová slova	poslech, poslechové aktivity, fáze poslechu, metody výuky poslechu, předposlech, slyšet, poslouchat, poslechové dovednosti		
Datum obhajoby	2007		
Označení rozsahu zpřístupnění	<i>1/ souhlasím se zveřejněním celé práce</i>	Datum: 28.3.2007	Podpis autora: <i>Vavřincová</i>
Abstrakt	<p>Diplomová práce pojednává o vývoji poslechových aktivit, jako o jedné z jazykových dovedností. Diplomová práce přináší poznatky o vývoji výuky poslechových aktivit a následném porozumění danému textu, který žáci poslouchají v průběhu výuky cizího jazyka. V tomto dokumentu může čtenář najít informace o tom, jak plánovat výukovou hodinu obsahující poslechové aktivity, jaké jsou tři základní fáze poslechu, či kritéria, která by měl učitel vzít v úvahu při přípravě výukové hodiny. Kromě toho diplomová práce také poukazuje na fázi předposlechu a pojednává o kritériích, která ovlivňují úspěšné porozumění. Dále pojednává o různých strategiích předposlechových aktivit, stejně jako o důležitých kritériích, jež ovlivňují výběr té nevhodnější činnosti, která má za úkol aktivovat žákovy znalosti a poskytnout mu vstupní informace týkající se textu, který žáci budou poslouchat. Kapitola věnovaná výzkumu se zabývá otázkou, zda předposlechové aktivity pomáhají žákům k dosažení lepšího porozumění, než jakého by dosáhli bez aktivování jejich znalostí. Výzkum přináší výsledky týkající se nejen toho, jak předposlechové aktivity ovlivňují porozumění v rámci celé třídy, ale také jednotlivých žáků.</p>		
Název souboru	<i>vavrincova.pdf</i>	Velikost souboru	724 Kb

FORMULÁŘ PRO ZPŘÍSTUPNĚNÍ PRÁCE V ELEKTRONICKÉ FORMĚ – ANGLICKY

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Author	Vavřincová, Zuzana		
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Availability	<i>1/ Unrestricted</i>		
Abstract	<p>This thesis is about to comment on development of listening as one of the language skills. Emphasis on difference between hearing and listening is noted. Moreover, the thesis brings findings in development and changes in approaches towards teaching listening comprehension. In addition, information on how to plan a listening skills' lesson can be found together with instruction on criteria to be considered when planning a lesson including listening to a passage. Furthermore, this thesis is to focus on pre-listening phase and to discuss various criteria effecting successful listening comprehension. The thesis deals with lack of second language comprehension caused by learners' stress and presents possible means of lowering learners' anxiety, displays various strategies for pre-listening activities as well as important criteria to consider when selecting the most convenient and appropriate pre-listening activity to activate learners' prior knowledge and provide them input due to background information regarding the listening passage. The research is aimed at the question if pre-listening activities help learners to achieve better scores in second language comprehension, which pre-listening activities work better and what results and progress were achieved by individual learners .</p>		
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