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MOTIVATING AND APPROPRIATE PRE-LISTENING TASKS FOR BEGINNERS

(Motivující a vhodné předposlechové aktivity
prozačátečníky)

Závěrečná práce 95-PF-KAJ

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Děkuji tímto paní Donně Sarvay, MA a panu Stevenovi Banfieldovi, MA za
vydatnou pomoc a trpělivost během vypracovávání mojí závěrečné práce.

"Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a že jsem uvedla veškerou použitou literaturu.

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Anotace

Správný rozvoj a zdokonalování poslechových dovedností je jednou z podmínek pro ovládnutí anglického jazyka. Proto by měl být kladen důraz pro jejich rozvoj již u začátečníků. Cílem této závěrečné práce je ověření domněnky, že vhodné a motivující předposlechové aktivity mohou efektivně připravit žáky na vlastní poslech textů a zároveň zvýšit jejich motivaci. Používání hlavních typů těchto aktivit by mělo vést ke zdokonalení jak poslechu pro porozumění textu, tak i poslechu pro specifickou informaci.

Abstract.

Developing and improving of listening skills is one of the conditions necessary for mastering of the English language. Therefore, its development and improvement should already begin in classes of beginners. The aim of the project is to find pre-listening tasks that would prepare students for actual listening and motivate them to listen. The use of a basic range of the tasks should lead to improving of both listening for comprehension and listening for specific information skills.

Anotation

Richtige Entwicklung und die Verbesserung angehörten Geschicklichkeiten sind eine von den Bedingungen für die Beherrschung der Englischen Sprache. Deshalb sollte ein Akzent für ihre Entwicklung schon bei den Anfängern gelegt werden. Ziel dieser Schlußarbeit ist Überprüfung der Vermutung, daß die gelegenen und motivierten vorangehörten Activitätsaen effektiv die Schüler für ihres Anhören der texte vorbereiten können und gleichzeitig ihre Motivation heben. Anwendung der Haupttypen dieser Aktivitäten sollte zur Verbesserung des Anhörens für das Verständnis des textes aber auch des anhörens für spezifische Information anleiten.

THE OUTLINE:

I. Listening

Listening is an active process of perceiving and constructing a message from a stream of sounds.

A. Listening problems

This process depends on the ability of the learners of English to cope with redundancy and noise.

1.a) Beginners feel they have to understand every single word.

b) Students hear larger gaps than in their native language.

2. "... some of the skills the learners needs to develop are closely bound up with the peculiarities of speech. Of these are many, but I should like here to dwell on four: redundancy, 'noise', colloquial language and auditory character"(Ur,1984: 7)

"We need--and have, in our native language at least--a mechanism that tells us: 'I do not need to listen very carefully to what is coming now, it is obviously more or less 'x' (Ur,1984: 15).

B. Preparation students for listening

In pre-listening activities the teacher should concentrate on interest level and effective preparation.

1. a) The teacher should point out the problematic aspect.

b) The teacher should give a reason for listening.

2. If the learner knows in advance that he is going to have to make a certain kind of response, he is immediately provided with a purpose in listening.

(Ur,1984: 24)

C. Finding appropriate pre-listening tasks

During my teaching practice I was trying to find appropriate tasks which would prepare students for listening and arouse their interest.

1. The project is focused on four main types of pre-listening tasks and their combinations.

D. Thesis introduction

E. This paper will include the lesson plans in section 2 and the summary of the paper in section 3.

II. Lesson plans 1 -- 6: Reflective Teaching practice

A. Class profile

B. Pre-lesson summary

C. Lesson summary

D. Reflection

III. Conclusion

- A. Choosing the topic
- B. Formulating thesis
- C. Testing thesis
- D. My aims
- E. Objectives for students
- F. A basic range of the tasks
- G. Conclusion

Un(1984) suggests some of the difficulties that some of the difficulties that learners need to develop are closely bound up with the perception of speech. Of these are many, but I would like here to draw out three: redundancy, 'noise', colloquial language and native character. (Un, 1984: 7). I decided to concentrate on two mentioned problems, redundancy and 'noise'(gaps) because, from my experience, comprehending these problems causes great difficulties.

Redundancy

Especially beginners' attention is even more easily attracted by the influence the process by which they listening actively. In their experience, beginners feel they have to understand every word in the listening text even the words that are totally superfluous. These are called redundant words. They include false names, repetitions and corrections. For example, if someone says: "Well, I'm not sure. I suppose I'll finish at five, no, at six, so we can meet at seven. I'll be there, but at first I have to go to see my mother." "I'll be there later just." We can meet at seven in front of the cinema." This whole sentence is unimportant. Un(1984) says: "... we have to listen to the native language at least as mechanically as we do to the language of our own very carefully to what is coming out."

This mechanism in their native language, how they hear it, is the same as what is important in the foreign language. The more they hear, the more they understand that mechanism, then the more they can understand the foreign language.

Gaps

The problem of gaps in the foreign language is a very common one. Gaps are words that are not heard or not understood. They are produced, as Un(1984) says, by the fact that the foreign language is not the same as the native language. The gaps are the result of the fact that the foreign language is not the same as the native language.

I. Listening

A. Listening problems

Listening is an active process of perceiving and constructing a message from a stream of sounds. We only occasionally recognise it as a process in our native language because we know the sounds from the beginning of our lives. However, foreign-language learners know how difficult it is to distinguish sounds or individual words in a foreign language. Suddenly, they have to cope with many potential problems. Ur(1984) suggests some of listening problems, ". . . some of the skills the learners need to develop are closely bound up with the peculiarities of speech. Of these are many, but I should like here to dwell on four: redundancy, 'noise', colloquial language and auditory character "(Ur, 1984: 7). I decided to concentrate on two mentioned problems, redundancy and 'noise'(gaps) because, from my experience, overcoming these problems causes great difficulties.

Redundancy

Especially beginners' abilities to overcome these problems influence the process by which their listening ability develops. From my experience, beginners feel they have to understand every single word of a listening text even the words that are totally unimportant. These parts are called redundant words. They include false starts, repetition and self-corrections. For example, if someone says, "Well, it's not easy, let's suppose I'll finish at five, no, at six, so we can meet at seven in front of the cinema, but at first I have to go to see my mother. . . ", a student needs to hear just " We can meet at seven in front of the cinema". The rest of the sentence is unimportant. Ur(1984) says, ". . . we need--and have, in our native language at least--a mechanism that tells us: I do not need to listen very carefully to what is coming now. . ."(Ur, 1984:15). Yes, students have this mechanism in their native language, but they have to learn to choose what is important in the foreign language. They can learn it through done activities that encourage them to listen for only the important parts of a text.

Gaps

The problem of how to cope with gaps I experienced as well. Gaps are words that are drowned by outside interference or indistinctly pronounced. Again, the beginners know them in their native language, but they do not know the structure of the sounds and words in the foreign language. That is why the gaps become larger and demand more effort to

understand them. Students often do not understand the gaps because the words or the sounds do not exist in their native language. For example, the consonants [θ] and [ð] are not pronounced in many languages (French, Czech) and many students perceive the sounds as indefinable. Students may also have problems with hearing the weak forms of words; for example, students can be confused by the sentence, "I'd give you a cigarette if I had one." They can hesitate between I would and I had. The finite form of the verb indicates the form I would, but beginners occasionally can recognise irregular verbs. They just hear [aid giv ju: ə sigət. . .]. in both cases. The pre-listening activity is one of the ways that can make gaps less problematic.

B. Preparing students for listening

In pre-listening activities, the teacher should first concentrate on effectively preparing the students to listen. For example, the teacher should clearly state what information students have to look for or point out possible redundant parts. He or she should also present new words and idiomatic expressions so that students would not hear so many gaps.

