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Textbook Evaluation from the Perspective of Developing
Listening Skills in Lower-secondary Learners

Martina Hrdá

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Jméno a příjmení: **Martina Hrdá**
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Studentka se ve své bakalářské práci bude zabývat rozvojem řečové dovednosti poslechu s porozuměním v kontextu výuky angličtiny na 2. stupni základní školy. V teoretické části práce nejprve představí obecně přijímaný cíl cizojazyčné výuky, komunikační kompetenci, který dále za využití relevantních dokumentů konkretizuje pro daný stupeň vzdělávání a vybranou dovednost. Následně studentka definuje poslech jako řečovou dovednost a bude diskutovat současný pohled na rozvoj této řečové dovednosti. V další části představí učebnici jako materiální didaktický prostředek, uvede specifika učebnic anglického jazyka a možné způsoby jejich hodnocení. Na základě teoretické části studentka formuluje kritéria pro hodnocení vybrané učebnice angličtiny z hlediska poslechu s porozuměním. V praktické části práce studentka realizuje empirické šetření, jehož cílem bude zhodnotit vybranou učebnici angličtiny z hlediska rozvoje poslechu s porozuměním žáků 2. stupně ZŠ.

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Vedoucí bakalářské práce: **doc. PaedDr. Monika Černá, Ph.D.**
Katedra anglistiky a amerikanistiky

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Univerzita Par
Fakulta filozofická
532 10 Pardubice, Stud

doc. Mgr. Jiří Kubeš, Ph.D.
děkan

Mgr. Olga Roebuck, Ph.D.
vedoucí katedry

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ANNOTATION

This bachelor thesis deals with textbook evaluation from the perspective of developing listening skills in lower-secondary learners. At first, the theoretical part introduces the general aim of learning and teaching languages, which is specified on one level of the English language and on one skill - listening. Consequently, listening as a receptive skill and its development is discussed. In the last chapter of the theoretical part of the thesis, the textbook as a didactic material is introduced, including its criteria for evaluation. The aim of the practical part is to evaluate the textbook in terms of developing listening skills based on individual activities and recordings. The whole research based on the theoretical part.

KEY WORDS

listening comprehension, textbook, evaluation, communicative competence, listening activities, recordings

ANOTACE

Tato bakalářská práce se zabývá hodnocením učebnice z hlediska rozvoje poslechu s porozuměním u žáků na druhém stupni základní školy. V teoretické části je představený cíl cizojazyčné výuky, který je dále konkretizovaný pro daný stupeň vzdělání a pro danou dovednost – poslech. Poté je v této práci definován poslech jako řečová dovednost a její rozvoj. V poslední kapitole teoretické části je diskutována učebnice jako didaktický materiál, její specifika a způsoby hodnocení. V praktické části je realizován výzkum, jehož cílem je zhodnotit vybranou učebnici anglického jazyka z hlediska rozvoje poslechu s porozuměním na základě jednotlivých poslechových aktivit a nahrávek. Výzkum je proveden podle seznamu kritérií vycházejících z teoretické části.

KLÍČOVÁ SLOVA

poslech s porozuměním, učebnice, hodnocení, komunikační kompetence, poslechové aktivity, nahrávky

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LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

CLA – Communicative Language Ability

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

FEP BE – Framework Educational Programme for Basic Education

FLT – Foreign Language Teaching

SLA – Second Language Acquisition

INTRODUCTION

Since English is considered to be a global language, it is important to develop it through the means of all four main language skills, listening being one of them. Despite the fact that listening is sometimes considered to be the hardest skill to develop, there are still many techniques and ways how to get better at it, because effective communication requires not only being able to speak, write and read, but also to listen. In everyday life, people have many reasons to listen to English content. Apart from listening for pleasure as when people listen to a radio or to songs, one also needs to listen properly when working abroad or when communicating with foreigners. That is the reason why this thesis focuses on developing listening skills in lower-secondary learners. This topic is interesting for many reasons, for example because it gives a chance to find out whether textbooks dedicate enough time and opportunities to develop listening in classrooms and whether they prepare learners for real-life situations where such a skill will be essential. Nevertheless, as I believe, the findings of this research can enhance my own teaching practice in the sense that I will try to avoid the unpreparedness of students for situations outside the classroom.

The overall aim of this thesis is to evaluate one particular textbook (Project 2, fourth edition) from the perspective of developing listening skills. This paper is divided into the theoretical and the practical part. In the first chapter of the theoretical part, listening comprehension is set into the context of English language teaching and learning, so that it introduces the term communicative competence, its history and development, and provides the goals of developing listening comprehension in the Czech Republic in relation to CEFR and FEP BE. The second chapter deals with listening as a receptive skill, there is a definition of listening, purposes, techniques for listening comprehension, phases of listening and criteria for selecting listening texts. The last chapter describes the textbook as a didactic aid and analyses its functions. Also, two different approaches to its evaluation are discussed in this part.

The practical part at first introduces the process of choosing a textbook to be evaluated and then provides a general description of the chosen textbook. Consequently, the process of data collection and data analysis is described as well as the criteria for evaluation are introduced. These criteria were set on the basis of CEFR and FEP BE together with the remaining literature from the theoretical part. Moreover, two groups of criteria are introduced in this chapter. The first group focuses on evaluation of individual listening activities, and then, the second group

deals with evaluation of the recordings. These two parts are analysed according to the criteria and the results are described and summarized.

In addition, Appendices contain components of this thesis, as a classification of thematic areas from CEFR (2001, 52) and the syllabus of the textbook Project 2, fourth edition are presented, together with the analysis of individual listening activities and with the analysis of the recordings.

THEORETICAL PART

1   LISTENING FOR COMPREHENSION IN CONTEXT OF ENGLISH LANGUAGE TEACHING AND LEARNING

1.1   The Main Goal of Teaching and Learning English

The general goal of language teaching and learning is to develop communicative competence (Richards and Rodgers 2014, 87); this term expresses what learners need to know in order to be communicatively competent (Richards and Rodgers 2014, 88).

Since communicative competence acquires both knowledge and ability to use the language (Richards and Rodgers 2014, 88), "the concept of communicative competence entails a much broader understanding of a language as a means of getting things accomplished in an appropriate manner" (Richards and Rodgers 2014, 85).

1.2 The Development of Communicative Competence

The term communicative competence arose from the approach called Communicative Language Teaching (CLT). The CLT movement started in 1970s and can be considered as revolutionary, because the focus on a form of the language (theory of Chomsky) was shifted to what the language was used for (Harmer 2015, 57).

The term communicative competence was introduced by Hymes (1972 in Richards and Rodgers 2014, 87) in order to contrast his theory with the theory of Chomsky. Hymes believed that being able to use the language appropriately and effectively in social situations, one must know how to produce and interpret the language in a wide range of purposes (Celce-Murcia, Brinton and Snow 2014, 18).

In 1980s, communicative competence was further developed by Canale and Swain. Apart from grammatical competence, they added three more components: sociolinguistic competence, strategic competence and later, discourse competence. In their opinion, these four competences represent the speaker's ability to use the language for purposes of communication both inside and outside classrooms (Celce-Murcia, Brinton and Snow 2014, 19).

Later, in 1990, this concept of communicative competence was redefined by Bachman. His description is consistent with the previous authors, with Hymes, Canale and Swain, that being able to communicate, it involves not only the knowledge of the language, but also the ability to

use that competence (Bachman 1990, 81). However, Bachman's (1990, 84) point of view is slightly different, because he devoted special attention to the communicative language ability (CLA), which is not necessary to be presented in this thesis.

In 2001, Council of Europe published the document called The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR. It was written to provide a framework for Foreign Language Teaching (FLT). As stated in this document, communicative language competences are divided into linguistic competences, sociolinguistic competences and pragmatic competences (CEFR 2001, 108). In the Czech Republic, CEFR is currently used not only as a tool for planning and realising lessons, but also for assessing the process of FLT (CEFR 2001, 1), therefore it is a model of communicative competence and the most relevant document in this thesis.

1.3 General Aim of Developing Listening Skills in ELT

Generally, the aim of listening for comprehension is to understand the spoken language and to prepare learners for a real-life listening (Buck 2001, 3).

As reported by Wilson (2008, 16–17), there are many potential reasons why students should listen to English. It is important not only for information-sharing, entertainment and listening to music, but also for travelling, business, science and technology, since English is considered as a world-wide language. These reasons are consistent with Ur's opinion (2012, 102) that "the main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life."

1.4 The Goals of Developing Listening Comprehension at Lower-secondary Schools in the Czech Republic

In the Czech Republic, English is taught as a foreign language. All the requirements for teaching foreign languages in this country are set in FEP BE which is based on CEFR.

The overall listening comprehension for the Czech students is set in the Framework Educational Programme for Basic Education, abbreviated as FEP BE, called 'expected outcomes' (MŠMT 2017, 17). These outcomes are focused on the fifth and the ninth grades students. Since this thesis deals with lower-secondary students only, the ninth grades students' outcomes are covered. In the Czech Republic, students are supposed to reach the A2 level of the English language (according to CEFR) by the end of their ninth grade (MŠMT 2017, 17). These

expected outcomes are considered as the minimal outline of knowledge and students are expected to use them actively in real-life situations (MŠMT 2017, 14). The specific expected outcomes in FEP BE for listening skills are described as follows:

> *"Listening comprehension; student:*
>
> - *understands information in simple listening texts, if said clearly and slowly*
> - *understands the content of simply and clearly pronounced conversation connected to the relevant topics"*

<div align="right">(MŠMT 2017, 26)</div>

When comparing expected outcomes in FEP BE with the illustrative scale in CEFR, it is obvious that they overlap to a large extent. Overall listening comprehension on the illustrative scale at A2 level includes that a learner:

"Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated."

"Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated."

<div align="right">(CEFR 2001, 66)</div>

The above-mentioned relevant topics (MŠMT 2017, 26) are listed in the FEP BE and students should be familiar with them. The topics include: home, family, housing, school, leisure time, culture, sport, health care, feelings and emotions, eating habits, weather, country and town, shopping and fashion, society and its problems, choice of career, modern technology and media, travelling and information about relevant foreign countries (MŠMT 2017, 27).

CEFR also deals with a term called communication themes, as these are "the topics which are the subjects of discourse, conversation, reflection or composition as the focus of attention in the particular communicative acts" (CEFR 2001, 51–52). These themes stated in CEFR are divided according to Threshold Level 1990, in chapter 7 and can be found in Appendix A.

2 LISTENING COMPREHENSION

2.1 Position of Listening in the Context of Language Skills and Systems

We use the language in terms of four skills – speaking, writing, reading and listening, and language systems – grammar, vocabulary and pronunciation (Harmer 2015, 297). The importance of skills complements the importance of grammatical, lexical and phonological knowledge and focuses on the learners' ability to deal with the language (Cunningsworth 1995, 64). Furthermore, skills can be divided into two groups. Receptive skills is the term used for reading and listening, while productive skills is the term used for writing and speaking (Harmer 2015, 297). For many years, listening skill was not considered to be important when teaching the language, since the productive skills were emphasized and the relation between productive and receptive skills was hardly understood. Later, this position has been replaced by an active interest in the role of listening comprehension and these days listening might be considered as the core of SLA (Richards and Renandya 2002, 235). The reason is that "listening skills are acquired abilities enabling person to listen without a great effort" and they are the result of practising of actions, which became automatized (Celce-Murcia, Brinton and Snow 2014, 73).