The teacher should also concentrate on students' motivation. Ur(1984) writes, "If the learner knows in advance that he is going to have to make a certain kind of response, he is immediately provided with a purpose in listening"(Ur,1984: 26).I agree with the idea that students should be given a reason for listening, for example, a task requiring response that helps them to pay attention throughout all the listening text. From my experience, when I taught beginners and pre-intermediate students, a well-constructed task that required students to respond in an interesting way was often successful, and students were encouraged to become involved in the activity. I usually used tasks that included practice of vocabulary or a structure needed for listening, an interesting technique of noting the message and it was adequate to students' level.

Another important factor is raising students' level of interest in the topic of the listening text. From my experience, the interest increases when the teacher relates discussion of the topic to the learners' own culture. The topic that brings the students' world into the classroom will make learning more meaningful. When our topic was "food", for example, I asked students about their favourite meals. I also added various visual aids (pictures, photos), and they worked as powerful stimulators that raised students' interest at the needed level.

C. Finding appropriate tasks which prepare students for listening and motivate students to listen

During my teaching practice I tried to find appropriate pre-listening tasks which would help students to overcome the listening problems and arouse their motivation at the same time. I taught twelve-year-old and fourteen-year-old students. They had been learning English for sixteen months and two years respectively, so I could call them beginners and pre-intermediate students. When we had listening lessons, I used tape-recordings each time.

The main task-types I used

I had to consider very carefully the types of tasks that would motivate and prepare my pupils for the listening stage. Since I could not try out all the pre-listening tasks that exist, I chose four main types of tasks and I carefully watched how they worked. These tasks were: answering verbal questions; marking pictures according to instructions; filling in charts and prediction of text content. I also tried to combine these tasks to achieve maximal motivation.

1. Question/answer task

The first type of pre-listening task was answering questions. This task was appropriate for listening to interviews or narrative texts. These texts gave quite new information. The aim of the task was to elicit the main points of a text. I made the questions in grammatical structures that I knew students already knew. I also formulated the questions as simply as possible, for example, "Where are they?" instead of "Can you tell me the place where the people came to?" When the situation allowed it, I used only simple tenses.

2. Working with pictures according to instructions

A very useful pre-listening task was working with pictures according to instructions. I tried two methods: 1. putting the pictures into the right order according to the text and 2. marking the objects in the picture that students heard when listening to the tape. This task was effective for narrative texts and for texts where various things were named. The pictures had a great advantage: they did not require as wide grammatical knowledge as the verbal questions.

3. Filling in charts

Another pre-listening task I used was filling in charts during listening. Before listening students were given one or more pictures that set the situation and provided practice of vocabulary or a structure needed for

listening. Beginners filled several pieces of information in one chart. The chart had several columns; for example, a place, a date, a name (see summary 6). The pre-intermediate students had to choose the right chart from several possibilities and to fill in the right piece of information. For example, when students listened to several dialogues about buying tickets, they had to fill in the same number of charts. There was a picture of people who were buying the tickets on each chart, so that students had to listen for the number of tickets and then to fill in the charts. The charts helped students to organise the information according to their or time-sequence.

4. Prediction of a text content

The last pre-listening task I did was predicting events. Predicting what was going to be played aroused students' fantasy. This task was appropriate for the texts based on the logical relationship of events. For example, when students listened to a detective story, I got them to predict characters, event, questions of the detective or the end.

D. Conclusion

To conclude, it is clear, that effective preparation and increasing students' motivation are two important parts of pre-listening activities. Students need to know what situation and what type of text is recorded on the tape. The teacher can also practise some grammar points or present new vocabulary if it is necessary. Each teacher should choose the text that gives interesting information and he or she should harmonise it with the task-type. That is what encourages students to involve in the activity. Therefore, each pre-listening activity should involve tasks that give effective preparation and increase students' motivation to listen.

This paper will include the lesson plans in section 2 and the summary of the paper in section 3. The lesson plans contain four types of tasks and some of their combinations that I taught at intermediate classes of twelve-old-years and fourteen-year-old children.

II. Reflective teaching practice

The following material is presented in four parts. First, the Class Profiles describes the classes in which the lessons were taught. Second, the Pre-lesson Summaries discusse the lesson planning stages of the teaching practice. Next, the Lesson Summaries show the stages of classroom presentation and practice. In Reflection on the lesson, the students' experiences is described. Finally, the Conclusion discuss appropriacy of the activities and possible changes for the next time.

A. Class Profile 1

Class	Sekunda B
Age	12-13 years
Number of pupils	15
Girls/Boys Ratio	7 girls 8 boys
Level	beginners
Textbook	Project English II
Lessons per week	4 x 45 mins
Teaching Problems	over-enthusiastic children
Learning Problems	Mixed ability.
What was Positive	Supervising teacher.

Comment

1. Class

This was a second year class of an eight-year grammar school. They have been learning English for seventeen months.

2. Age

Thanks to the age of twelve and thirteen, the children were interested in many topics. They wanted to know how everything happened and why it happened. On the other hand, they were too enthusiastic and it sometimes caused us to digress from the topic. They managed to examine any topic to such detail which any adult would not look for in it. For example, when we spoke about a ship disaster in the 16th century, they asked "Could people in the 16th century swim? It led to the idea to found a-swim-school.

3. Number of Pupils

15 was a good number. I had time to give individual attention. The pair-work was sometimes a problem because of the odd number, but it was good for working in groups of 3 or 5. The pace of the lessons was average, it means we covered one page per each lesson.

4. Girls/Boys Ratio

Boys and girls were used to sitting separately. Since there was nearly the same number of males as females, I could get them to work in two separate groups. It caused a good competitive atmosphere.

5. Level

The children were beginners, but they understood the English instructions (Look! Don't speak!) and requests (Would, could you. . .,please?). They were used to working independently (copying, reading) and to independent noting of vocabulary. They were used to noting the words when they did not know them, not just when the teacher said "Open your exercise-books and write it down."

6. Textbook

They had been using this book since the third week of January. Up to the time I started teaching them the following items had already been taught: Issue 1 and the first part of Issue 2--Justin's Chips (past simple and continuous). During the teaching practice we covered the following: Issue 2--"Hot Dog and Cool Cat" and "The Mary Rose". Students practised past simple and continuous tenses through these texts.

What was good about this book was that pictures harmonised with the texts. I did not find any serious negative things about this book.

7. Lessons per week

This class had 4 x 45-minute lessons per week. This I found was enough to cover the material.

8. Teaching Problems

Students' enthusiasm was sometimes a problem. In some lessons I had no time to digress from the topic. I tried to solve this by compromising. I usually promised to go back to the subject in the next lesson.

9. What was positive

I have to say that the supervising teacher was helpful. He advised me how to get students' attention at the end of group-work or during presentation. He also taught me to compromise.

2. Lesson Summaries

Summary 1

A. Pre-lesson plan commentary

i. General lesson theme/objective/topic

This lesson began by speaking about detective stories generally. There was presentation of new vocabulary. After that students made up their own detective stories. Then they listened to tape-recording "The Ross Case" and compared their stories with the listening text. "The Ross Case is a part of cartoon "Hot Dog and Cool Cat. It is a story about two rivals. The characters appear throughout the book and students usually enjoy stories about them. There was practice of past simple and continuous tenses.

ii. Thesis focus

In this lesson I wanted to make students' preparation for listening effective and maximise their motivation to listen. The main part was concerned in the first part of the lesson. I intended this to take the form of giving students' opinions about murders and predicting events.