2.2 Definition of Listening Comprehension

Buck (2001, 10) as well as Wilson (2008, 17) agree that listening ability is believed to be one of the least understood, valued and developed, even though it is one of the crucial language skills to be able to know the language. In addition, David Nunan (in Wilson 2008, 17) describes listening "as 'the Cinderella skill', overshadowed by its big sister, speaking."

Listening comprehension is "an active process of constructing meaning, and that is done by applying knowledge to the incoming sound", (Buck 2001, 31) and therefore two views of listening are introduced in the following chapter.

2.3 Bottom-up and Top-down Processes

Listening comprehension is a very complex process that may be understood after knowing how the language system works (Buck 2001, 1). As reported by Wilson (2008, 15), there are many reasons why listening might be considered as a difficult skill, therefore it is divided into linguistic and non-linguistic knowledge. Linguistic knowledge consists of different types – phonology, lexis, syntax, semantic and discourse, while the non-linguistic knowledge is about the content and the context. Moreover, it is important to know how this knowledge is applied,

so that is the reason why researchers introduced two models to describe this process. These are bottom-up and top-down models (Buck 2001, 1–2). Anderson and Lynch (1988 in Nunan 1991, 18) "contrast the bottom-up view of 'listener as tape recorder' with the top-down view of 'listener as model builder'".

The first one, bottom-up process, decodes the smallest units (phonemes and syllables) in order to lead us towards meaning, so it is dependent on the sounds heard (Wilson 2008, 15). Listeners link these sounds together in order to form words and then put the words together to form clauses and sentences. Furthermore, this form is easy to be demonstrated (Nunan 1991, 17).

On the other hand, the top-down model is not directly encoded in words (Nunan 1991, 18), because it deals with the background knowledge to predict the content. It is based on the listener, because the comprehension relies on what happened before the listening (Wilson 2008, 15).

Finally, to be a successful listener, combination of both top-down and bottom-up processing should be involved in, and it is called 'interactive processing' (Celce-Murcia, Brinton and Snow 2014, 94).

2.4 Live and Recorded Listening

There are many different sources of listening. For example, teachers in class give instructions, tell stories or read aloud. In some cases, as when doing an interview or in a conversation, students talk to each other. These are categorized as 'live listening' and this way is quite popular since it allows students to practise listening in face-to-face interactions, rephrasing, seeing speakers' reactions and using formulaic expressions such as *'Sorry, I did not hear you. What was that?'* etc. (Harmer 2015, 340–341). In other words, listeners have a chance to influence the delivery (Wilson 2008, 28). However, this thesis deals with listening in the textbook, therefore it is not essential to discuss live listening in detail.

What is relevant to this thesis, is a pre-recorded audio. Recordings offer a wide range of advantages, such as an availability of recordings, because mainly on the Internet there is almost unlimited amount of audio and video materials specially produced for EFL learners. Moreover, recordings can be used by students while working at home since they give an opportunity to be replayed in ways that a speaker cannot be. These are the reasons why recordings are frequently used by teachers and learners – to listen twice or more times, or to go throughout certain features of the recordings (Hedge 2000, 246).

On the other hand, there are several disadvantages when using a pre-recorded audio in a classroom. The first problem is an acoustic. In a big classroom, it is sometimes difficult to ensure that all students in a room can hear the recording clearly. Secondly, there is no interaction between students and speakers on an audio track, and therefore recordings might be considered as they are not natural (Harmer 2015, 342). However, if teachers wanted to avoid some of these above-mentioned potential problems, they should check the quality of recordings and of the device before using so, they should also change the position of learners to offset the poor acoustic (Harmer 2015, 343) and they should take into account the criteria for a good listening text in the following chapter.

2.5 What Makes a Good Listening Text?

When choosing a listening text for a language class, it is important to focus on two factors – on the content and on the delivery (Wilson 2008, 25).

2.5.1 Content

The first and the most vital factor is interest. Students will listen attentively if the text is interesting and if they have a personal stake in it. The other factor is entertainment and cultural accessibility, which is important when selecting listening texts. For example, it would be irrelevant to hear about Halloween in African schools. The following factor is speech act since there are different functions of the speech such as suggesting or narrating. Lastly, discourse structures, density and language level are also important factors (Wilson 2008, 28).

2.5.2 Delivery

As mentioned in the previous chapter, we can distinguish two models how we can deliver a message in class – live talks and recordings. Considering the recordings, the key factor is their length (Wilson 2008, 28), because students are supposed to listen to spoken texts and to answer comprehension tasks at once and it might be tiring for them (Harmer 2015, 336). The next aspect is speed and number of speakers since the more speakers are included, the more confusion may occur. The other factor is an accent. As stated by Ur (2012, 218), most of the ELT materials include a huge component of British and American language varieties. However, there are many other possibilities, such as English spoken in Scotland, Australia or Canada (Celce-Murcia, Brinton and Snow 2014, 64). Nevertheless, ESL learners are not so familiar with more accents and hearing a new one can cause problems and it may disrupt the whole comprehension process (Buck 2001, 35). On the other hand, as English is considered to be a

world-wide language, students probably will come across more accents than British and American, and therefore, with more professional recorded materials, it is important to expose students with other language varieties gradually, as they become more proficient (Wilson 2008, 29).

2.5.3 Other Criteria for Selecting Listening Texts

Apart from the content and the delivery, when choosing an appropriate listening task, it is important to consider possible differences, mainly the distinction between a monologue and a dialogue as both will be encountered by learners in listening situations outside a classroom. There are variations and criteria for monologues and dialogues (Hedge 2000, 244).

A) MONOLOGUE:

1) Unscripted lectures, talks or speeches	Some of them listed in 4, but greater quality, with more discourse markers.
2) Scripted news, written talks, stories	Similar to written prose with repetition, reasonable speed, formal style.
3) Public announcements	Careful speed, formal style with ritual phrases, uncertain acoustic.

B) DIALOGUE:

4) Unscripted, spontaneous conversations	Repetitions, rephrasing, hesitations, natural rhythm, incomplete sentences, variety of accents and speed.
5) Spontaneous commentary	Features listed under 4, especially incomplete sentences, and varying speed.
6) Telephone conversations	Features of 4, more careful, slower, problems of gaps in a message.

(Hedge 2000, 245)

Besides monologues and dialogues, it is important to know if the content of the recordings is personalised, because it is easier to listen to familiar texts (Ur 1984, 62). As stated by Ur (1984,

62–63), here are some suggested topics that concur with those stated in <u>FEP BE:</u> family, friends, hobbies, familiar places, childhood, experiences, plans for the future or our opinions on local issues. Moreover, the choice of an activity is dependent on the level of response - on the type of text as well as on the level of the learners (Hedge 2000, 252).

Finally, according to Scrivener (2005, 173), the most effective and useful tasks are those requiring students to listen to in the same way as they would listen to in real-life conversations. For example, being a receptionist, they should be able to understand general nature of the enquiry – when one looks for a job, students give an accurate information such as phone number.

2.6 Authentic Versus Pedagogic

By some authors, scripted or pedagogic dialogues in coursebooks are criticised because of their lack of authenticity, as these conversations might be predictable, and no one interrupts anyone while speaking. In other words, these dialogues have nothing in common with real situations. In authentic texts, repetition, background noises and voices, misunderstanding and negotiation of the meaning is included as well as false starts and hesitation *(like going … doing something)*, backchannel devices *(uh huh)*, expressing that we are listening etc. Therefore, when evaluating scripted conversations, it may seem as there is no listening practice, but it only provides the rules of grammar, that is easy to understand (Wilson, 2008 30–31). This is frequently done in lower levels, as "the more predictable and familiar the speech act is, the more easily it will be understood" (Wilson 2008, 29).

Nevertheless, as stated by Richards and Renandya (2002, 241), listening materials should be based on a wide range of authentic texts as they are more spontaneous. However, especially in textbooks, it is not always possible, and therefore, Wilson (2008, 33) comes up with a solution how to balance scripted and authentic features – by creating so called 'authentic-based language' – including some authentic features such as hesitation and false starts, but the dialogue has no distracting aspects.

2.7 The Purposes for Listening

There are various reasons we might have in listening. It could be a conversation of a personal kind in which the listening is reciprocal or participatory. Sometimes the goal of participatory listening can be, for example, getting information needed to do something specific, such as

hearing directions. When listening to a radio talk or to a conference presentation, we can talk about non-participatory listening (Hedge 2000, 236).

In ELT, there are many purposes for listening and it depends on a type of a listening task (CEFR 2001, 65). However, those criteria in CEFR are the most relevant to this thesis and they are important when selecting listening tasks.

Purposes stated in CEFR are as follows:

"the user may be listening:

- *for gist;*
- *for specific information;*
- *for detailed understanding;*
- *for implications etc."*

(CEFR 2001, 65)

The skill involved depends on the precise purpose for listening, whether it is listening to the general content or not. Ideally, in order to communicate successfully in everyday conversations and to avoid possible problems, the language classroom should help students to develop listening processes through activities giving a wide range of purposes for listening (Hedge 2000, 236), which would help learners to develop listening approaches in different situations (Wilson 2008, 39).

2.8 Phases of Listening Activities and Tasks

Currently, it is a standard practice to use the following procedure when dealing with listening activities in class (Hedge 2000, 247), and therefore listening sequences should be divided into three parts: pre-listening, while-listening and post-listening (Wilson 2008, 60).

2.8.1 Pre-listening Phase

Wilson (2008, 63) states that this phase is essential for learners to fully understand the task and to get the point of listening. He also points that "without a clear context, connected speech often becomes inaccessible – simply noise – even to people listening to their own language", and therefore, setting the pre-listening activities guide students and ease them listening.

As this phase gives students a better chance to succeed in tasks given, this stage involves activating schemata in order to help students to predict the content of the listening task (Wilson

2008, 60). In other words, anything that learners already know about the topic, should be brought to the front of their minds. It can be done by many activities such as predicting the content from the title of a talk, talking about a picture relating to the text, discussing the topic, answering questions about the topic, agreeing or disagreeing with some opinion connected to the topic, or to form an opinion (Hedge 2000, 249). Moreover, a reason to listen is set in this phase as learners create expectations which they can confirm while listening (Hedge 2000, 249).

According to Hedge (2000, 249) "an important objective for the pre-listening phase is to contextualize the text, providing any information needed to help learners appreciate the setting and the role relationship between participants." This is crucial especially with authentic recordings. The other important part of pre-listening stage is an information about the passage – speaker's way of talking, the length, its functions (ordering, persuading, negotiating) and its structure (Wilson 2008, 63).

To conclude, 'a good listener' should know what is coming next and they should make hypotheses about how the passage will develop (Wilson 2008, 64).

2.8.2 While-listening Phase

The aim of this sequence is that students must somehow use the information that they hear, and it should make them think and react (Wilson 2008, 81).

When completing listening activities, there are various types of activities (Scrivener 2005, 175) and we should bear in mind the distinction between responses involving production and those involving recognition only. Productive responses include taking notes, writing answers, correcting errors and completing tables, diagrams and sentences, while recognitive responses include answering multiple-choice and true/false questions, ticking words and phrases that are heard, and matching and choosing pictures (Wilson 2008, 82).

According to Hedge (2000, 252), the choice of activity depends on the level of response which is appropriate not only to the type of text, but also to the level of the learners. For those in the early stages of developing listening skills, activities such as ticking a list or putting pictures into the correct order are suitable, because they are simple. On the other hand, Richards and Renandya (2002, 241) state that "learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks".

2.8.3 Post-listening Phase

Besides checking the answers and giving feedback, in this stage we go into detail, looking at top-down features such as the exact setting of the passage or information about the speaker; and bottom-up features such as individual words and phrases. We also look at possible problematic parts of listening. This process is called 'troubleshooting' (Wilson 2008, 96). What is also effective way of helping students, is to show them transcripts of what they have listened to, as it helps them with many troubles as separating words (Harmer 2015, 339).

Finally, post-listening activities usually involves integration with other skills through development of the topic into reading, speaking or writing activities (Hedge 2000, 252).

2.9 Techniques for Listening Comprehension

Ur (2012, 108) presents that activities can be classified according to the amount of complexity of required response into four general categories:

- "No overt response: students do not have to do anything in response to the listening. However, facial expressions and body language often show if they are following or not.
- Short responses: students respond by writing a word or a symbol, or by a physical movement.
- Longer responses: students write longer answers, which may be full sentences.
- Extended responses: listening provides only the first stage in an extended activity involving reading, writing or speaking. In other words, these are activities which require a combination of skills."

(Ur 2012, 108–109)

Furthermore, Wilson's (2008, 97) classification of types of responses is more specific and it is evident that according to the above-mentioned classification by Ur (2012, 108–109), he deals mainly with longer and extended responses.

- Checking and summarising: students say what they heard in the passage, they can write a summary, or to compare answers with the other students.
- Discussion: students discuss the differences, they can say if they agree or disagree with the statements and they may say pros and cons of the story.
- Creative responses: students transfer a story to a different genre (can be both written on spoken), they can write a continuation of the story, or they can illustrate the story by drawing.

- Information exchange: one student listens to a story A, while the other one listens to a story B. After listening, they share what they heard.

- Problem-solving: students design some criteria or solve moral dilemmas and mysteries (e.g. who was the killer).

- Deconstructing and reconstructing the listening text: hidden dialogues or a storyboard.

- Critical responses: students' point of view is crucial.

(Wilson 2008, 97–109)

In summary, these above-mentioned techniques for listening comprehension can serve as a remedy – in strategies, techniques, grammar, vocabulary and discourse markers, and above full listening practice. It is beneficial for teachers to find out what the learners struggle with, and how they came to their answers (Wilson 2008, 97).

3 TEXTBOOK

The whole practical part is focused on a textbook evaluation from the perspective of developing listening skills. That is the reason why this chapter deals with a textbook in terms of its definition, functions and how it can help teachers in ELT. Finally, approaches to textbook evaluation are mentioned.

3.1 What is a Textbook?

Many teachers decide what and how to teach according to a coursebook, which offers a complete syllabus that teachers are expected to follow. It can be useful for them from the perspective of developing all four skills. On the other hand, a coursebook can be viewed as a block to creativity (Harmer 2015, 71). There are many for and against textbook use, however, this thesis is focused on a textbook evaluation, therefore it is not necessary to discuss the advantages and disadvantages in detail.

There are many possibilities how to define what is a textbook. For example, Wahla (1983 in Průcha 1998, 13) states that "a textbook … it defines a content norm of teaching framework and specifies the content and the range of curriculum of a particular subject in a particular grade." Průcha (1998, 13) partly disagrees with such an incomplete definition. He claims that a textbook was made for specific purposes of education and can be divided into three systems as 'educational construct.' The first system is 'curricular projects', the second is 'didactic aids' and the last one is 'school didactic texts' (Průcha 1998, 13). In this thesis, the textbook is dealt as a didactic aid.

3.2 The Functions of Textbook in ELT

According to Cunningsworth (1995, 7), the role of textbook in ELT "is to be at the service of teachers and learners but not to be their master," so it is crucial to use a coursebook as a guide and the aims of the coursebook should be well-balanced with the aims of the teacher (Cunningsworth 1995, 7).

Coursebooks in ELT have multiple functions as:

- "a resource for presentation material (spoken and written);
- a source of activities for learner practice and communicative interaction;
- a reference source for learners on grammar, vocabulary, pronunciation etc.;
- a source of stimulation and ideas for classroom language activities;

- a syllabus (where they reflect learning objectives which have already been determined);
- a resource for self-directed learning or self-access work;
- a support for less experienced teachers who have yet to gain in confidence."

<div align="right">(Cunningsworth 1995, 7)</div>

Since there were many classifications of functions of textbooks over the years, probably the most detailed is Zujev's taxonomy (in Průcha 1998, 19), where he distinguished eight main functions. Moreover, these above-mentioned functions of textbook in ELT overlap to the general taxonomy of Zujev (1983 in Průcha 1998, 19–20). For instance, Cunningsworth (1995, 7) states that textbook serves as "a resource of self-directed learning or self-access work" as well as Zujev (1983 in Průcha 1998, 20) supposes that a textbook has "self-educational function". The second example is that Cunningsworth (1995, 7) claims that a textbook functions as "a resource for presentation material" and Zujev at the same time mentions "an informational function" of the textbook. It is quite obvious that these functions are formulaic, and therefore the whole taxonomy of Zujev is not mentioned.

Nowadays, in the Czech schools there is an opportunity to use programmes with dictionaries, grammatical and conversational guides and electronic textbooks. These electronic textbooks are viewed as more attractive than printed versions, because they can be advantageous since they are divided into interpretation, practice and testing. Additionally, electronic textbooks are full of visual aids and it is up to every learner whether they want to do some extra practice (Průcha 1998, 15). For example, the textbook chosen to the practical part of this thesis, [Project 2, fourth edition](#), can be found in an electronic form. For each unit, there are various exercises and, what can be attractive mainly for younger learners, educational games. However, the aim of this thesis is to evaluate the printed version, therefore to the electronic textbooks we do not have to devote much attention.

When developing listening comprehension, recordings are often used. As stated by Wilson (2008, 47) recordings are not only as a part of a textbook, but also on many teaching websites on the Internet. Moreover, modern textbooks contain many types of recordings – news bulletins, interviews with experts in their fields such as stories, songs, discussions etc., as well as textbooks provide listening sequences mentioned in the previous chapter. Textbook recordings have a high degree of integration within the syllabus and they can extend the topic of the unit. What is advantageous, most textbooks have also transcripts of the recordings in the back and it can help students to check problems in a particular part of the listening (Wilson 2008, 48).

3.3 Approaches to Textbook Evaluation

Since the practical part is focused of textbook evaluation, it is necessary to mention the way how we can evaluate them. Despite we can form a general impression of a textbook quickly (Cunningsworth 1995, 1), considering all the pros and cons, it is important to mention two main approaches.

The first approach is 'impressionistic overview' that gives us the general idea about the material by going through the book – its quality of the visuals, how attractive the layout is, or how the items included are sequenced etc. Doing so is advantageous before making more complex analysis, because such a brief overlook cannot be reliable in terms of what a coursebook contains and the requirements of the teaching and learning situations (Cunningsworth, 1995, 1).

For more detailed analysis, there is the second approach, called 'in-depth evaluation', which is important when "we need to examine how specific items are dealt with, particularly those which relate to students' needs, syllabus, requirements etc." (Cunningsworth 1995, 2).

In this thesis, both approaches are used, but the in-depth evaluation approach prevails, since exercises and activities throughout the textbook are analysed, focusing on listening skills development.

PRACTICAL PART

4 TEXTBOOK FOR EVALUATION

4.1 The Process of Choosing the Textbook for Evaluation

Since the whole practical part is focused on developing listening skills based on one textbook, it is important to mention which textbook I chose and why. I would like to know what type of textbook is used at one of the biggest elementary schools in the Czech Republic, ZŠ Boskovice, and therefore I asked five lower-secondary English teachers which coursebook they use with eight-graders. Three of them responded that they use Project 2, fourth edition, and one of them responded that she uses Project 2, third edition. One of the teachers did not respond to my e-mail. Additionally, these teachers usually use this book with both seven- and eight-grade students.

4.2 General Description of Project 2, Fourth Edition

In the theoretical part of this thesis, two approaches to textbook evaluation are introduced – therefore, to get a general overview, it is important to start with an impressionistic approach. What comes to mind after opening this textbook is the idea that it is probably appealing to children, as there are many pictures and illustrations in it.

Project 2, fourth edition consists of 87 pages, starting with an opening unit and six main units. These six main units are divided into four parts (A, B, C, D). In each unit, there is a focus on skills and language systems. Moreover, each unit is accompanied by a Culture page, English Across the Curriculum page, a Revision page and student's own project stated as 'Your Project' in the book. The Culture pages give information on British holidays, festivals, animals, meals, weather and cinema. The English Across the Curriculum page provides Science and Maths, Biology, History, Geography and media for students to be able to use English throughout the other subjects. In Revision pages there are always some extra exercises for practising (e.g. the Revision part of the Unit 1 lists present simple, ordinal numbers, and adverbs of frequency). The last part of each unit, Project page, gives students tasks to develop writing and listening skills. At the end of this textbook, there are two Pronunciation pages and six Reading pages. For each unit there is one exercise on pronunciation and one on reading. However, transcripts of recordings of audio files are not included in this textbook and it might be sometimes turn out to be problematic, since students are not able to check their answers or to find mistakes on their own.

Project 2, fourth edition, was published in 2014 by Oxford University Press. In the whole textbook, only English is used, therefore it is a monolingual textbook. As you can see in Appendix B, this textbook has what Widdowson (2009, 330) defines as a multi-dimensional syllabus providing topics, grammar, vocabulary, communication and skills.

After evaluating the textbook in an impressionistic way, it is clear that the structure of the book is quite fixed. In each unit, there are exercises on grammar and vocabulary, continuing with reading and listening, speaking and writing exercises and with a comic strip called Mickey, Millie and Mut. However, the order of these exercises is not strictly given. For example, in unit 1, a comic is in the section 1C, while in the next unit, it is in the section 2B. This has no influence on final evaluation, though, because each unit contains the same exercises and deals with the above-mentioned topics.

5   DATA COLLECTION AND DATA ANALYSIS

Firstly, when evaluating the textbook from the perspective of developing listening skills, I went throughout the book in order to identify and collect all 136 recordings according to their instructions. In the chart, we can see how the recordings are divided.
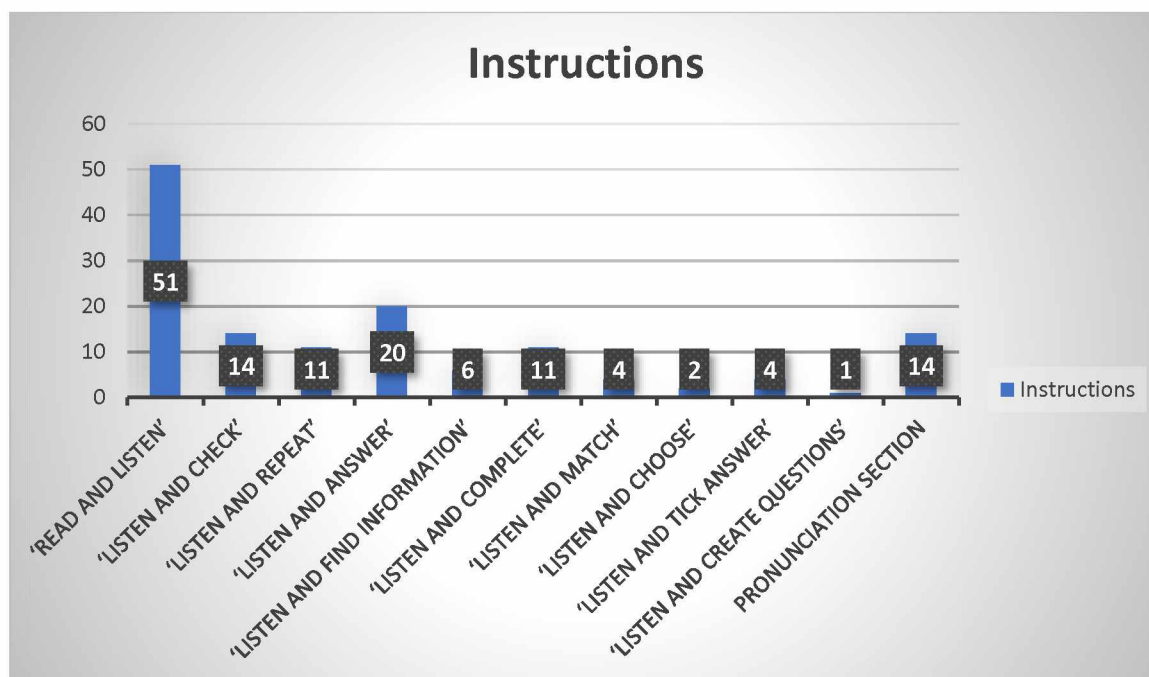
(Hutchinson, 2014)

However, activities considering 'read and listen' are not included in my research. Despite the fact that reading and listening at the same time might sometimes be beneficial for learners (Harmer 2015, 340), this method is more purposeful for presenting new materials and aiding with reading rather than developing listening, because it does not help students to rely on their ears (Ur 1984, 52). The other listening activities omitted are those with the instructions 'listen and check' since these activities only give feedback on tasks. Also, instructions 'listen and repeat' and recordings covered in the Pronunciation section at the end of the textbook are elided since they are not focused on listening comprehension. Therefore, out of the 136 total recordings, only 46 are activities focused on listening skills development.