The main part of effective preparation and prediction came at stage 1. At this stage students learnt new vocabulary. They also practised the new words by creating their own stories using new vocabulary that included the characters from the text. Students' task was to compare their stories with "The Ross Case". I supposed that a possibility to use their imagination would increase students' motivation to listen and that they would be eager

to know if they were right. I also wanted students to practise new vocabulary. In the next part the students' task was to make up questions they would ask if they were detectives and then to suggest next happenings. The tasks were the same: to compare their suggestions with the text.

iii. Anticipated teaching problems/possible solutions

I could foresee the problem of independent work. I did not know students' writing skills, and I was concerned that writing the prediction would take a lot of time. Therefore, I decided to give students a few minutes to discuss their ideas in groups of 3 and then to get them to present the stories in front of the class. I also recognised that making questions could cause problems; therefore, I wrote questions suggested by students on the blackboard.

iv. **Lesson aims:** 1.a. to present new vocabulary and to practise new items by using them in a story; b. to arouse students' motivation by getting them to predict

the events; 2. to improve listening skills by having students compare their stories with the text.

v. **Materials:** Project English 2, Issue 2, page 21 (se attached copies)

B. Lesson Summary

1. Presentation and practice of new vocabulary

a. Teacher elicits sentences about detective stories by asking questions.

(Teacher's questions) "Do you read the detective stories?" "Which authors do you know?" "What cases are typical?"

vocabulary: case, gun, suddenly, shot, dead, chauffeur, butler, repair, indoors, confess

b. Teacher gets students to make up their own stories using the new words in groups of 3 students.

c. Teacher gets the group-speakers to present the stories.

aims: to present and practise new vocabulary needed in listening to get the gist of the text and to increase students' motivation to listen

2. Improving of listening skills

a. Teacher gives students the task: to listen and compare their stories with the text.

b. Teacher plays the tape.

c. Teacher checks understanding by asking questions ("Who are the characters?" "What happened?" "Where was he?").

aims: to prepare students for comparison of the tape story with their own story; to improve listening skills by getting students to listen to the detective story and take notes about the taped story

d. Teacher gets students to make questions they would ask if they were detectives.

e. Teacher gets students to listen and compare the questions with the text.

(questions: "What is your name?" "What is your job?" "What were you doing in the afternoon?" "Did you hear the shot?")

f. Teacher plays the tape.

g. Teacher checks comprehension by getting students to mark the questions mentioned on the tape.

aim: to prepare students for listening to the interview; to improve listening skills by getting students to listen and to note mentioned questions on the tape; to practise past simple and continuous tenses

h. Teacher gets students to suggest what will happen next.

i. Teacher gets students to listen and compare their ideas with the text.

j. Teacher plays the cassette.

k. Teacher checks understanding by asking questions.

aims: to improve listening skills by getting students to predict the end of the story; to practice the use of past simple and continuous tenses

C. Reflection

(Thesis focus activities)

1.(Presentation and practice of vocabulary)

a. Students became interested in the topic at the beginning of the lesson. Their age was appropriate for reading detective stories. Soon everyone was involved in the activity, students stopped raising hands and simply shouted out the sentences and words they wanted to know in English.

b. Students worked actively. Although they added some popular characters such as Superman or Kunta Kinte, they did not digress from the typical murder case. All of them made up the story with a victim who had been shot and suspects-- a butler or a chauffeur. For example, one of the groups wrote that the butler shot a film star and ran away. His daughter called Superman who punished the butler and married her.

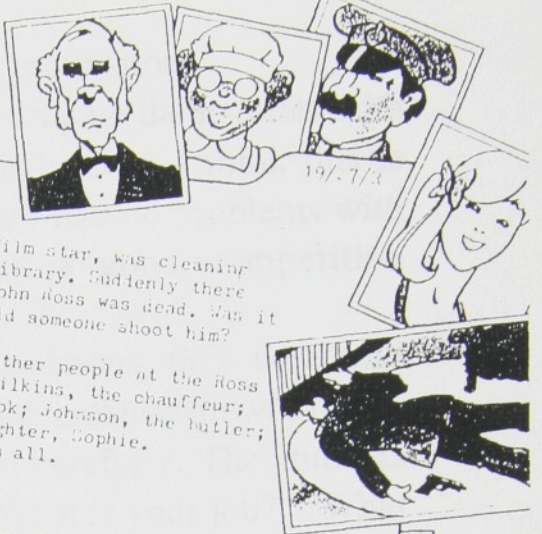
4 HOT DOG AND COOL CAT



THE ROSS CASE

John Ross, the film star, was cleaning his gun in the library. Suddenly there was a shot and John Ross was dead. Was it an accident or did someone shoot him?

There were four other people at the Ross house that day: Wilkins, the chauffeur; Mrs Clare, the cook; Johnson, the butler; and Mr Ross's daughter, Sophie. I interviewed them all.



Hot Dog What's your name?
 Wilkins Wilkins
 Hot Dog What do you do here?
 Wilkins I'm the chauffeur.
 Hot Dog Where were you this afternoon?
 Wilkins I was outside
 Hot Dog What were you doing?
 Wilkins I was repairing the car.
 Hot Dog Did you hear the shot?
 Wilkins Yes, I did.
 Hot Dog What did you do when you heard the shot?
 Wilkins I ran indoors.

Everything was going so well, and now this cat arrives.

Hi, Hot Dog. What's the problem?

Yes. This is easy. I'll just ask a few questions.

Excuse me Hot Dog.

LATER

Right, that's all the questions

Grrrr. Damned cat!

You did it.
 Yes, I confess I killed John Ross

Cool Cat, you're a genius.

Who killed John Ross?
 How did Cool Cat know?
 You'll find the answers in Exercises 1-4.

?

2. (Improving listening skills, increasing students' motivation)

a., b. When I gave students the task to listen and compare their stories with the text, their motivation increased to a very high level. I think this is because they wanted to know who was right. They had no problems with understanding. Comparing the stories caused a good competitive atmosphere.

d., e. When I asked students to think out the questions, they were still interested and did the task without mistakes, but the enthusiasm was not so great. However, they paid attention and listened carefully. The students made up five questions: "What is your name?" "What is your job?" "What were you doing in the afternoon?" "Did you shoot Ross?" "Did you hear the shot?"

h., i. Students suggested the end, but they gave the most impossible ideas because they knew Cool Cat always interrupts Hot Dog's activities. For example, one of the suggestions was that an American cousin killed John Ross because Ross kidnapped the American's girlfriend. I think they became bored because they had done the same prediction for the third time. I wanted students to suggest the end of the story to keep their motivation but perhaps formulations of two questions would be better.

D. Conclusion/Action

It is clear that predicting of events is an appropriate pre-listening task that gives effective preparation for listening and increases students' motivation. Non-boring work was based on the fact that they could use their own imagination. This gave them freedom in thinking and working. Their motivation was very high, mainly in the first part. Everyone was involved and students often shouted their ideas out. During predicting students practised new vocabulary, and they gave themselves points that they should listen for. However, prediction should be used intensively and for short time periods because students can become bored after a longer time. Prediction can be used with texts that are based on the logical relationship of causes and effects. The detective stories belong into this group.

Summary 2

A. Pre-lesson plan commentary

i. General lesson theme/objective/topic

This lesson began with brainstorming about transport accidents and presenting

new vocabulary needed for listening. Then there was practice of presented

vocabulary. Students practised it through speaking about pictures they were given after presentation of vocabulary. The pictures described sinking of a ship called the Mary Rose. Then they listened to the text "The Mary Rose" and they had to put the pictures into the right order. Then students repeated sentence-by-sentence after the tape-recorder. "The Mary Rose" is a narrative text about a ship that sank near Portsmouth in the 16th century. Through the text students practised past simple and continuous tenses.

ii. Thesis focus

In this lesson I wanted to prepare students for listening to a narrative text and to increase their motivation to listen by working with pictures. The main part of the activity was in stages 1 and 2. I supposed that students would practise vocabulary by speaking about the pictures describing the sinking of the Mary Rose. The pictures should have helped to set the situation as well. The pictures also clearly indicated the important points and mainly increased students' motivation to listen.

iii. Anticipated teaching problems/possible solutions

During discussion of the plan with the supervising teacher, we did not predict any serious problems.

iv. Lesson aims: 1. to prepare students by presenting and practising new vocabulary for listening for comprehension to a narrative text; 2. to increase students' motivation to listen by putting the pictures into the right order; 3. to practise pronunciation

v. Materials: Project English II, Issue 2, page 24 (see attached photocopies)

B. Lesson Summary

1. Preparation for listening

a. Teacher elicits and brainstorms new vocabulary about transport accidents.