After identifying and sorting all listening activities, I continued with an analysis of those 46 activities which were assessed according to the list of the criteria. These criteria were set based on the theoretical part of this thesis, focusing on CEFR, FEP BE and the remaining literature cited in that part.

5.1 Criteria for Evaluation

The evaluating criteria are divided into two groups. The first group deals with individual listening activities throughout the whole book and the second group focuses on the recordings. When assessing the recordings, I used the online version of the textbook as a source, where all the recordings are covered. Furthermore, it is important to mention that the following lists of criteria – for individual activities and as well as for recordings – are set according to the in-depth approach, which is mentioned in the theoretical part of this thesis.

5.1.1 Evaluation of Listening Activities

Firstly, these criteria for evaluation of individual listening activities are mostly in a form of open-ended questions (1, 5, 6, 7, 8, 9), however, questions 2, 3 and 4 are closed-ended.

1) **What is the aim of the activity? (listen for gist, for specific information, for detailed understanding, for implication)**

2) **Does the activity fulfil the general aim of listening comprehension?**

3) **Does the activity fulfil the expected outcomes stated in FEP BE?**

4) **Does the activity deal with topics in FEP BE or themes in CEFR?**

5) **Does the activity involve a pre-listening task? If yes, what kind of pre-listening activity is included (predicting the content from the title of a talk, talking about a picture relating to the text, discussing the topic, answering questions about the topic, agreeing or disagreeing with some opinion connected to the topic, to form an opinion)?**

6) **Does the while-listening activity require no overt response, short response, longer response, or extended response?**

7) **What kind of response does the while-listening activity require? (taking notes, writing answers, correcting errors, completing tables or sentences, multiple-choice, true/false, ticking words and phrases heard, matching and choosing pictures)**

8) **Does the activity involve a post-listening task? If yes, is the activity focused on other language skills (speaking, writing, reading), or language systems (grammar, vocabulary, pronunciation)?**

9) **What types of activities are used in the post-listening phase (personalized questions, discussion, creating a summary, creative responses, problem-solving, setting information about the speaker)?**

The aim of each activity is based on the theoretical part, chapter 2.7, 'The Purposes for Listening' and along with eight remaining criteria, they are evaluated in the table and can be found in Appendix C. Questions 2, 3 and 4 are only marked as YES or NO, and in the following five questions, there is a choice of more options.

5.1.2 Evaluation of Recordings

After assessing individual activities, it is important to focus on recordings, the second part of criteria for evaluation. Questions 2 and 5 are closed-ended, while questions 1, 3 and 4 are open-ended.

1) **Is the recording in a form of a monologue or a dialogue?**
2) **Is the recording under two minutes?**
3) **What language variety is included in the recording? (British, American, Scottish, Australian, Canadian)**
4) **Is the recording authentic or pedagogic?**
5) **Does the task correspond with the recording?**

These five criteria are assessed in the table and can be found in Appendix D. Questions 2 and 3 are in a form of YES or NO, in questions 1 and 4 there is a choice of two alternatives and question 3 gives a choice of five language varieties.

5.2 Analysis of Individual Listening Activities

This analysis is set based on the principles of evaluating criteria in the previous chapter (5.1). Listening activities are divided into units where they occur, so that it is easier to determine what activity from the textbook it is. Also, in Appendices C and D, tables with answers appear.

5.2.1 Introductory Unit

In the first listening activity in the textbook (p. 5. ex. 1) students listen to a conversation between two people about a sports centre. They are supposed to listen for specific information, because they should find some data about the speaker. The theme is 'personal identification' and the topic is 'sport'. This activity does not have a pre-listening task. When listening, learners are supposed to give longer responses in a form of written answers. In the post-listening phase, students should complete the chart with words they remember about the speaker.

In the second listening activity (p. 5, ex. 2b) students listen to the same recording as in the previous exercise, and therefore this activity again focuses on listening for specific information

and covers the topic 'sport' and the theme 'personal identification'. However, we can say that this time, a pre-listening activity is covered since students could try to answer some questions according to what they had already heard. When listening, longer responses are required, and students should complete the sentences. The post-listening activity is focused on listening, because students should check their answers.

The following exercise (p. 5, ex. 5) deals with listening for specific information. The topic is 'leisure time' and a pre-listening activity is not included. While listening, students give short responses when completing sentences. In the post-listening activity, they are supposed to answer several questions, so that speaking skill is developed when asking and answering personalized questions.

The last exercise in the Introductory unit (p. 6, ex. 2a) requires listening for detailed understanding. The theme is 'places'. In the pre-listening activity, students talk about a picture and practise the phrases *there is/there are*. During listening, the book is closed and they give longer responses about the picture in a form of written answers. When finished, they discuss their answers, therefore the focus is on speaking.

5.2.2 Unit 1

In the first activity (p. 8, ex. 2a) learners are supposed to listen for specific information, as they should find out which floor some people live on. This listening activity does not realize the general aim of listening since the focus is mostly on speaking. Topic is 'housing'. This activity has a pre-listening part where learners listen to and repeat ordinal numbers. When they listen, longer responses are required, because students take notes. In the post-listening activity, students discuss their answers, therefore speaking skill is practised.

In the following exercise (p. 10, ex. 3a) students should answer which month they can hear is mentioned, a topic rather for primary learners, since it is stated neither in CEFR nor in FEP BE as a topic for lower-secondary learners. It is listening for specific information. In the pre-listening activity, learners repeat moths and answer questions concerning moths and ordinal numbers. In the while-listening activity, short responses are required, because students write down the month they hear. In the post-listening, students are supposed to answer personal questions focused on vocabulary (months).

Another listening activity (p. 11, ex. 7a) is a bit similar to the previous one, because it presents dates, therefore listening for specific information is required again. The topic is again 'moths

of the year', therefore it is not set as a topic for lower-secondary learners. This task has a pre-listening activity in the form of answering questions about students' birthdays. While listening, learners give short responses about dates they hear. In the post-listening phase, speaking skills are developed, as students are supposed to answer personal questions.

The following activity (p. 13, ex. 5a) deals with listening for specific information, because students are expected to listen to an interview. The theme is 'personal identification'. In this task, a pre-listening activity is not included. When listening, short responses are needed and students only tick words and phrases. After listening, students ask and answer questions about the speaker, therefore the post-listening activity is aimed at speaking and grammar (present simple) and students check their answers.

The next exercise (p. 14, ex. 1b) presents theme of 'daily life' and in order to be able to finish the whole task, listening for detailed understanding is required. In the pre-listening phase, students repeat what they hear. When they listen, short responses are needed since students are supposed to choose the correct picture. When they are finished, they practise vocabulary, because the post-listening task is to answer which of those activities the speaker did not mention.

In the following task (p. 15, ex. 6b) students listen for specific information and the theme is again 'daily life'. This activity has a pre-listening part, where learners answer questions which are relevant to the topic. When they listen, they give short responses in the form of ticking phrases they hear. Finally, there is no post-listening activity.

The next task (p. 15, ex. 6c) deals with listening for specific information, with the theme 'daily life', as students are supposed to listen to the same recording as in the previous exercise. However, different responses are required. We can say that the previous task serves as a pre-listening activity to this one, in the form of choosing a correct option. The while-listening activity is focused on adverbs of frequency, so that students take notes about it in the form of short responses. Considering the post-listening part, there are two activities and students practise writing skills and grammar, because they create full sentences about the speaker and in the following exercise, they write full sentences about themselves.

The following activity (p. 16, ex. 3) is on a Culture page, the topic is 'culture' and the theme is 'entertainment', festivals in particular. It deals with listening for specific information. In its pre-listening activity, students are supposed to read an article. After that, they listen to three people and extended responses are required since students should write answers about speakers. In the

post-listening phase, this activity focuses on speaking, because students are required to answer personalized questions.

The following task (p. 18, ex. 1a) is on a Revision page and requires listening for detailed understanding. The theme is 'daily life' and this task has no pre-listening activity. In while-listening phase, short responses in a form of choosing the correct picture are required. The post-listening activity deals with writing skills and grammar, because students' assignment is to write sentences about the speaker, focusing on present simple.

The last listening activity in this unit (p. 18, ex. 4) is focused on months and on writing down the dates again, which means that this task does not correspond with topics or themes for lower-secondary learners. Students listen for specific information. There is a pre-listening activity and students should answer questions about ordinal numbers. They can take notes and make short responses while listening. There is no post-listening activity.

5.2.3 Unit 2

In the first exercise of unit 2 (p. 21, ex. 7a), students deal with listening for specific information. The topic is 'animals', which is not stated in FEP BE for lower-secondary learners. This task does not involve a pre-listening activity. While listening, students give short responses when completing the table. There is not a post-listening phase.

The following exercise (p. 21, ex. 7b) requires students to listen to the same recording again, so the topic is again 'animals', which is not considered relevant to the lower-secondary learners as they should already know this kind of vocabulary. Listening and detailed understanding is important here. This task has a pre-listening activity – writing down several words. In the while-listening phase, students make longer responses by writing actions that animals can do and thanks to it, they complete the whole table. After listening, creative responses are required, because the students' response by action and speaking skills are developed when guessing the right animal.

In the other activity (p. 24, ex. 1b) listening is aimed at detailed understanding and again, the topic is 'animals', which is not stated as suitable for lower-secondary learners. In the pre-listening activity, students repeat words. When they listen, short responses are made, because students take notes about what they hear. The post-listening activity focuses on vocabulary, speaking and on personal questions.

The following activity (p. 28, ex. 3) can be found on a Culture page and the topic is 'animals', which is not stated in FEP BE. In this task, students listen to specific information. In a pre-listening phase, learners read an article about animals in Britain. After that, they listen and make longer responses in the form of writing answers to three questions. In the post-listening part, there is a focus on speaking skills, since students are required to compare information with their own country, so that the content is personalized.