(questions) "What accidents do you know?" "Which of them could happen in the past?" "What influence does the weather have?"

vocabulary: fight, castle, Your Majesty, windy, crowds, shore, cheer, wave, flag, soldier, deck, sail, blew, turn over, sink, bottom, survive, witness.

b. Teacher gives students 4 pictures showing the sinking of the ship and gets them to use sentences to tell about the pictures and to think of the topic of disasters.

aims: to ensure students will know vocabulary needed for listening to the narrative text; to practise new vocabulary by getting the students to speak about the pictures; to arouse students' interest in listening

2. Improving listening skills

a. Teacher gets students to listen and put the pictures into the right order.

b. Teacher plays the cassette twice. For the second time students check the order of the pictures against the story they hear.

c. teacher gets individual students to tell the story looking at the pictures.

aims: to improve listening skills by getting students to listen to the story; to practice past simple and continuous tenses.

3. Practising of pronunciation

a. Teacher plays the tape sentence-by-sentence

b. Students follow in their books and repeat

aim: to practise pronunciation and rhythm of the language

C. Reflection

1. (preparation for listening)

a. Students became involved in the activity very quickly because they knew some of vocabulary that I wanted to present. I was able to elicit nearly half of the words (fight, castle, Your Majesty, windy, soldier, turn over, wreck, bottom) I had to explain the difference between coast and shore.

b. I wanted to ensure that students would know the elicited and presented vocabulary during listening, so I got them to tell a few sentences about each picture. They had to say what they saw in the pictures and what was happening there. It functioned as a part of preparation for listening to the text. The pictures prepared them for the most important points of the text. But it was only a rough idea about what happened. Students did not guess why it happened and what kind of ship it was before listening. In both cases I asked them to try to remember it or to note it in the pictures.

5 THE MARY ROSE

[29] Here's a story about a ship that had an accident.

It was 2 pm on Sunday 19th July 1545. The English ships were sailing from Portsmouth. They were going to fight the French.



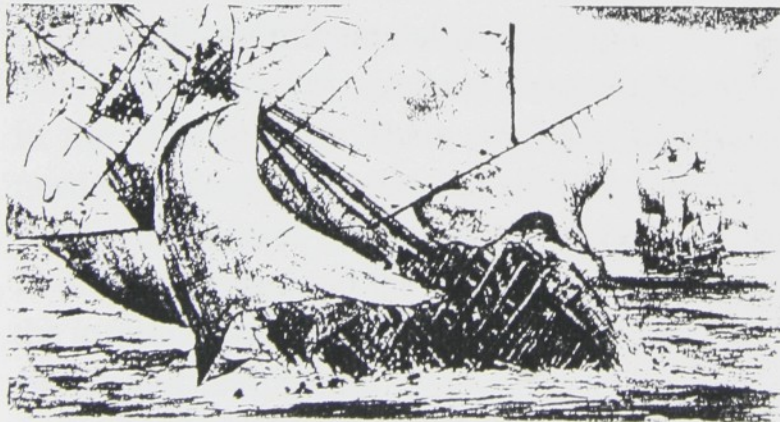
King Henry VIII was in Southsea Castle. He was watching his ships.



It was a very windy day but still crowds of people were standing on the shore. Men were shouting, women were cheering, boys and girls were singing and waving flags. Sailors and soldiers were standing on the decks of the big ships.



Then disaster! As the Mary Rose was sailing past the King, the wind blew very hard. The Mary Rose slowly turned over and sank to the bottom of the sea. Only thirty-two men survived.



LANGUAGE CORNER

Ships are always called 'she'.

2. Putting the pictures into the right order during listening was without problems. During listening students were concentrated and did not switch off. After finishing the activity more than half of students wanted to present the result. I have to note that none of the students did not get the right order before listening. Some of them tried it, but they put the second or third picture as the first.

3. For better practice of the past tenses I got several students to present the story in front of the class. I called out the weaker students. The typical mistakes they made was omitting the suffix -ing in the past continuous tense, for example 'King was watch'. Therefore I wrote all the used past continuous structures on the blackboard and got the students to repeat them.

D. Conclusion

I think that speaking about pictures gives students preparation effective enough to overcome listening problems. The pictures set the situation and pointed out the needed points. Putting the pictures in the right order was a good reason for students to listen. I think that this task-type is appropriate for the narrative texts with time-sequenced events.

Summary 3

A. Pre-lesson commentary

i. General lesson theme/objective/topic

This lesson began by speaking about the Mary Rose, the ship that wrecked in the 16th century. There was then brainstorming of new vocabulary needed in listening. After that students listened to the text "Wrecks in the sea around Britain". This was a text about five ships that sank near Britain in different times and they carried different cargoes. Students had to note the information about the ships in the chart. There was then practice of past simple and continuous.

ii. Thesis focus

In this lesson I wanted to prepare students for listening by organising the facts according to individual categories of information (name, date, place and cargo). The next stage of preparation was setting the situation using a map and also speaking about the map. The coloured map and the chart

should also increase students' motivation.

The thesis focus activity occurred in the first two stages. First I presented and brainstormed new vocabulary needed in listening. For eliciting the words I asked questions. Then I gave students the map of an area where the ships sank. I supposed that a coloured picture would increase students' interest. They practised part of the vocabulary by speaking about the map. Their task was to look at the map and then to listen and fill in the chart.

iii. Anticipated teaching problems/possible solutions

The first problem I could foresee was slow copying of the chart from the book to students' exercise books. Therefore, I gave them homework in the previous lesson to copy the chart.

The next thing that could have been problematic was orientation in a quite empty chart. I solved it by having children put the names of the ships in the chart before listening.

iv. **Lesson aims:** 1. to present and practice new vocabulary about ship cargoes and ship transport (oil, ferry); 2. to get students to note the facts on the tape to the chart; 3. to practise past simple and continuous.

v. **Materials:** Project English 2, Issue 2, p. 26 (see attached photocopies)

B. Lesson Summary

1. Preparation for listening

a. Teacher elicits and brainstorms vocabulary using questions "What cargo can the ships carry?" "Which types of ships do you know?" "What are usual routes?"

vocabulary: coins, mixed cargo, go down, coast, nuclear waste, ferry

b. Teacher gives students the map with the area where the ships sank and gets them to say a few sentences about the map

aims: to present vocabulary; to practise vocabulary needed for listening for specific information

2. Organising the facts

a. Teacher explains the charts to students.

b. Teacher gets students to put the names of the ships in the charts.

aims: to organise some facts before listening, to get students to make notes

c. Teacher plays the text " Wrecks in the sea around Britain".

3. Teacher checks the answers by asking questions in past simple and continuous tense.

aim: to listen for specific information to be transferred in writing to the chart; to practise past simple and continuous

C. Reflection

(Thesis-focus activities)

1.a. Brainstorming of vocabulary went well because students knew many words about cargoes (gold, silver, oil, food, clothes) Their interest was visible, they actively asked for words they wanted to know (flag-ship, cargo ship) They gave suggestions in good and regular pace. Everybody was encouraged to involve in the lesson.

b. The map increased students' motivation to listen. As I supposed, they liked the coloured picture. The map clearly set the situation and helped students imagine the area where the ships sank. Students also practised part of vocabulary by speaking about the map.