The last exercise in this unit (p. 30, ex. 5a) requires listening for specific information and the topic is 'animals' again, therefore the activity does not deal with relevant topic or theme. This task does not have any pre-listening activity. When students listen, they should make short responses by taking notes about what they hear. After that, in the post-listening phase, there is a focus on vocabulary – students should match the babies of the animals with the adult ones.

5.2.4 Unit 3

The first activity in this unit (p. 34, ex. 1b) requires listening for specific information. The topic is 'travelling'. This task has a pre-listening activity where students deal with several words. When they listen, they are supposed to make short responses in the form of taking notes. This task has no post-listening phase.

The following activity (p. 39, ex. 6a) is focused on detailed understanding and its theme is 'places'. This task has no pre-listening phase. In the while-listening activity, students give short responses and they should complete a table. In the post-listening phase, there are two activities. First, students set information about speakers focused on grammar (past simple) and second, they ask each other personalized questions, and therefore also the speaking skills are practised.

Another exercise (p. 40, ex. 3) is on a Culture page. It requires listening for specific information. The topic is 'travelling' and the theme is 'places'. This task has a pre-listening activity in the form of reading about some destinations. After that, students write answers to what they hear in the form of longer responses. The post-listening phase deals with developing writing skills focused on personal questions, because students are supposed to write about their holidays.

The last activity in this unit (p. 42, ex. 4a) deals with the topic of 'travelling' and listening for specific information is important here. There is a pre-listening activity where students answer questions about the topic. When they listen, they are supposed to complete a table and give short responses, with one word being enough. After listening, there is an activity focused on writing and students should set information about speakers.

5.2.5 Unit 4

The next unit starts with an activity (p. 44, ex. 2) where students listen for specific information. The theme is 'food and drinks' and this task has a pre-listening activity where students discuss other food and drinks apart from those in the picture. After that, they listen, give short responses and complete a table with likes and dislikes. This task has no post-listening phase.

The following activity (p. 45, ex. 7a) requires listening for detailed understanding concerning the theme of 'food and drinks', with a focus on a menu at a restaurant. This task has no pre-listening activity. When students listen to the recording, they take notes, and therefore they give short responses. There is no post-listening phase here.

The other activity (p. 45, 7b) involves the same recording as in the previous exercise, so that the theme is again 'food and drinks'. However, it is focused on listening for specific information and in this case, we can say that it has a pre-listening activity, where students should answer a question. When they listen, they give short responses and complete the sentences with what they hear. In the post-listening phase, there is a focus on reading, as students should read a dialogue in pairs.

Another activity (p. 47, ex. 5a) deals with listening for specific information and with the theme of 'food and drinks'. There is no pre-listening activity. When learners listen, they are required to give short responses and complete a table. The post-listening activity develops writing skills, as students summarize information about the speaker.

In the following task (p. 49, ex. 3c) students are supposed to listen for the gist of the recording in order to understand the form of this exercise where they make questions and practise much/many according to what they hear. The theme is still 'food and drinks'. In the pre-listening phase, students answer questions about the topic and then, as they listen, they give longer responses in the form of writing questions. In the post-listening part, the focus is on grammar and students listen to the recording in order to check their answers.

Another activity (p. 49, ex. 5b) involves listening for specific information and it is about shopping, therefore the theme is still 'food and drinks'. This task has a pre-listening activity where students answer questions about what to buy. When they listen, extended response is needed, as they should correct errors and rewrite the original lines.

The next activity (p. 51, ex. 5a) requires listening for specific information regarding the theme 'food and drinks'. This task has no pre-listening part. In the while-listening phase, students tick

words and phrases, so that they give only short responses. The post-listening phase is not included.

In the following activity (p. 51, ex. 5b) detailed understanding is important, and it is still focused on 'food and drinks'. There is no pre-listening activity and while students listen, they give short responses, sorting the sentences in a correct order. There is no post-listening phase.

Another exercise (p. 51, ex. 5c) requires listening for specific information and students are supposed to listen to the same recording as in the previous task. Therefore, we can say that in this task, there is a pre-listening activity. When students listen for the second time, they are supposed to give longer responses in the form of taking notes about particular things. A post-listening activity is not included.

The other task (p. 52, ex. 3a) is on a Culture page and requires listening for specific information. The theme is 'food and drinks' and there is a pre-listening activity in the form of reading a text. While students listen, they are supposed to give longer responses, because they write full sentences. There is no post-listening task.

The following activity (p. 52, ex. 3b) is also on a Culture page and listening for specific information is requested. Again, the theme is the same – 'food and drinks'. However, in this case, the activity has a pre-listening phase, because students answer questions about speakers' meals. In the while-listening part, students give longer responses and they write answers about speakers' favourite meals. In the post-listening task, there is a focus on vocabulary and speaking, as students are given personalized questions.

The last exercise occurring in this unit (p. 54, ex. 6a) deals with listening for specific information concerning the theme 'food and drinks' again. There is no pre-listening activity. When students listen to the recording, they give longer responses as they take notes. When they finish, they are supposed to work with a partner and discuss what they heard. Therefore, speaking skills are developed together with a focus on vocabulary and grammar.

5.2.6 Unit 5

The first listening activity (p. 58, ex. 2a) deals with the topic of 'weather' and requires listening for specific information. In the pre-listening part, students repeat various weather conditions in order to be able to pronounce them correctly. When they listen to the recording, they are supposed to give short responses while completing a table. In the post-listening activity,

learners complete the second column of the chart, based on the weather in their country. This activity is focused on vocabulary and it is personalized.

In the following activity (p. 59, ex. 9) learners listen to specific information and the topic is 'weather'. In the pre-listening task, students answer some questions. During listening, they give longer responses and they complete eight sentences concerning the weather and comparatives. This task has no post-listening activity.

Another listening task (p. 63, ex. 6a) requires listening for specific information and the themes are 'travel and places'. This task deals with comparatives and superlatives. There is no pre-listening activity and in the while-listening phase, students are supposed to give longer responses in the form of written answers. When they finish the listening task, in the post-listening part, students create a summary, therefore there is a focus on grammar and on writing skills.

The following listening activity (p. 64, ex. 3) is situated on a Culture page and listening for specific information is required again. This activity is focused on the weather in Britain, therefore it is obvious that the topic is 'weather' again. In the pre-listening phase, students read an article about the weather. When they listen to the recording, they are supposed to give longer responses because they should find some information about the speaker and write the answers. After listening, they discuss the weather in their country, so that speaking skills are developed together with practising vocabulary.

The last activity in this unit (p. 66, ex. 3) deals with listening for detailed understanding, with the theme being 'places'. Students are supposed to deal with a chart – to decide whether the statements are true or false. In the pre-listening activity, students answer questions. When they listen, they give short responses, marking the statements "true/false". When they are finished, the post-listening activity is focused on grammar, as they are supposed to put words into a correct order.

5.2.7 Unit 6

In the first activity (p. 68, ex. 2) in this unit, students are supposed to listen for specific information and the theme is 'entertainment'. In the pre-listening phase, they answer some question concerning TV programmes. When they listen, short responses are involved, because students take notes about the type of programme. In this task, post-listening activity is not covered.

In the following activity (p. 69, ex. 6a) requires listening for specific information. The theme is 'entertainment' again and in a pre-listening stage, students discuss the topic. When they listen, short responses are needed as they match pictures and names. In the post-listening activity, students set information about speakers and they discuss what activities they do, so that there is a focus on speaking skill.

Another listening activity (p. 73, ex. 8a) deals with listening for detailed understanding and with the theme 'entertainment'. This task has no pre-listening part. When listening, students are supposed to match situations, and therefore, short responses are enough. In a post-listening phase, students write a summary about speaker's activities, so this phase is focused on writing development and on vocabulary.

The next activity (p. 75, ex. 5a) requires listening for specific information concerning the theme 'entertainment' again. A pre-listening activity is not included. When students listen to the recording, they are supposed to give longer responses, because they should complete the table and the sentences in the dialogue. In the post-listening phase, they only listen to the recording again in order to check their answers.

The penultimate activity (p. 76, ex. 4) is situated on a Culture page and listening for specific information is needed again. The topic is 'entertainment', and in this task, there is a focus on films. In a pre-listening stage, students are supposed to read about four characters. When listening, they write answers about speakers, so that longer responses are required. In the post-listening phase, there is a focus on writing, because students answer personalized questions about their characters.

The last listening activity (p. 78, ex. 2a) deals with listening for specific information and with the topic 'leisure time'. There is no pre-listening task. In the while-listening phase, students give short responses, because they only tick phrases they hear. When they finish listening, they set information about the speaker in a form of writing sentences with a focus on grammar.

5.3 Overall Evaluation of Listening Activities

In this chapter, data obtained by the analysis of individual listening activities are presented and summarized. They are evaluated according to the list of criteria stated in chapter 5.1 and in Appendix C.

Starting with question *"What is the aim of the activity?"*, there are four options to choose from – listen for gist, listen for specific information, listen for detailed understanding and listen for

implication. However, in Project 2, fourth edition, from 46 listening activities, listening for implication has not appeared at all, listening for gist appeared only once and in 45 remaining activities, the aims are listening for specific information and listening for detailed understanding. To be more specific, listening for detailed understanding appeared 10 times, while listening for specific information appeared 35 times, which absolutely predominates. This might be inconsistent with Hedge's (2000, 236) opinion about listening tasks – in order to be able to communicate effectively, students should deal with a wide range of purposes for listening.

Considering the general aim of listening comprehension, all activities led to the fulfilment of this aim, except for one exercise (p. 8, ex. 2a), since this recording provides only sounds of animals, and therefore it does not develop nor fulfil the aim of listening comprehension. The possible purpose of this task is that students are supposed not only to name the animal, but also to recognise what sound it makes.

Moreover, all listening activities are likely to lead to the fulfilment of the expected outcomes stated in FEP BE, because in all cases, students are supposed *to understand information in simple listening texts", or "to understand the content of simply and clearly pronounced conversation connected to the relevant topics"* (MŠMT 2017, 26).

The question *"Does the activity deal with topics in FEP BE or themes in CEFR?"* is quite debatable, because in this textbook, topics as sport, housing, leisure time, culture, travelling and weather appear, as well as themes such as travel, personal identification, places, daily life, entertainment and food and drinks. Therefore, it be can stated it is positive that listening activities cover various topics and themes throughout the book. However, there are several tasks, which do not deal with specific themes stated in CEFR nor topics in FEP BE, (e.g. p. 10, ex. 3a, p. 11, ex. 7a, p. 18, ex. 4, p. 21, ex. 7a, p. 21, ex. 7b). There are topics such as animals or calendar year (e.g. months of the year). As these topics should have been already taught with primary learners (MŠMT 2017, 26), the possible reason why they appear again, is to enrich vocabulary.

The question 5 focuses on how many tasks involve a pre-listening activity. Surprisingly, from 46 activities, in 16 listening activities, a pre-listening part is not included at all. In the remaining 30 tasks, the pre-listening activity is included and in the evaluation criteria, there are 6 different types of that activities to be chosen from (to predict the content from the title of a talk, to talk about the picture relating to the text, to discuss the topic, to answer questions about the topic,

to agree or to disagree with some opinions, or to form an opinion). Frequently, students are supposed to answer questions about the topic – in 12 particular tasks. Then, students are asked to discuss the topic twice and in one task, they are expected to talk about the picture. Lastly, in 15 pre-listening tasks, other activities are included: repeating and pronouncing the words correctly, reading articles, choosing correct options and writing words. Considering pre-listening activities, it is only partly in harmony with what is stated in the theoretical part – this phase is essential for learners to fully understand the task and to get the point of listening (Wilson 2008, 63), and therefore, this phase should be included in all listening tasks.

Considering questions 6 and 7, they are focused on a while-listening phase. The first question: *"Does the while-listening activity require no overt response, short response, longer response, or extended response?"* reveals that no overt response type is irrelevant in this book and extended response appeared only twice, whereas short response was required 22 times as well as longer response. Especially, longer responses might be challenging and it is consistent with Richards and Renandya (2002, 241) as they mention that students should deal with this kind of tasks.

Moving on question 7, particular types of responses are researched. We can distinguish productive responses (taking notes, writing answers, correcting errors and completing tables, diagrams and sentences) and recognition responses (answering multiple-choice and true/false questions, ticking words and phrases, matching and choosing pictures). To start with the productive responses, they appeared in 36 listening activities, therefore I can state that these responses prevail. Students were supposed to take notes (in 11 activities), to write answers (in 12 activities), to complete tables or sentences (in 12 activities) and to correct errors only once. On the other hand, recognitive responses appeared in 9 tasks, concretely true/false (in 1 activity), ticking words and phrases (in 4 activities) as well as matching and choosing pictures (in 4 activities). In addition, putting instructions into correct order appeared once and it was not set in my criteria. Finally, it is a positive finding that there is a wide range of while-listening activities and it makes students to think and react adequately (Wilson 2008, 81).

The following question is focused on the post-listening activities in terms of focusing on language skills and systems. Even though there are some activities without the post-listening phase, concretely 13 tasks, in the remaining 33 tasks, the focus on skills and systems is diverse. Considering language skills, post-listening activities are mainly focused on speaking and writing. There are two activities on listening skills and there is no single activity on reading skills. In terms of language systems, grammar and vocabulary are practised a lot. The possible

reason why pronunciation and reading exercises are not included in a post-listening phase of listening tasks is that there are 'Pronunciation section' and 'Reading section' at the end of the textbook.

The last criterion deals with the post-listening phase again, and the focus is on types of activities (personalized questions, discussion, creating a summary, creative responses, problem-solving, setting information about the speaker). In 33 tasks, post-listening phase is involved and in three exercises, this phase consists of 2 post-listening activities. The most frequent activity is giving answers on personalized questions (11 times) and setting information about the speaker (9 times). In five activities, students are supposed to discuss what they hear, in two situations they should come up with creative responses and with creating a summary. In 7 post-listening tasks, learners do something else and it is not set in the evaluating criteria – checking answers, giving sentences into a correct order, or adding some more information. In summary, it is a positive finding that in this phase, there are many various tasks included, since it is important when checking answers, giving feedback and doing some extra practice in combination with focus on language skills and systems.

5.4 Analysis of Recordings

As far as recordings are concerned, in almost all of 46 them, similar answers appear in the table (see Appendix D), therefore there is no need to go through all the recordings and describe them in detail as in the previous analysis of listening activities.

To start with the types of text features, monologues and dialogues are counterbalanced, because there are 25 monologues and 20 dialogues. In one recording (p. 68, ex. 2) there is a combination of monologues and dialogues. As stated by Hedge (2000, 244), it is important to combine both monologues and dialogues as they will be essential for learners in listening situation outside the classroom.

The second criterion was whether is the recording under two minutes and the positive findings prevail, as only 5 recordings are longer than two minutes, and the longest one takes 4 minutes and 44 seconds. The length is important, because students are supposed to complete a task, while they listen to a spoken text and longer recordings might be tiring for them (Wilson 2008, 28).

Considering the language varieties (British, American, Scottish, Canadian and Australian), British English absolutely prevails and in one exercise (p. 64, ex. 3), features of Scottish English

occur. Lastly, in one exercise (p. 68, ex. 2), there is a mixture of British and American English. This finding is consistent with Ur's (2012, 218) opinion that in ELT materials, there is a huge component of British English as well as with Buck's (2001, 35) that ESL learners are not familiar with different accents.

The penultimate question focuses on the authenticity of recordings. From 46 recordings, only 11 can be considered as authentic-based. Mostly, in these recordings, some background noises appear and there is also one misunderstanding *(Oh, I'm sorry)* and several backchannel devices *(Oh)*. On the one hand, pedagogic recordings are predictable, as they serve as a grammar rules (Wilson 2008, 30). On the other hand, these recordings are better understood by learners on lower levels (Wilson 2008, 29). In summary, these recordings have a lack of authentic, or at least authentic-based features, since hardly ever do we listen to something without any distraction – it can be essential for practising real-life listening.

Finally, all listening tasks correspond with recordings well.

5.5 Final Evaluation

To summarize the outcomes of the analysis, Project 2, fourth edition has predominantly a solid potential for developing listening skills. This book has many positives, but also few negatives. As for the positives, all the listening activities lead to the fulfilment of the expected outcomes stated in FEP BE and the general aim of listening comprehension. There is also a wide range of themes and topics that concur with those stated in CEFR or FEP BE, and even though there are two topics included that would be more suitable for primary learners, it can serve as a revision or to expand the learners' vocabulary. When assessing the types of response, shorter and longer responses are well-balanced and both productive and recognitive responses are covered, therefore there are varieties of while-listening activities. In terms of the post-listening phase, learners have a chance to practise productive skills – speaking and writing as well as language systems – grammar and vocabulary. These skills and systems cover a wide range of activities and several activities are also focused on feedback to the listening exercises. As for the recordings, there is a variety of speaking situations, the length of the recordings is accurate and they correspond with tasks very well.

On the other hand, there is a lack of aim variety, as listening for specific information absolutely predominates. Furthermore, a pre-listening phase is missing in 16 tasks. Out of the 30 activities that do include a pre-listening activity, there is a certain lack of variety, as students mostly answer some questions about the topic or repeat words and read articles. In this phase, students

could also try to predict the content or to talk about a picture etc. However, what should be considered as a major drawback is the fact that in this textbook, there is a lack of authentic recordings as there are only several situations with some authentic-based features, mostly with background noises. The reason why this should be pointed out is that the lack of authentic noises can be inconsistent with the general aim of listening in ELT – to prepare learners for real-life situations.

To conclude the in-depth approach to evaluation, Project 2, fourth edition, mostly develops listening skills in lower-secondary learners.

CONCLUSION

As the aim of listening for comprehension is to understand the spoken language, it was important to find out how the lower-secondary learners are prepared for communication in English at schools. The primary aim of this thesis was to find out how listening skills can be developed based on one textbook – Project 2, fourth edition. The reason is that a textbook is one of the most valuable didactic aids used as part of the teaching and learning processes. A textbook helps to develop learners' communicative competence and it serves as a framework for both the teachers and the learners.

To start with the theoretical part, the aim was to provide a framework for the practical part. Also, the criteria for evaluating the textbook are set based on this part. In the first chapter, the general aim of ELT, the communicative competence and the aim of developing listening skills are introduced within the context of the Czech educational system aimed at listening comprehension from the perspective of CEFR and FEP BE, as these are the most relevant curricular documents. The second chapter defines the listening comprehension and criteria for a good listening text are set. Subsequently, live and recorded listening tasks are introduced, as well as authentic and pedagogic recordings. In connection to listening, there are four purposes that might be found in listening tasks. Furthermore, three phases of listening are discussed and there are several techniques for listening comprehension. Finally, two approaches for textbook evaluation are presented and used in the practical part.

Moving on to the practical part, the aim was to evaluate individual activities from the Project 2, fourth edition, focusing on listening skills development. First of all, the textbook is evaluated according to the impressionistic approach and it reveals that the book consists of six units with exercises including all language skills and language systems. Subsequently, the thesis describes the process of selecting the textbook and collecting the data for analysis, where the lists of criteria for evaluation are set. These criteria are divided into two groups – evaluation of listening activities (Appendix C) and evaluation of recordings (Appendix D). Based on these two groups of criteria, the final evaluation of this textbook was made.

When evaluating both the listening activities and the recordings, the in-depth approach is used. The research shows that all the listening activities led to the fulfilment of the general aim of listening comprehension and expected outcomes stated in FEP BE as to *"understand information in simple listening texts"* and *"understand the content of simply and clearly pronounced conversation connected to the relevant topics"* (MŠMT 2017, 26). There is also a

sufficient variety of topics and themes stated in FEP BE and CEFR. Furthermore, more than half of the listening activities include the pre-listening phase as it is important to prepare students for what they will hear and to fully understand the task (Wilson 2008, 63). There is a variety of while-listening responses, which is beneficial since this phase makes learners think and react (Wilson 2008, 81) as well as students should deal with challenging tasks (Richards and Renandya 2002, 241), and that would not be possible without a wide-range of tasks. In the post-listening phase, feedback or more practice is provided, and this phase gives an opportunity, by various types of activities, to develop mainly productive skills (writing and speaking), grammar and vocabulary (Hedge 2000, 252). As for the form of recordings, it is important to combine both monologues and dialogues, because they will be essential for learners in real-life listening situations (Hedge 2000, 244) as well as the adequate length, since too long recordings are tiring for students, because they are supposed to listen and complete a task at once (Wilson 2008, 28). Lastly, considering the language varieties, it is positive finding that the result is consistent with Ur's (2012, 218) opinion that in ELT materials, British English predominates.

However, there are several problems, with the main one being the lack of authentic texts as this book deals only with scripted or authentic-based materials. There appear several exercises mostly with background noises. This is inconsistent with the general aim of listening in ELT – to prepare learners for a real-life listening situations (Buck 2001, 3), and with Richards and Renandya (2002, 241) who state that "the materials should be based on a wide range of authentic texts". Another disadvantage of this book is that there is only a single predominant aim of the listening activities – listening for specific information. It is considered as a drawback, because in order to be able to communicate effectively, students should deal with a wide range of purposes for listening (Hedge 2000, 236).

Overall, although this textbook has several drawbacks, it is still suitable for developing listening skills in lower-secondary learners. Moreover, in this thesis, the online version of Project 2, fourth edition was used, as all the recordings are attached to this book there. This online version also supports the development of listening skills, because it seems to be attractive especially for young learners.

RESUMÉ

Tato bakalářská práce se zabývá hodnocením učebnice, konkrétně *Project 2, čtvrté vydání*, z hlediska rozvoje poslechu s porozuměním u žáků na druhém stupni základních škol. Práce je rozdělena na teoretickou a praktickou část, přičemž cílem teoretické části bylo vytvořit teoretický podklad pro seznam kritérií, na jejichž základě bylo provedeno hodnocení učebnice z hlediska poslechu s porozuměním. Cílem praktické části bylo zhodnotit jednotlivé poslechové aktivity a nahrávky a zjistit, jaký má tato učebnice potenciál pro rozvoj poslechových dovedností s porozuměním.

Teoretická část je rozdělena na tři kapitoly. První kapitola této části zasazuje poslech do širšího kontextu výuky a učení se anglickému jazyku, přičemž uvádí, že obecným cílem výuky anglického jazyka je rozvoj komunikační kompetence. To je také důvod, proč tato práce navazuje podkapitolou o vývoji komunikační kompetence od 70. let 20. století. Poté je uveden obecný cíl rozvoje poslechu s porozuměním – připravit studenty na poslech v reálném životě. V další podkapitole práce jsou uvedeny kurikulární dokumenty: Společný evropský referenční rámec pro jazyky, zkráceně CEFR, jehož cílem je v rámci Evropské unie sjednotit výuku cizích jazyků a na jehož základě byl vytvořen Rámcový vzdělávací program pro základní vzdělávání neboli RVP ZV, kde jsou definovány očekávané výstupy pro studenty pátých a devátých ročníků, přičemž deváté ročníky jsou pro tuto práci důležité. Na konci druhého stupně základní školy v rámci poslechu s porozuměním v cizím jazyce studenti: „rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně" a „rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat" (MŠMT 2017, 26), tato osvojená témata jsou zmíněna ve stejné kapitole a také v příloze A, kde se objevují témata z CEFRu.