2. Students liked the unusual way of noting the facts. After the first listening they were confused. They thought the text was too fast and too long, so I gave them two minutes to orient in their notes. Then I played the tape again. After the second playing the situation was much better, 90% of students filled in the right facts. In spite of the fact that students were at first confused, they did not lose interest and wanted to listen again. They were eager for the right answers.

(general)

3. When checking the answers I made students speak in whole sentences, so they could practise the difference between the past simple and continuous.

They produced sentences as "The ship was carrying . . .", "The ship was sailing from/near. . ." or "The ship sank because. . .".

D. Conclusion

I think that the task *Filling in the chart* is appropriate for the texts that describe several similar events or facts. The chart helps students to organise the facts before and during the listening. The individual columns identify the most important points. This task also keeps students'

4 There are a lot of wrecks around the British coast. They are shown on this map.



a Make a chart like this.

Name	Where?	When?	What was she carrying?
Mary Rose	Portsmouth	19th July 1545	men, guns

b Now listen and fill in the chart. Use these details to help you.

- Earl of Abergavenny
- gold
- The Scillies
- Mont Louis
- Holland
- Poole
- Torrey Canyon
- nuclear waste
- mixed cargo
- Association
- Belgium
- southwest England
- gold and silver coins
- Lutine
- oil

26

Listen and fill in the chart. Use the details listed in b to help.

The Mary Rose sank near Portsmouth on 19th July 1545. She was carrying men and guns. It was a great disaster but, in fact, the Mary Rose is only one of thousands of wrecks in the sea around Britain. A lot of the ships were carrying gold.

In October 1779, the Lutine – that's L-U-T-I-N-E, the Lutine, sank near the coast of Holland. She was carrying gold.

The Association was carrying gold and silver coins when she sank. The Association went down near the Scillies on October 21st 1707.

But not all ships were carrying gold and silver. The Earl of Abergavenny was carrying a mixed cargo of food and clothes when she went down in February 1805. She sank near Poole. That's P-double O-L-E, Poole.

There are not so many disasters now. But modern cargoes can be very dangerous. The Torrey Canyon covered the southwest coast of England with oil. She sank on 18th March 1967. The oil from the Torrey Canyon killed thousands of birds and fish.

In September 1984 a very dangerous cargo went down near the coast of Belgium. The Mont Louis was carrying nuclear waste. She sank after a crash with a ferry.

motivation at the needed level, so that students have actively involved in the activity during all the lesson. During this lesson students did not switch off; they were concentrated during the whole listening stage. They were not surprised by the amount of information because the chart showed them what to listen for.

Class Profile 2

Class	Tercie B
Age	13 - 14 years
Number of pupils	16
Girls/Boys Ratio	6 girls 10 boys
Level	pre-intermediate
Textbook	Project English 3
Lessons per week	4 x 45 mins
Teaching Problems	Starting puberty.
Learning Problems	Mixed ability.
What was positive	Supervising teacher.

Comment

1. Class

This was a third-year class of an eight-year grammar school. They have been learning English for 2-years-and-a-half.

2. Age

The students' age meant on the positive side they were responsible and took the lessons seriously. On the other hand, there were three boys in puberty who often ignored anyone's suggestions or opinions. They refused to accept any suggestions when they felt the suggestions were wrong.

3. Number of Pupils

16 was a good number. The even number was appropriate for pair-work or work in groups of four. The pace of the lesson was perhaps slower, but the discussions were active because there were more opinions.

4. Girls/Boys Ratio

Boys and girls were used to sitting separately. It caused a good competitive atmosphere. The male majority was one cause of the active discussions because boys were not afraid to start the discussion and to present their opinions.

5. Level

The children have just finished Project English 2 and have started Project English 3. They were pre-intermediate students. They understood instructions in English in all forms of requests. They were used to independent work (reading a text, writing). They were used to noting vocabulary according to their needs.

6. Textbook

They started this book at the time I started teaching them. Up to the time I started teaching them the introductory lesson had already been taught. During the teaching practice we covered the following: Unit 1, pages 9 - 26. What was positive about this book was presenting new structures through humorous cartoons and interesting topics.

7. Lessons per week

This class had 4x45-minute lessons per week. This I found was enough to cover the material.

8. Teaching problems

There were three boys in physical puberty at the age of fourteen years. Their voices were strong even if they were whispering. I very often had to

ask them to be quiet because when they were speaking, everybody in the classroom could hear only them. It was a problem during group work. I got each boy to work in a different group of girls.

9. What was positive

The supervising teacher was helpful, he advised me how to answer students' inquisitive questions.

Lesson Summaries

Summary 4

A. Pre-lesson plan commentary

i. General lesson theme

The topic was travelling abroad. This lesson began with presentation of new vocabulary. Then I presented the conditional tense **I would + verb**. There was then practice of vocabulary and the structure. The general topic was travelling, students used sentences **I would take/I would not take something for a trip**.

After that students listened to the text. The text was about young people going for a trip. These people had to decide what things they would take for their trip. It was a dialogue of a boy and a girl. The girl, Sue, had too much luggage and she had to leave some of it at home.

ii. Thesis focus

First I presented new vocabulary and the structure as preparation for listening. Then students practised the words and the structure by making the sentences using the words and the structure. In this way they were prepared for the things from the picture, and they knew what to expect.

In this lesson I wanted to increase students' motivation to listen to the text and also to prepare them for listening for specific information and for comprehension. The students' task was to name all the things in the picture before listening using the structure **I would/not take**. . . There were a lot of things in the picture that the people needed respectively did not need to take with them. Speaking about the picture provided preparation for listening for specific information. While listening to the tape for the first time the students had to listen and tick the things that the people mentioned in the dialogue. It should give them the feeling that they need not understand every single word, but only the travelling things, for example a sleeping bag, a blanket, a tin opener. Then they listened again and

answered two gist questions that should help them to understand the main events in the text. The questions were: "What is the group doing?"(putting luggage in the van) and "What is Sue's problem?"(She has got too much luggage--three suitcases and two bags).

The second part of the task was to answer two questions. These questions should indicate the most important parts of the text and help students to hear the gist.

iii. Anticipated teaching problems/possible solutions

After discussion with the supervising teacher, I did not expect any problems in the first part of the task(ticking the things). Some problems could be expected in the second part---answering the questions. There was the danger that students would try to listen to everything and soon switch off because they would find it impossible. Therefore, I made only two questions necessary for comprehension of the text.

iv. Lesson aims: to practise presented vocabulary and the structure I would need for listening to the dialogue; to get students to listen for comprehension; to check understanding

v. Materials: Project English 3, Issue 1, page 10

B. Lesson Summary

1. Preparation for listening

a. Teacher gets students to look at the picture and elicits vocabulary.
vocabulary: sleeping bag, pillow, washing powder, blanket, sheet, sewing machine, hairdryer, towel, comb, hairbrush, needle, thread, penknife, tin opener, typewriter

b. Teacher presents new structure **I would + verb**

aims: to ensure students will know vocabulary and the structure needed for listening to get the gist of the text

c. Teacher gets students to give several sentences about the picture using the structure **I would take/ I would not take.**

aim: to practise vocabulary and the target structure to prepare students for listening to get the gist of the text

2. Improving listening skills

- a. Teacher gets students to listen and mark the things mentioned in the dialogue in the picture
- b. Teacher plays the tape and students tick the things they hear.
- c. Teacher checks the activity by getting students to name the ticked things.

aims: to have students listen for specific information by getting them to tick the things;

- d. Teacher writes the questions.
(questions)"What is Sue's problem?" "What is the group doing?".
- e. Teacher plays the tape.
- f. Teacher checks the answers by asking the above questions

aims: to get students to listen for comprehension

C. Reflection

(Thesis-focus activities)

1.(Preparation for listening)

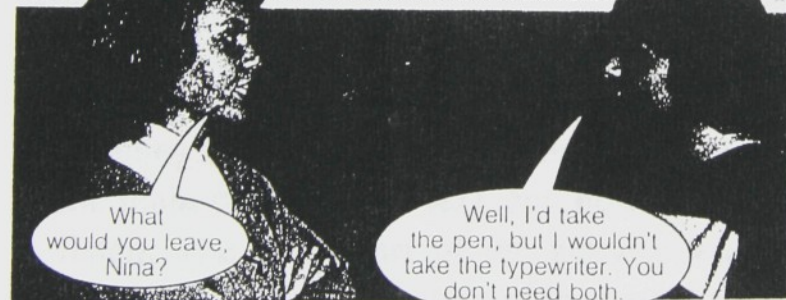
First of all I checked which words students knew and presented others. Students knew sleeping bag, washing powder, hairdryer, towel, tin opener, blanket. I had to present pillow, sheet, sewing machine, comb, hairbrush, needle, thread and penknife. I wrote the words on the blackboard because I wanted the students to revise spelling. I used the picture in which there were things needed for travelling, so there were minimal problems with explanation and understanding. There were some problems with pronunciation of the longer words, for example, sleeping bag, hairdryer, hairbrush. I think the students were not used to r-sound. I got them to pronounce each word aloud. The coloured picture aroused students' motivation to work. It was obvious from their behaviour. They quickly became involved in the activity and did not lapse in Czech. They were eager to name the things correctly.

2.(improving listening skills)

The easy task to tick the things helped students to concentrate on work and encouraged them to do the second part of the task without fear. There were no problems with ticking, everybody understood.

The two questions showed students what parts were important. The answers made gist very clear . Students had to answer the questions after the second playing. When they learned Sue's problem, their motivation increased because they saw it as funny, especially boys.

- What is the group doing?
- What is Sue's problem?



handker	blankets	watch	box of matches
sheets	sleeping bag	radio	sewing kit
towel	washing powder	cassette recorder	portable
typewriter	soap	comb	in a case
peel	shampoo	hairbrush	lighter
pillow	toothbrush	needle and thread	
bag	clock	sewing machine	

5

Andy Right. Come on. Let's put all the luggage in the van. Good Lord, Sue. How much luggage have you got?

Sue I've only got three suitcases and two bags – oh, and a couple of boxes.

Andy Well you can't take them all. There won't be any room for ours.

Sue But Andy – I need it all.

Andy Need it all? What do you mean? Just look at what you've got in this bag.

Sue Oh, Andy. Don't do that.

Andy Look at it all – a hairdryer, a sheet, a towel, a pillow, a sleeping bag. And what's all this? Washing powder, soap, shampoo, a comb and a hairbrush, needle and thread and – oh, I don't believe this – a sewing machine! Scissors, a penknife, a tin opener. And that's just one bag. Good Lord, Sue! We're only going to Germany for a week. We're not going to the Moon, you know.

Sue But – Andy.

Andy And look at that typewriter. What do you need that for?

Sue I need it to write letters with.

Andy No. Sue I'm sorry, but you can't take all that. You'll have to get rid of some of it.

Sue Oh it's not fair. What am I going to do?

Nina Come on, Sue. Let's see what we can leave.

Sue What would you leave, Nina?

Nina Well, I'd take the pen, but I wouldn't take the typewriter. You don't need both. And then . . .
(fade out)

D. Conclusion/Action

I think that speaking about the picture that relates to the listening text before actual listening make listening for specific information easier. It encourages students because they feel they need not understand every single word and they easily become involved in the activity. Answering the questions supplements the listening activity. It promotes listening for comprehension and the questions help the students to elicit the main events of the texts.

Summary 5

A. Pre-lesson plan commentary

i. General lesson theme/objective/topic

This lesson began with general discussion about American towns. Students also practised pronunciation and spelling of the names of the towns and other proper nouns i.e. World Trade Centre. Then students had to read through five questions before listening. The next part of the task was to listen and answer the questions. Students listened to a text called "A letter from the U. S. A", a narrative, continuous text. It was about a Czech boy who was on a course of English in America. He was talking about his program. After finishing the activity, there was a discussion about the United States.

ii. Thesis focus

In this lesson I wanted to find out how the questions formulated before listening can help students to cope with the listening problems by eliciting the main points of the text, and how this task-type motivates students to listen. The main part of the activity was in stage 1 (preparation for listening, giving the task) and in stage 2 (listening and completion of the task). I wanted to promote listening for comprehension skills.

iii. Anticipated teaching problems/ possible solutions

I supposed that the students would not be interested in the activity because this task-type did not seem easy. I decided to promise them another, more interesting task next time.

iv. Lesson aims: to revise pronunciation and spelling of some proper nouns and names of American towns and sights; to get students to listen to

the narrative text and to understand the main points of the text; to check understanding the listening text by getting individual students to present their answers; to get students to speak more freely in relation to travel.

v. Materials: Angličtina pro samouky, lesson 20, page 309(see attached copies)

B. Lesson Summary

1. Preparation for listening

a. Teacher gets students to speak about the U. S. A. and elicits vocabulary to do with U. S. A. by asking questions.

(questions) "Which American towns do you know?" "What is the town famous for?" "What else do you know?"

b. Teacher gets individual students to write the elicited words on the blackboard.

aims: to find how much students know about the topic; to prepare students for listening to the text by practising spelling and pronunciation of vocabulary

c. Teacher gives students the task to go through the questions below to familiarise with the important events in the text, and then to listen and answer the questions.

(questions) What did Mirek do in the afternoons? What are some differences between American and British English? What places near San Francisco did he visit? What was weather like? What did he see in New York?

aim: to give students a purpose for listening for comprehension by giving them the questions that elicit the gist of the text

2. Improving listening skills

a. Teacher plays the tape twice and students listen and note the answers for the gist questions

b. Teacher checks the answers by getting individual students to present their answers

aims: to check students have understood the text by getting them to answer the questions

3. Discussion

a. Teacher leads a discussion related to the text topic by asking questions. (questions) "Which town would you like to visit?" "Why?"

aim: to get students to speak more freely about their own hopes and ambitions in relation to travel

C. Reflection

(Thesis-focus activities)

1. (Preparation for listening)

a., b. First of all I wanted to know how much students knew about the topic. I also ensured that the students would know the proper nouns (Broadway, Chicago, Fifth Avenue, the Golden Gate Bridge, the Hudson, Manhattan, New York City, the Pacific Ocean, the Rocky Mountains, San Francisco, Statue of Liberty, Washington, World Trade Centre, Yosemite National Park) by getting them to pronounce them and then to write the words on the blackboard. I also supposed that general speaking about American towns would motivate students to work in next stages.

c., d. When students were given the task of reading the questions, I carefully watched if their motivation would increase as I have to deal with falling of students' interest. They thought the task would be difficult. They also said they had never liked this task-type.

While listening students really were not very interested. I think the text was too long for them. A fun-factor, for example a picture relating to the text was also missing. The students could have been influenced by the activities that I had presented before, for example filling in the chart. They were listening, but there was no enthusiasm. They answered in short sentences and only the basic information. For example, the first question was "What did Mirek do in the afternoons?" The students usually answered "He was in the library." However, there were several possible answers, for example, Mirek was reading, studying, walking in the parks. I did not noticed any of these possibilities. On the other hand, all the students completed the task quite well if I included the short answers as right. In spite of this fact, the students were able to retell the text.

3. After listening students continued with the low interest level. The discussion had to be teacher-centred, otherwise the students would collapse into Czech.