Druhá kapitola se zabývá rozvojem poslechu s porozuměním, a proto je tato dovednost nejprve zasazena do širšího kontextu dalších jazykových dovedností – čtení, psaní a mluvení, a jazykových systémů – gramatika, výslovnost a slovní zásoba. V této části je také stanovena definice poslechu s porozuměním a poslechové procesy. Následují pojmy živý poslech a nahrávky, přičemž nahrávky jsou pro tuto práci důležité. Výhodou nahrávek je jejich dostupnost a možnost je přehrávat několikrát za sebou. Naopak nevýhodou může být špatná akustika ve třídě, nebo kvalita nahrávek. Dále jsou v této práci představena kritéria, která vymezují kvalitní poslech s porozuměním, a také udává, že pokud se učitelé ve třídách chtějí vyhnout možným problémům, měli by tato kritéria dodržet. Dva hlavní aspekty poslechu jsou obsah a doručení.

Co se týče obsahu, je důležité, aby byl pro studenty zajímavý a aby byl na adekvátní jazykové úrovni. Co se týče doručení, klíčovým faktorem je délka nahrávek, protože studenti během poslechu musí pracovat s různými cvičeními, což může být po delší době vyčerpávající. Další aspekt je množství zúčastněných osob a přízvuk. Následně je diskutován rozdíl mezi autentickými a pedagogickými nahrávkami. Autentické nahrávky jsou pro výuku a pro přípravu na komunikaci v reálném životě stěžejní, protože každý z nás při komunikaci zaváhá, něco zopakuje, přitakává, nebo slyší nějaké zvuky v pozadí. Dále je v této kapitole uvedeno, že žáci mají různé účely poslechu v cizím jazyce. Může to být proto, aby získali nějakou určitou informaci, detailně porozuměli textu, nebo celkové podstatě či implikacím. Nicméně, pro efektivní rozvoj poslechu je velmi důležité, aby studenti pracovali se všemi účely a tím byli připraveni na různé situace do budoucna. Další část druhé kapitoly se věnuje fázím poslechu, které by měly být zahrnuty ve všech aktivitách zaměřených na rozvoj poslechových dovedností. První je před poslechová fáze, která napomáhá k tomu, aby studenti plně porozuměli textu a připravila je na poslech z hlediska aktivace jejich dosavadních znalostí. Další částí je poslechová fáze, která je spojená s plněním daného úkolu, což může být provedeno mnoha způsoby – výběrem správné odpovědi, psaním poznámek nebo ukázkou na správný obrázek atd. Po poslechu následuje další fáze, která se většinou zaměřuje na zpětnou vazbu spolu s rozvojem produktivních řečových dovedností mluvení a psaní, stejně jako lexikální a gramatickou kompetenci. V neposlední řadě je nutné zmínit i techniky pro kontrolu porozumění, kterých je v této kapitole celá řada.

Třetí kapitola v teoretické části je věnována tématu učebnice, která v tomto případě slouží jako didaktická pomůcka. Kromě definice se v této kapitole objevují také funkce učebnice ve výuce anglického jazyka, přičemž její hlavní funkcí je zdroj učiva pro studenty. V poslední podkapitole jsou představeny dva způsoby hodnocení – povrchový a hloubkový, které jsou dále využity v praktické části práce. Povrchové hodnocení je použito pro představení učebnice z hlediska počtu lekcí a ilustrací, zatímco hloubkové hodnocení je využito při analýze jednotlivých poslechových aktivit a nahrávek.

V praktické části bylo nejprve důležité vybrat učebnici, která bude následně využita k hodnocení. Z toho důvodu bylo osloveno pět učitelů anglického jazyka na základní škole v Boskovicích s otázkou, jakou učebnici anglického jazyka používají u žáků osmých ročníků. Z odpovědí vzešlo, že nejvíce pracují s učebnicí Project 2, čtvrté vydání, a proto je tato učebnice předmětem výzkumu. Následně je provedena povrchová analýza učebnice, kde bylo zjištěno, že se skládá ze šesti lekcí, spolu s úvodní lekcí a dvěma částmi zaměřenými na výslovnost a

čtení. Každá lekce se skládá ze čtyř částí – A, B, C, D a všechny lekce mají téměř stejnou strukturu a počet stran. Navíc, v této učebnici jsou procvičovány všechny jazykové dovednosti a systémy, což je velké plus.

V další kapitole je vysvětleno, jakým způsobem probíhal sběr poslechových aktivit k rozboru, a také důvod, proč ze 136 nahrávek, bylo pro výzkum vhodných pouze 46. Pro těchto 46 poslechových aktivit byly vytvořeny dva seznamy kritérií, přičemž první skupina je zaměřena na poslechové aktivity a druhá na nahrávky. Tato kritéria byla stanovena na základě východisek z teoretické části, převážně z CEFRu, RVP ZV a z ostatní odborné literatuře použité v teoretické části.

Další část práce popisuje detailní analýzu poslechových aktivit na základě první skupiny kritérií. Výsledky jsou uvedeny v příloze C a v následující podkapitole. Co se týče nahrávek, výsledky jsou k nahlédnutí v příloze D. Na základě těchto dvou rozborů bylo zjištěno, že učebnice Project 2, čtvrté vydání, má poměrně solidní potenciál k rozvoji poslechu s porozuměním, protože všechny aktivity vedly k naplnění očekávaných výstupů a splňují obecný cíl poslechu s porozuměním. Dále většina aktivit používá témata stanovená v RVP ZV nebo v CEFRu. Další pozitivní zjištění bylo, že většina aktivit se skládá ze tří fází poslechu, což je důležité k plnému porozumění úkolu. Během poslechu studenti pracují s různými druhy odpovědí, stejně jako po skončení poslechu, kde jsou další aktivity zaměřeny na rozvoj mluvení a psaní, stejně jako gramatiky a slovní zásoby. Nahrávky mají přiměřenou délku a množství monologů a dialogů, a velmi dobře korespondují s úkoly.

Bohužel, tato učebnice má také pár nedostatků, přičemž největší z nich je nedostatek autentických materiálů, což je v rozporu s obecným cílem poslechu – připravit studenty k reálným poslechovým situacím, a to bez autentických prvků není zcela možné. Druhým nedostatkem je absence různých účelů poslechu, protože absolutně převažuje poslech pro vyhledání specifické informace.

Závěrem mohu konstatovat, že i přes nějaké nedostatky, je tato učebnice poměrně vhodná k rozvoji poslechu s porozuměním u žáků na druhém stupni základních škol. Výsledky této bakalářské práce mohou pomoci učitelům s výběrem učebnice anglického jazyka, nebo s uvědoměním si, že i když byl poslech poměrně opomíjený a přehlížený, je velmi důležité rozvíjet všechny jazykové dovednosti.

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APPENDICES

Appendix A: *Communication themes – Classification into themes, sub-themes and 'specific notions'*

The themes stated in CEFR are divided according to Threshold Level 1990, in chapter 7 this way:

1 "personal identification

2 house and home, environment

3 daily life

4 free time, entertainment

5 travel

6 relations with other people

7 health and body care

8 education

9 shopping

10 food and drink

11 services

12 places

13 language

14 weather"

For each of these above-mentioned topics there is a subcategory, which is divided into 'specific notions'.

(CEFR 2001, 52)

In CEFR (2001, 52) there is an example of area 4 – 'free time and entertainment', that is subcategorised in the following way:

4.1 "leisure

4.2 hobbies and interests

4.3 radio and TV

4.4 cinema, theatre, concert, etc.

4.5 exhibitions, museums, etc.

4.6 intellectual and artistic pursuits

4.7 sports

4.8 press"

Moreover, each above-mentioned sub-theme identifies its 'specific notions'. There is an example with a sub-theme 4.7 sports:

1 "locations: field, ground, stadium

2 institutions and organizations: sport, team, club

3 persons: player

4 objects: cards, ball

5 events: race, game

6 actions: to watch, to play (+ name of sport), to race, to win, to lose, to draw"

(CEFR 2001, 52)

SOURCE:

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning. Teaching. Assessment.* Strasbourg.

https://rm.coe.int/16802fc1bf

Appendix B: *Syllabus – Project 2, fourth edition*

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
Introduction p4	*be* p4 *can* p5 Questions p6 *have got* p7	Introductions p4 Sports and activities p5 In the street p6 Possessions p7	**Speaking** Introductions p4 Asking for sports centre membership p5 *What can you do?* p5 *What has he got?* p7	**Song** *The Locomotion* p7
1 My life p8	Present simple: affirmative, negative and questions pp9, 13 Ordinal numbers pp8, 11 *Yes / No* and *Wh-* questions p13 Adverbs of frequency p15	Ordinal numbers p8 Months of the year p10 Dates p11 Household jobs p14 Holidays and festivals p16	**Reading** Birthdays p11 **Speaking** Important dates p11 Talking about Monica p13 **Listening** Dates p11 *What does Henry do?* p15 **Writing** Birthdays p11	**Culture** A typical year in Britain / Festivals p16 **Across the Curriculum** Science and Maths: time p17 **Project** A Year in my Life p19 **Song** *Seven Days of the Week* p19
2 Animals p20	Present continuous: affirmative, negative and questions pp21, 23 Present continuous v. present simple p25 *must* p27 Subject and object pronouns p27	Farm animals p21 Wild animals p24	**Reading** Meerkats p25 *The story of Chicken Licken* p26 **Speaking** Game: *What am I?* p21 Talking about favourite animals p25 **Listening** *What are the animals doing?* p21 **Writing** The ending of a story p27	**Culture** Animals in Britain p28 **Across the Curriculum** Biology: animal classification p29 **Project** Animals p31 **Song** *Zoo, Zoo, Zoo* p31
3 Holidays p32	Past simple: *be* p33 Regular verbs p34 Irregular verbs p36 Questions and short answers p39	Phrases with *at, in, on* p32 Holidays p34 Holiday problems p36	**Reading** Azra's holiday p33 Conor's holiday p34 **Speaking** *Who was the man?* p35 Talking about a holiday p39 **Listening** *Where were you …?* p32 A holiday p39 **Writing** Mr X p35 A holiday postcard p37	**Culture** Holidays p40 **Across the Curriculum** History: transport p41 **Project** Holidays p43 **Song** *Fun, Fun, Fun* p43

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Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
4 Food p44	Countable and uncountable nouns p45 a / an p45 some and any p47 How much / How many? p49 Articles: a / an, some, the p51 a little, a few p51	Food and drink pp44, 46	**Reading** Stone soup p46 **Speaking** Asking for things in a café p45 Acting out a story p47 How many … do you eat? p49 **Listening** What do people have for lunch? p45 A shopping list p49 Jake's recipe p51 **Writing** What you eat p47 Writing a recipe p51	**Culture** British meals and mealtimes p52 **Across the Curriculum** Geography: food from around the world p53 **Project** Food p55 **Song** Sausages with ice-cream p55
5 The world p56	How questions p56 Comparative adjectives p59 Superlative adjectives p61 as … as p63	Places p56 The weather p58 Adjectives p59	**Reading** The UK p57 Puzzle p61 **Speaking** Comparing seasons, food, etc. p59 Comparing your life p61 **Listening** The UK p57 Quiz p60 as … as p63 **Writing** Comparing seasons, food, etc. p59 Comparing people and places p61	**Culture** The weather in Britain p64 **Across the Curriculum** Geography: the USA p65 **Project** My country p67 **Song** Dancing in the Street p67
6 Entertainment p68	going to p69 Adjectives and adverbs p71 have to p73 Making suggestions p75	Types of TV programmes p68 Types of films p72	**Reading** Doctor X p70 **Speaking** What are you going to do? p69 Acting out a story p71 Arranging a meeting p75 **Listening** What are the people going to do? pp69, 75 Why can't Oscar …? p73 **Writing** The beginning of a story p71	**Culture** The British cinema p76 **Across the Curriculum** Media studies: make your own film p77 **Project** Entertainment p79 **Song** Famous p79
Revision pages	pp18, 30, 42, 54, 66, 78		**Grammar summary**	Workbook p66
Pronunciation	pp80–81		**Wordlist**	Workbook p74
Reading	pp82–87			

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SOURCE:

Hutchinson, Tom. 2014. *Project 2*. Fourth edition. Oxford: Oxford University Press.