A letter from the United States

Dear John,

Thank you very much for your letter which I received a month ago. Sorry I haven't written for so long but I have been very busy since I came to the States. From 26th July to 14th August I was on a summer school course in English held at the University of San Francisco. Classes were from 9 till 12 in the morning. We did grammar with the use of video cassettes, which was much more interesting than the traditional classroom lessons, and practised a lot of conversation. After the lunch break there were lectures on American history, literature and geography until 4 o'clock. Then I usually went to the library to borrow some novels by American authors or to read the newspapers and journals, or to look up necessary information in the handbooks and dictionaries which weren't lent out. There was homework to do every day. So you can imagine how busy I was.

I had to work hard. At first I had great difficulty in understanding American English. As you know I have been learning English for three years but the American accent and pronunciation are different from the British English we learnt at school. I had to learn typical American expressions like "sure, I guess, hamburger", etc. Cars don't run on petrol in America but on gas, lorries are called trucks and vans pick-ups. The Americans take the subway to work, and they guess they can fix everything. Well, I gradually began to make myself understood and enjoyed talking to American people. They are very friendly. I made friends with two young lectures who took great interest in the Czech Republic. They'll stop in Prague for a few days when they go to Europe next spring.

San Francisco is a beautiful city. The view of the city from the Golden Gate Bridge is fascinating. The weather surprised me. It was often cloudy, foggy and windy, but of course when the sun was shining it was very hot. The Pacific Ocean is rather cold. Pity you can't swim there. At the end of the course we went for a trip to the Rocky Mountains. We visited the places where gold was in the last century, Yosemite National Park with a lot of lakes, high mountains and waterfalls and saw the oldest and tallest trees in the world. Then there was a party. The party was great. We enjoyed ourselves very much.

Now I'm staying with uncle Sid and aunt Pat in New York. They take me sightseeing every day. We went by boat on the Hudson and the East River around Manhattan and to the Statue Liberty. I admire the view of the skyscrapers from the top of the World Trade Center. I love walking along Broadway and Fifth Avenue. There's so much to see. As soon as my cousin Frank comes back from Chicago we'll go to Washington for about a week. I hope you and your family are well. Give my best regards to your wife.

I'm looking forward to hearing from you soon,

Yours sincerely,

Mirek

Adapted from: Dr. Kollmanová, L. Angličtina pro samouky.

Praha: LEDA, spol. s r. o., 1995

D. Conclusion

I think this task is not appropriate for usual listening lessons in a class of beginners or pre-intermediate students. Although they are able to cope with redundancy and comprehend the basic text content, there was minimal motivation to listen. Students refused to involve themselves in the activity.

I found two reasons: the text was too long and a fun-factor was missing. Next time I would use a shorter text supplemented with pictures that would relate to the text.

Summary 6

A. Pre-lesson plan commentary

i. General lesson theme/objective/topic

The topic of this lesson was "Buying the tickets" Students listened to six dialogues of people at a railway station. They were buying tickets. Students had to find out who was buying the tickets, where the people were travelling and the kinds of their tickets. After revision of vocabulary students were given a sheet with six charts where they had to put the information about the dialogues and a picture on each chart. The pictures showed the number of people buying the tickets. It should help to identify the right chart because each dialogue had its own chart and picture. Their task was to try to find out who was buying the tickets from the pictures before listening and then to fill in the charts while listening. The charts had three columns: name of a town where the people were going, kind of their tickets and the prices. Then students practised the dialogues.

ii. Thesis focus

Students listened to six dialogues of people who were buying train tickets. They had to note on the chart where the people were going, kinds of the tickets and prices. The charts on the sheets were not in the same order as the dialogues were recorded on the tape. The students had to find the right chart according to the picture that said whether a man, a woman or a child was buying the tickets. Students had to transfer information to the charts. The charts should help students to organise the structure of the dialogues.

iii. Anticipated teaching problems/possible solutions

I supposed students would think that there were too many charts and they would not have much time to fill in the charts. It could have led to confusing and discouraging the students. Therefore, I intended to point out that they could write one-word answers on to the chart and the text would be played twice.

iv. Lessons aims: to revise vocabulary; to have students listen for specific information and to get them to transfer the information to charts; to check understanding by having students present their answers; to practise dialogues about buying the tickets.

v. Materials: Project English 3, Unit 1, page 24(see attached copies)

B. Lesson Summary

1. Preparation for listening

a. Teacher elicits phrases and vocabulary needed for students to understand listening text by asking questions.

(questions) "Which tickets can we buy?" "What do we usually ask?"

vocabulary: single, return, how much, a half ticket

aims to ensure students will know the words needed in listening to the dialogues:

b. Students are given the sheet with the charts and told to think about each picture and then to listen and fill in the chart.

aim: to orient in the task; to motivate students to listen

2. Improving listening skills

a. Teacher plays the tape twice and students fill in the charts.

aim: to listen for specific information and transfer it to the chart

b. Teacher gets individual students to tell the words he or she filled in the chart.

aim: to check comprehension of listening to the dialogues by getting students to present their answers

3. Practice of dialogues

- a. Teacher gets students to speak the dialogues noted in the charts in closed pairs.
- b. Teacher gets six open pairs to present individual dialogues noted in the charts.

aims: to practise dialogues about buying tickets

C. Reflection

(Thesis-focus activities)

1. (Preparation for listening)

Since I knew the students already knew vocabulary about travelling, I concentrated on eliciting and revising of it. I asked students questions about kinds of tickets and the usual phrases used for buying tickets. Students responded very well, I did not have to call them out because they shouted the answers chorally. For example, when I asked them about kinds of tickets, they shouted out "single", "return" and "half." Then I gave them the sheets with the charts and pictures. When the students saw the hand-drawn pictures, it was obvious from their behaviour that their motivation increased. The students became involved in the activity and the pace of work was regular. They wanted to know what work they would do, and if they would work with the charts and pictures. They were looking forward to the activity and they did everything I told them; for example, they spoke about the pictures with enthusiasm. They also estimated the numbers of the tickets without problems. This stage prepared the students by making a simple outline for the listening text(dialogues).

2(improving listening skills)

I played the tape twice and gave the students three minutes for familiarising themselves with the charts between the first and second listening. After the first listening four students were confused. They complained that the tape was too quick and they could not note a dialogue before they heard the next one. They wanted me to stop the tape after each dialogue to have more time to note the dialogues. I decided not to do this because in that case the activity would require no or minimal effort. They filled the names of towns and some prices without considering the pictures. Since the pictures indicated the number and prices of the tickets, I advised the students to put the pictures together with the right charts by lines. The rest of the class had no problems. At first they numbered the pictures and made notes whether the tickets were single or return. During the second

listening they filled in names of the towns and prices. While checking understanding, the students and I found both the ways of filling in the charts useful. I checked understanding by getting individual students to read his or her notes and I repeated the right answer.

3. (Practice of the dialogues)

I got the students to practise the dialogues in order to ensure they would know the phrases actively. I got them to work in closed pairs and to practise all six dialogues. Then I chose six open pairs to present individual dialogues.

D. Conclusion

I think that filling in the charts which are supplemented by pictures is a good way of helping students to listen to a text. The pictures help students to become involved in the activity and encourages them to work. The charts help to organise the structure of the listening text before actual listening, so the students know what parts are important respectively what could be redundant. Actual listening is not so abstract for them because the pictures and the charts give them an concrete idea how the text can look like.

WHERE?
HOW MUCH?



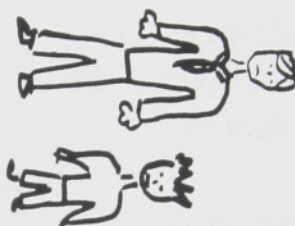
Number 1
 A Two to Manchester, please
 B Single?
 A Yes, please.
 B That's £17.60, please.

Number 2
 A One and a half return to Birmingham, please.
 B That's £30, please.

Number 3
 A Return to London, please
 B £6.50
 A Thank you.

Number 4
 A Two and two halves to London, please. Single
 B That will be £9.25, please
 A Thank you

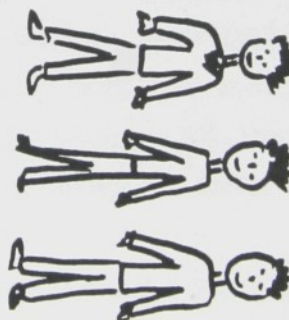
WHERE?
HOW MUCH?



Number 5
 A Manchester, please
 B Single?
 A No, return, please
 B £17.60, please

Number 6
 A Three returns to Dover, please
 B Dover? That's £27.00
 A Thanks.

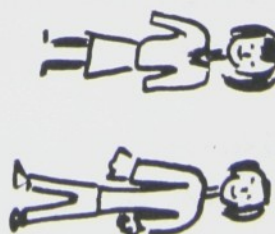
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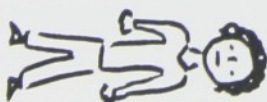
WHERE?
HOW MUCH?



WHERE?
HOW MUCH?



WHERE?
HOW MUCH?



Section III : Conclusion

My decision to focus my teaching practice on listening was influenced by my experience as a student when my teacher did not bother about choosing interesting and appropriate tasks. Forming my thesis, I thought mainly about pre-listening activities. In my opinion, this stage influences students' next work in the listening lessons most. I thought about tasks that would give students some reasons to listen; tasks that would prepare students for actual listening in order to cope with redundancy and gaps.

I examined my thesis by giving students various tasks before listening. The tasks differed in work techniques and degrees of difficulty. My aim was to find out whether the tasks motivated students to listen and helped students to overcome listening problems. I watched how the tasks increased students' motivation and how they helped them to foresee the important parts of the listening texts. Students' behaviour before, during and after listening, and when I checked comprehension were the sources for investigation of the suitability of the tasks.

The students' objective was different. They had to work in order to improve their listening skills. It was connected with learning to organise the facts which they knew about the listening text before listening. During my teaching practice I found that the appropriate tasks had to be adjusted to the students' age, level of their English and their interest.

I have found that the teacher can use a basic range of the task-types for students of these levels. I examined four task-types and two of their combinations. Three of them and both the combinations worked effectively. However, before using these tasks, each teacher should get to know his or her own students and do research in order to be sure that the use of these tasks would be effective.

Doing such research is not always easy. Both the teacher and the students have to go through easy or difficult activities as well to find what is inappropriate. In spite of this fact, such research is worthy for both sides. When the teacher knows the students' abilities and interests, he or she can better prepare the lesson and can also help students develop their language skills. Then good relationships can develop between the teacher and the students.

During my teaching practice, as I supposed, I found out that students can really develop their listening skills by working with appropriate and motivating tasks before and during listening. It can be

sometimes difficult for the teacher to think of such tasks and to improve them so students do not get bored by stereotypical use of the basic task-types. But then, during the lesson, the students do appreciate well-prepared and interesting activities and they find it easy to be involved in the activities and work successfully.

REFERENCES

Ur, P. Teaching listening comprehension. Cambridge: The Press of
Syndicate of the University of Cambridge, 1984.

Motivating and appropriate pre-listening tasks for beginners

General:

This paper starts in a rather confusing way. The writer mentions 4 listening problems based on Ur - Teaching listening comprehension: "redundancy, noise, colloquial language and auditory character", and claims that she would like to concentrate on redundancy and gaps. Redundancy in a spoken language is explained satisfactorily even though the meaning of redundancy presented on p.1 differs from what it says on p.24. However, it is not at all clear what she means by gaps. She continues by stressing the importance of pre-listening activities and sets up criteria for them. They should motivate students, raise their interest by means of visual aids. The teacher should prepare students to be able to do different tasks by stating clearly what information students have to look for and by presenting new words. In the practical part the writer presents 6 lesson plans in which she tries out four types of tasks: comparing a listening passage with what students predicted, working with pictures according to instructions, filling in charts and answering questions. Two good classroom profiles are provided.

There are some nice ideas in the paper, unfortunately, it is sometimes obvious that the writer does not understand fully what she claims and uses wrong terminology. Some parts would need to be more elaborate and better organised. /See further/ On the whole the project is difficult to follow in places.

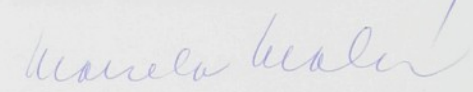
Specific:

1. p.2 it is confusing if you say that θ and δ are not pronounced in Czech, they do not exist in Czech.
2. p.5 Concord: Class profiles describes...
 - ..the students' experiences is described...
 - ..the conclusion discuss..
3. Misprints: e.g. p.5 discusse, p.11 trough instead of through
4. Wrong tenses e.g.p.6 They have been learning English,
p.17 They have just finished ...
5. In lesson 1 there should be two coppies attached.
6. pp. 11,25 say "See attached copies". There is always just one copy attached.
7. p.12/3 practises pronunciation. In the reflection section in the same stage students present a story in front of the class.
8. p.18 The following sentence does not make sense. "There were a lot of things in the picture that the people needed respectively did not need to take with them."
9. p.19/V - issue 1,p.10, the attached material is marked 11.
- 10.p.23 I did not noticed....

Questions to be discussed during the oral defence of the project

1. I was puzzled by this: on p.1 you state that "gaps are words that are drowned by outside interference or indistinctly pronounced. On p.2 "Teacher should also present new words and idiomatic expressions so that students would not hear so many gaps." What exactly do you mean by gaps?
2. pp.8,11,14
You name the vocabulary you presented. It is not clear how you presented it. By asking general questions? Clarify it.
3. On p.13 you "brainstorm new vocabulary". What does brainstorming mean?
4. On p.19,1b you present "I would + verb". It is not clear how. In the reflection section on p.20 you do not mention it at all. Explain how you presented it.
5. On p.22, 2a you state:...."students listen and note the answers for the gist questions." Explain what listening for gist means. Do you think you asked gist questions?
6. On p.24 you say that ..." students are able to cope with redundancy." In the light of what you say about redundancy on p.1, how does redundancy in "A letter from the United States" differ from it?

This paper meets the requirements for granting the degree of Bachelor. I recommend, dependent upon the oral defence, the grade of 3.



PhDr. Marcela Malá

JITKA ADÁSKOVÁ

Technical University of Liberec, Pedagogical Faculty FAST TRACK III (June 1, 1995)

Title: Motivating and Appropriate Pre-Listening Tasks for Beginners (30 pages)

The writer examines the effectiveness of pre-listening tasks for beginners. She specifically discusses question/answer, working with pictures, filling in charts and prediction of a text content in the Introduction and tests their effectiveness in the lessons she presents in Part II.

A serious flaw in this paper is the writer's use of only one source for citations!

This paper is well-written with a few errors in grammar that are not especially distracting for the reader.

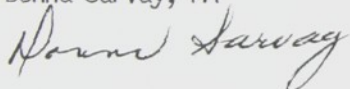
The Lesson Plan section is clear, concise and generally thorough.

In Lesson Plan 2, one omission occurs. She says an aim is to practice past and continuous tenses in Stage 2, but she does not tell the reader that it was practiced in that stage or mention the aim in the reflection on that stage. However, she does discuss in stage 3 the practice of the continuous.

The writer's summaries after lesson plans discuss student actions/reactions in-depth and discuss the success or failure of the particular pre-listening task so that the reader feels well-informed.

This paper meets the requirements for granting the degree of Bachelor. I recommend the grade of 2.

Donna Sarvay, MA



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Jsem si vědom/a/ toho, že diplomová práce je majetkem školy a že s ní nemohu sám /sama/ bez svolení školy disponovat, a že diplomová práce může být zapůjčena či objednána (kopie) za účelem využití jejího obsahu.

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