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Appendix C: *Evaluation of Particular Listening Activities in Project 2, fourth edition*

ACTIVITY:	1) By the end of the activity, students will be able to listen for:	2)	3)	4)	5)	6)	7)	8)	9)
p. 5, ex. 1	specific information	Y	Y	Y	N	LR	WA	V	SIS
p. 5, ex. 2b	specific information	Y	Y	Y	AQ	LR	CTS	L	O - checking
p. 5, ex. 5	specific information	Y	Y	Y	N	SR	CTS	S	PQ
p. 6, ex. 2a	detailed understanding	Y	Y	Y	TAP	LR	WA	S	D
p. 8, ex. 2a	specific information	N	Y	Y	O - repeating	LR	TN	S	D
p. 10, ex. 3a	specific information	Y	Y	N	AQ	SR	TN	V	PQ
p. 11, ex. 7a	specific information	Y	Y	N	AQ	SR	TN	S	PQ
p. 13, ex. 5a	specific information	Y	Y	Y	N	SR	TWP	S, G	O - checking
p. 14, ex. 1b	detailed understanding	Y	Y	Y	O - repeating	SR	MCP	V	SIS
p. 15, ex. 6b	specific information	Y	Y	Y	AQ	SR	TWP	N	IR
p. 15, ex. 6c	specific information	Y	Y	Y	O – choosing correct option	LR	TN	W, G	PQ, SIS
p. 16, ex. 3	specific information	Y	Y	Y	O – reading	ER	WA	W	PQ
p. 18, ex. 1a	detailed understanding	Y	Y	Y	N	SR	MCP	W, G	SIS
p. 18, ex. 4	specific information	Y	Y	N	AQ	LR	TN	N	IR
p. 21, ex. 7a	specific information	Y	Y	N	N	SR	CTS	N	IR
p. 21, ex. 7b	detailed understanding	Y	Y	N	O – writing words	LR	CTS	G, V	CR
p. 24, ex. 1b	detailed understanding	Y	Y	N	O - repeating	SR	TN	V	PQ, D

p. 28, ex. 3	specific information	Y	Y	N	O - reading	LR	WA	S	PQ
p. 30, ex. 5a	specific information	Y	Y	N	N	LR	WA	V	O – adding words
p. 34, ex. 1b	specific information	Y	Y	Y	O - repeating	SR	TN	N	IR
p. 39, ex. 6a	detailed understanding	Y	Y	Y	N	SR	CTS	S, G	SIS, PQ
p. 40, ex. 3	specific information	Y	Y	Y	O - reading	LR	WA	W	CR
p. 42, ex. 4a	specific information	Y	Y	Y	AQ	LR	CTS	W	SIS
p. 44, ex. 2	specific information	Y	Y	Y	DT	SR	CTS	N	IR
p. 45, ex. 7a	detailed understanding	Y	Y	Y	N	SR	TN	N	IR
p. 45, ex. 7b	specific information	Y	Y	Y	O – writing words	SR	CTS	S	O – reading
p. 47, ex. 5a	specific information	Y	Y	Y	N	SR	CTS	W	SIS
p. 49, ex. 3c	gist	Y	Y	Y	AQ	LR	WA	G	O- checking
p. 49, ex. 5b	specific information	Y	Y	Y	AQ	ER	CE	N	IR
p. 51, ex. 5a	specific information	Y	Y	Y	N	SR	TWP	N	IR
p. 51, ex. 5b	detailed understanding	Y	Y	Y	N	SR	O – correct order	N	IR
p. 51, ex. 5c	specific information	Y	Y	Y	O – correct order	LR	TN	N	IR
p. 52, ex. 3a	specific information	Y	Y	Y	O - reading	LR	WA	N	IR
p. 52, ex. 3b	specific information	Y	Y	Y	AQ	LR	WA	V, S, G	PQ
p. 54, ex. 6a	specific information	Y	Y	Y	N	LR	TN	G, V	SIS
p. 58, ex. 2a	specific information	Y	Y	Y	O - repeating	LR	CTS	V	PQ

p. 59, ex. 9	specific information	Y	Y	Y	AQ	LR	CTS	N	IR
p. 63, ex. 6a	specific information	Y	Y	Y	N	LR	WA	G, W	CS
p. 64, ex. 3	specific information	Y	Y	Y	O – reading	LR	WA	V	D
p. 66, ex. 3	detailed understanding	Y	Y	Y	AQ	SR	T/F	G	O – correct order
p. 68, ex. 2	specific information	Y	Y	Y	AQ	SR	TN	N	IR
p. 69, ex. 6a	specific information	Y	Y	Y	DT	SR	MCP	S	SIS
p. 73, ex. 8a	detailed understanding	Y	Y	Y	N	SR	MCP	W, V	CS
p. 75, ex. 5a	specific information	Y	Y	Y	N	LR	CTS	L	O - checking
p. 76, ex. 4	specific information	Y	Y	Y	O - reading	LR	WA	W	PQ
p. 78, ex. 2a	specific information	Y	Y	Y	N	SR	TWP	G, W	SIS

CRITERIA:

1)What is the aim of the activity? (listen for gist, for specific information, for detailed understanding, for gist)

2)Does the activity fulfil the general aim of listening comprehension?

3)Does the activity fulfil the expected outcomes stated in FEP BE?

4)Does the activity deal with topics in FEP BE or themes in CEFR?

5)Does the activity involve a pre-listening task? If yes, what kind of pre-listening activity is included (predicting the content from the title of a talk, talking about a picture relating to the text, discussing the topic, answering questions about the topic, agreeing or disagreeing with some opinion connected to the topic, to form an opinion)?

6)Does the while-listening activity require no overt response, short response, longer response, or extended response?

7)What kind of response does the while-listening activity require? (taking notes, writing answers, correcting errors, completing tables or sentences, multiple-choice, true/false, ticking words and phrases heard, matching and choosing pictures)

8)Does the activity involve a post-listening task? If yes, is the activity focused on other language skills (speaking, writing, reading), or language systems (grammar, vocabulary, pronunciation)?

9)What types of activities are used in the post-listening phase (personalized questions, discussion, creating a summary, creative responses, problem-solving, setting information about the speaker)?

Explanatory note: p. = page; ex. = exercise

IR = there is no pre-listening or post-listening activity

Y = yes; N = no; O = other

ad 5) PC = predicting the content; TAP = talking about a picture; DT = discussing the topic; AQ = answering questions; A = agreeing; D = disagreeing; FO = form an opinion

ad 6) NR = no response; SR = short response; LR = longer response; ER = extended response

ad 7) TN = taking notes; WA = writing answers; CE = correcting errors; CTS = completing tables or sentences; MC = multiple-choice; T/F = true/false; TWP = ticking words and phrases; MCP = matching and choosing pictures

ad 8) L = listening; S = speaking; W = writing; R = reading; G = grammar; V = vocabulary; P = pronunciation

ad 9) PQ = personalized questions; D = discussion; CS = creating a summary; CR = creative response; PS = problem solving; SIS = setting information about the speaker

Appendix D: *Evaluation of Recordings in Project 2, fourth edition*

ACTIVITY:	1)	2)	3)	4)	5)
p. 5, ex. 1	D	Y	B	AF	Y
p. 5, ex. 2b	D	Y	B	AF	Y
p. 5, ex. 5	D	Y	B	P	Y
p. 6, ex. 2a	M	Y	B	P	Y
p. 8, ex. 2a	M	Y	B	P	Y
p. 10, ex. 3a	M	Y	B	P	Y
p. 11, ex. 7a	D	Y	B	P	Y
p. 13, ex. 5a	D	Y	B	P	Y
p. 14, ex. 1b	M	Y	B	AF	Y
p. 15, ex. 6b	D	Y	B	P	Y
p. 15, ex. 6c	D	Y	B	P	Y
p. 16, ex. 3	M	Y	B	P	Y
p. 18, ex. 1a	M	Y	B	P	Y
p. 18, ex. 4	D	Y	B	P	Y
p. 21, ex. 7a	M	N	B	AF	Y
p. 21, ex. 7b	M	N	B	AF	Y
p. 24, ex. 1b	M	Y	B	P	Y
p. 28, ex. 3	M	N	B	P	Y
p. 30, ex. 5a	D	Y	B	AF	Y
p. 34, ex. 1b	M	Y	B	P	Y
p. 39, ex. 6a	D	Y	B	P	Y
p. 40, ex. 3	M	N	B	P	Y
p. 42, ex. 4a	D	Y	B	P	Y
p. 44, ex. 2	M	Y	B	P	Y
p. 45, ex. 7a	D	Y	B	AF	Y
p. 45, ex. 7b	D	Y	B	AF	Y
p. 47, ex. 5a	M	Y	B	P	Y
p. 49, ex. 3c	M	Y	B	P	Y
p. 49, ex. 5b	D	Y	B	AF	Y

p. 51, ex. 5a	M	Y	B	P	Y
p. 51, ex. 5b	M	Y	B	P	Y
p. 51, ex. 5c	M	Y	B	P	Y
p. 52, ex. 3a	M	Y	B	P	Y
p. 52, ex. 3b	M	Y	B	P	Y
p. 54, ex. 6a	D	Y	B	AF	Y
p. 58, ex. 2a	M	Y	B	P	Y
p. 59, ex. 9	D	Y	B	P	Y
p. 63, ex. 6a	M	Y	B	P	Y
p. 64, ex. 3	M	Y	S	P	Y
p. 66, ex. 3	D	Y	B	P	Y
p. 68, ex. 2	O	N	B, Am	AF	Y
p. 69, ex. 6a	D	Y	B	P	Y
p. 73, ex. 8a	D	Y	B	P	Y
p. 75, ex. 5a	D	Y	B	P	Y
p. 76, ex. 4	M	Y	B	P	Y
p. 78, ex. 2a	M	Y	B	P	Y

CRITERIA:

1)Is the recording in a form of a monologue or a dialogue?

2)Is the recording under two minutes?

3)What language variety does the activity include? (British, American, Scottish, Australian, Canadian)

4)Is the recording authentic or pedagogic?

5)Does the task correspond with the recording?

Explanatory note: p. = page; ex. = exercise

ad 1) M = monologue; D = dialogue; O = other

ad 2) Y = Yes; N= No

ad 3) B = British; Am = American; S = Scottish; Au = Australian; C = Canadian

ad 4) A = authentic; P = pedagogic; AF = authentic features

ad 5) Y = Yes; N= No